



Educator Guide: Managing Feelings Lesson

Recommended for Grades:

Kindergarten

Time:

8 minutes

National Health Education Standards:

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.
- Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: shapeamerica.org.

Learning Objectives:

After completing this lesson students will be able to:

1. Identify appropriate ways to express and deal with feelings.
2. Demonstrate at least one emotional regulation technique such as counting to ten, deep breathing, etc.
3. Demonstrate how to talk to a trusted adult about their feelings.

Identify situations when help is needed from a trusted adult to make a decision regarding mental and emotional health.

Lesson Description:

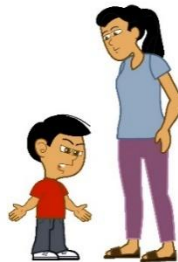
In this lesson students will learn and practice five strategies they can use when they are feeling a big feeling. Students will learn how they can talk to a trusted adult about their big feelings.



Pre and Post-Test Question:

Use the following question with your students in any way that you see fit (on paper, using a survey tool, etc.) You may choose to combine questions from various lessons and activities that your students participate in.

Circle the healthy way to deal with anger.



Keep it to yourself.

Talk to a trusted adult.

Yell and scream.

Vocabulary:

Use the following list of vocabulary as a reference for yourself or your students as you complete the Managing Feelings Lesson. You may choose to use this list in any way that fits your needs.

- Angry – feeling mad or upset
- Calm – feeling peaceful and relaxed
- Feelings – how we react to things that happen in our lives
- Trusted adult – a grownup that you are close to and who cares about you, such as a parent, family member, teacher, school counselor, etc.

Supplemental Activity: What Would You Do?

Objectives:

After completing this activity students will be able to:

- Identify appropriate ways to express and deal with feelings.
- Demonstrate at least one emotional regulation technique such as counting to ten, deep breathing, etc.
- Identify situations when help is needed from a trusted adult to make a decision regarding mental and emotional health.

Materials Needed:

- Character puppets
- White board, chalkboard or large sheet of paper
- Pens or markers

Time Required:

20 minutes

Instructions:

Create simple character puppets by gluing the five characters on the pages that follow to cardboard, and then attach a popsicle (or other) stick. Then, before beginning the puppet role play, review the five strategies for managing big feelings covered in the online lesson:

- Talk about it: Use an “I feel...” statement to name your feeling and share it with a trusted adult.
- Take some belly breaths: Breathe in deeply through your nose, then slowly and quietly blow out through your mouth to calm down when you have a big feeling. Repeat as many times as you need to.
- Take a break: Walk away from the situation that is making you feel a big feeling and do something else.
- Get active: Move your body by getting some physical activity to help you feel better.
- Count to ten: Counting to ten and taking a big breath with each number can help you relax and manage your big feelings.



Once you have reviewed the five strategies with your students, act out each of the following scenarios with the character puppets and ask your students which strategy they would use if they were the character experiencing the big feeling. Practice the technique the students recommend to show how the character will resolve their big feeling.

