

# My Feelings

## OBJECTIVES:

- To be aware of our feelings.
- To understand why we feel the way we do.

## GROUP SIZE:

6 to 8 children per adult volunteer.

## TIME FRAME:

This lesson is designed for a group meeting between 30 and 60 minutes.

## BACKGROUND:

Young children experience many different feelings everyday. Sometimes it can be overwhelming. Help children to understand that everyone has feelings and that feelings can be expressed in many ways. Help children realize where feelings come from and how to deal with them.



### LIFE SKILL AREAS

Social skills and decision making will be developed through the discussions and group activities. Large motor skills will be developed through role play while fine motor skills will be enhanced through the use of scissors and markers.

### HELPS TO THE VOLUNTEERS

Try these suggestions. Choose one or two of the following activities from each section. Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.

## LEARNING ACTIVITIES:

### I. GETTING STARTED

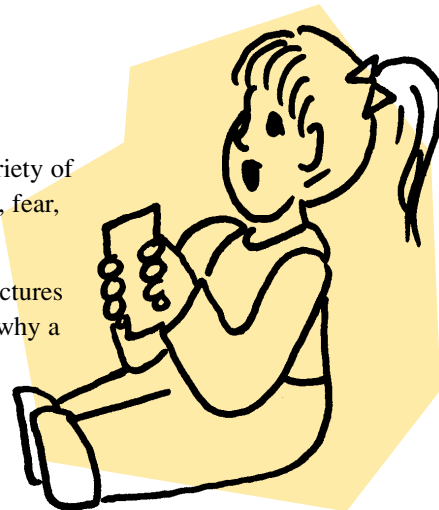
 **ACTIVITY:** "Exploring Feelings" (5 - 7 minutes)

**Grade Level:** K - 2

**Materials:** a grocery bag with pictures of faces showing a variety of emotions including happiness, sadness, boredom, pride, anger, fear, etc.

Have the children gather in a circle. Show them one of the pictures from the bag. Ask if they can guess what the emotion is and why a person might feel that way. Perhaps the children will want to share stories of when they have felt that emotion. Let each child pull a different picture from the bag and identify the emotion. Continue around the circle until each child has had a turn.

**Application:** Ask the children to observe people at school, the grocery store, or library. Does the way the person is feeling show on his face?



**ACTIVITY:** Finger Play "My Feelings" (5 - 7 minutes)

**Grade Level:** K - 2

**Materials:** none.

Have the children recite this poem about feelings. Encourage them to make exaggerated faces to match the feeling in each line.

**My Feelings**

Sometimes I am happy,	(smile)
Sometimes I am sad.	(stick out bottom lip)
Sometimes I am frightened,	(open mouth and eyes very wide)
Sometimes I am mad.	(frown brow, make fists)
I have lots of feelings	(hold hands out, palms up)
And for that I'm glad!	(cross arms on chest and look proud)

Try doing this again, leaving out the last word of each line, but continuing to use exaggerated faces.

**ACTIVITY:** "How Do You Feel Today Game" (4 - 6 minutes)

**Grade Level:** K - 2

**Materials:** one egg carton for each child, small adhesive labels, pens, scissors, glue, magazines or pictures with faces showing different emotions, buttons.

Give each child an egg carton. Let them cut out pictures of faces showing different emotions to glue on the top. As they work, help each child individually write the following emotions on the gummed labels:

- happy
- bored
- angry
- curious
- sad
- scared
- proud
- frustrated
- tired
- excited
- glad
- embarrassed

Help them stick one label in each "pocket" of the egg carton. When they have finished decorating the top and labeling the inside, give each child a button to put inside the carton. Now the game is ready to play! Close the lid, shake it up, open the carton and act out the emotion that the button lands on!

**II. DIGGING DEEPER**

**ACTIVITY:** "Paper Plate Faces" (7 - 9 minutes)

**Grade Level:** K - 2

**Materials:** a paper plate for each child, markers, red and black construction paper, brads or thumb tacks, face pattern, scissors, glue.

Give each child a paper plate, a pattern, markers, scissors, and glue. Let them color the face and cut it out. After they glue the face on the plate, help them cut out one mouth and two eyebrows. Show them how to fasten the eyebrows and the mouth to the paper plate using the brads. Ask them to see how many expressions their faces can make by moving the mouth or the eyebrows.

Note to the Volunteer: Have the children make extra faces to use in the Art Exhibit and Cloverbud Display lessons in the subject area of Community Expressive Arts.

**Application:** Look at picture books or comics in the newspaper. How do the artists get their characters to look happy, sad, or scared?



**ACTIVITY:** "If You're Happy and You Know It..." (5 - 7 minutes)

**Grade Level:** K - 2

**Materials:** none.

Invite the children to sing along with this favorite tune. For each verse, let a different child pick an emotion and choose an action to go along with it.

**If You're Happy and You Know It**

If you're \_\_\_\_\_ and you know it, \_\_\_\_\_ !  
 If you're \_\_\_\_\_ and you know it, \_\_\_\_\_ !  
 If you're \_\_\_\_\_ and you know it and you really want to show it,  
 If you're \_\_\_\_\_ and you know it \_\_\_\_\_ !

Talk about how you can tell when someone is feeling a strong emotion. What do they do or say that lets you know they are feeling that way?

**ACTIVITY:** "Can You Think of a Time" (4 - 6 minutes)

**Grade Level:** K - 2

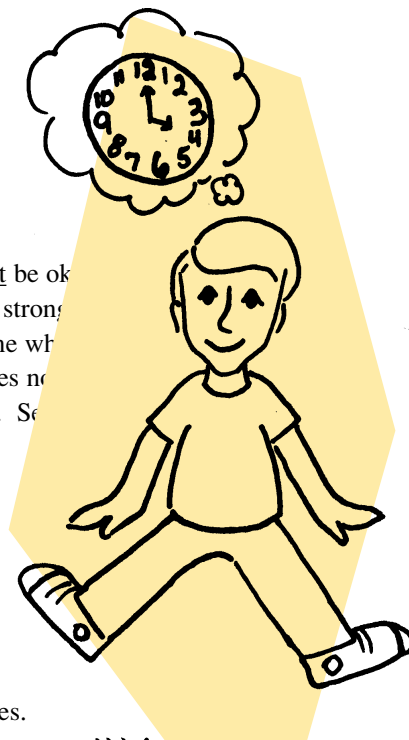
**Materials:** none.

Invite the children to sit in a circle. Start the activity by saying that everybody has lots of different feelings and that all feelings are okay. It might not be okay to hit someone when we're feeling angry, but it's okay and even healthy to feel strong emotions sometimes. Go around the circle and ask each child to remember a time when they felt a particular emotion. What happened? What did they do? If a child does not want to talk, he can pass (be careful to avoid having children feel uncomfortable). Select from the feelings below or add your own.

- happy
- proud
- excited
- jealous
- angry
- sad
- tired
- shy
- bored
- let down
- frightened
- frustrated

After each child has had their turn, acknowledge how they must have felt (e.g. "sounds like you were really angry," or, "I bet