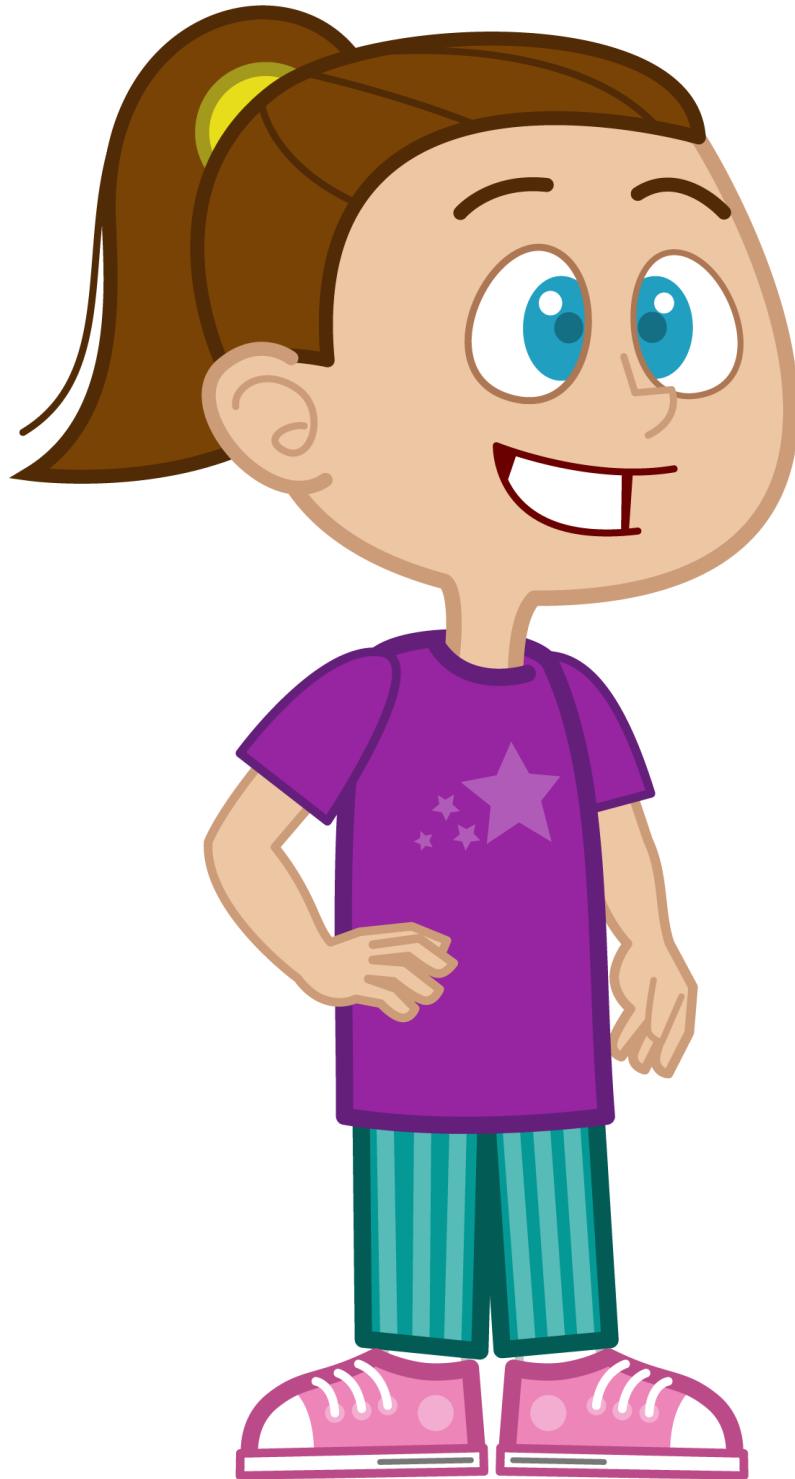
Scenarios (feel free to come up with additional scenarios that match the needs of your students):

- Something unfair happened to the character and they are very angry about it.
- The character is frustrated because they have to wait for something they want to do.
- The character's best friend moved away and they feel sad.
- The character lost a game with their friends and is upset about it.
- The character feels afraid about going to the aquarium.











Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



Help Your Child Manage Their Feelings

It can be hard for children to cope with their feelings. You can help them learn to handle strong feelings, like anger, excitement and sadness.

- Help your child name their feelings. Children who can name their feelings can better understand and talk about how they feel.
- Talk with your child about their feelings. Talking to a trusted adult helps your child learn how to manage their feelings.
- Show you care. When your child talks about their feelings, let them know you understand how they feel. This will help them feel supported and respected.

Children who practice showing kindness and understanding are more likely to have healthy relationships. If your child can think about how other people are feeling, that will help them get along with others. The first step is becoming aware of their own feelings.

Growing Your Child's Self-Esteem

Self-esteem is how we feel about ourselves.

High self-esteem and low self-esteem in children

Children who have high self-esteem feel good about themselves. They often feel liked, accepted and they believe in themselves. They are more willing to try new things and can cope better with their mistakes. Children with high self-esteem often do better in school and in relationships. Children who have low self-esteem can doubt themselves and feel like they are not as good as other kids. They can expect less of themselves and assume others do not think well of them.

There are some things you can do to help your child have higher self-esteem:

- **Offer positive attention and care.** Children begin to grow in their own self-esteem when they work towards a goal, make an effort or learn something new.
- **Help your child learn something new.** Allow your child to watch you and practice with you when they are learning something new. Then they can try it themselves.
- **Praise your child's effort no matter the outcome.** Knowing that their effort matters will help ground your child in what they can control. It rarely helps to criticize kids.
- **Focus on your child's strengths.** Allowing your child to be seen for what they are good at can do great things for their self-esteem.
- **Set a good example.** When your child sees you using positive self-talk and self-care even when making a mistake, they will be more likely to pick up these traits.

Recommended Reading List

These books can be read aloud to help students relate to characters dealing with different mental and emotional health concerns. You may encourage students to check out one of these from the school library to bring home and read with their families.

“B is for Breathe” by Dr. Melissa Munro Boyd (2019, Ages: 4-10)

“Everyone” by Christopher Silas Neal (2016, Ages: 4-6)

“Frog Slime: A Child’s Guide to Calming Down” by Dr. Amanda DeSua (2017, Ages: 0-6)

“Grumpy Monkey” by Suzanne Lang (2018, Ages: 3-7)

“Listening to My Body” by Gabi Garcia (2019, Ages: 4-10)

“My Body Sends a Signal: Helping Kids Recognize Emotions and Express Feelings” by Natalia Maguire (2020, Ages: 3-9)

“Ruby Finds a Worry” by Tom Percival (2019, Ages: 3-6)

“Taking a Bath with the Dog and Other Things That Make Me Happy” by Scott Menchin (2013, Ages: 4-8)

“The Color Monster” by Anna Llenas (2018, Ages: 4-8)

“Visiting Feelings” by Lauren Rubenstein (2013, Ages: 4-8)

“When I Feel Angry” by Cornelia Maude Spelman (2000, Ages: 4-8)

Mental and Emotional Health Resources

- 988 Lifeline, 988lifeline.org, call or text 988
- Centers for Disease Control and Prevention (CDC), cdc.gov/childrensmentalhealth/
- Children's Wisconsin, childrenswi.org/find-care/mental-behavioral-health
- KidsHealth, kidshealth.org
- Mental Health America, mhanational.org
- National Alliance on Mental Illness (NAMI), nami.org
- National Institute of Mental Health (NIMH), nimh.nih.gov
- PBS Kids for Parents: Emotions and Self-Awareness, pbs.org/parents/learn-grow/all-ages/emotions-self-awareness
- Wisconsin Department of Public Instruction (Student Services/Prevention and Wellness), dpi.wi.gov/sspw



Transcript

Slide 1

Belinda Badger: Have you ever had feelings that you had a hard time dealing with? Sometimes, feelings can be so big that they are hard to deal with. But there are some things you can do to better manage, or deal with, your feelings. Are you ready to learn how?

Slide 2

Belinda Badger: Quinn is dealing with some feelings of anger right now. Let's see if we can help her. Click on Quinn to hear how she's feeling.

Quinn: I was playing a game with my older brother and he beat me again. No matter how many times we play, he always wins. I kept getting angrier the longer we played!

Belinda Badger: There are a few different ways Quinn could deal with her anger.

All that anger might make her want to scream at the top of her lungs, but doing that won't help.

Unfortunately, ignoring the feeling won't help her feel any better. It's important to deal with your feelings when they come up, even if it's hard. You can always ask a trusted adult for help if you don't know how to deal with your feelings.

Taking a break can be a great way for Quinn to deal with her anger. This will give her a chance to calm down and feel better.

Slide 3

Belinda Badger: There are five different things to try when you have a big feeling. They include: talking about it, taking some belly breaths, taking a break, getting active and counting to ten. The first thing we're going to learn about is talking about your feelings.

When you have a big feeling, it's always helpful to try and name your feeling. If you have a hard time naming your feeling, you can always ask a trusted adult for help!

Ask them if they have a minute to talk and explain to them how you feel. You can start by using an "I feel..." statement.

Slide 4

Quinn: In an "I feel..." statement, you just say how you feel and why you feel that way. If you feel angry because someone took the last piece of candy, you might say, "I feel angry because someone took the last piece of candy and I wanted a piece."



Slide 5

Belinda Badger: If you can't think of the word for how you feel, that's okay. You can use an "I feel..." statement to talk about what's going on with your body or your mind.

Let's say you were supposed to go to the zoo over the weekend with your mom but you just found out she can't go anymore, so you can't either. You might have an upset tummy and even feel like crying. Well, the same thing just happened to Miguel.

Slide 6

Belinda Badger: Click on Miguel to hear how he's feeling about not being able to go to the zoo.

Miguel: I have an upset tummy and I feel like crying because I can't go to the zoo.

Belinda Badger: Not only can a trusted adult help you figure out that you may be feeling disappointed, but they can also help you figure out what to do with your disappointment.

Slide 7

Belinda Badger: Let's see how Zoe talks with her trusted adult about her feelings. At recess yesterday, Zoe's friends told her she couldn't play a game with them because there were too many people playing. When she got home, her dad could tell something was wrong, so he had a talk with Zoe.

Slide 8

Belinda Badger: Click on Zoe to hear how she described her feelings about being left out to her dad.

Zoe: I feel really tight in my neck and like I have a headache because my friends wouldn't let me play with them at school today.

Belinda Badger: Zoe's dad asked if she thought she felt angry, and Zoe knew that was what she was feeling. Zoe's dad said that sometimes we feel angry when we don't get something we want and it's okay to feel angry. Talking about it helped Zoe start to calm down, and she started to feel better.

Slide 9

Belinda Badger: When you feel overwhelmed by a big feeling, deep belly breaths can help you start to calm down.

To do belly breathing, breathe deeply in through your nose until your whole belly is filled with air. Slowly blow the air out through your mouth, like you're blowing through a straw, until all the air is gone. Keep breathing like this until you feel relaxed and calm.



Slide 10

Belinda Badger: Let's try belly breathing together! Everyone stand up. Good! Now let's breathe in quietly, filling your belly with air. Now slowly and quietly let the breath out through your mouth. Awesome! Let's do one more! Breathe in quietly. And then breathe out slowly and quietly. Ah, that feels nice, doesn't it?

Slide 11

Belinda Badger: Sometimes the best thing you can do when you're feeling a big feeling is to take a break. That might mean leaving the room or walking away from a friend. Getting away to do something else will help your mind calm down so you can feel better and manage your big feeling.

Slide 12

Belinda Badger: Sometimes, big feelings can start to feel better if you get some physical activity. That could be playing outside or doing some jumping jacks. Any activity that will get you moving could help you better manage your big feelings.

Slide 13

Belinda Badger: Let's do some jumping jacks together! Stand up and get ready to do five jumping jacks. Ready? One! Two! Three! Four! Five! Awesome job!

Slide 14

Belinda Badger: A good way to give yourself some time to deal with big feelings is to count to ten. Starting with one, count to yourself slowly, breathing deeply as you count up to ten. By the time you get to ten, you might notice you feel a little calmer and ready to deal with your big feelings in a healthy way.

Slide 15

Belinda Badger: When you feel big feelings, you can sometimes feel a little out of control. Learning good ways to deal with big feelings will help you keep your mind healthy. There are many different things you can try to manage your big feelings. Now that you know a few, try them out and see what works best for you! See you next time!

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Contact us:

**Children's Wisconsin
E-Learning Center**

(866) 228-5670

healthykids@childrenswi.org

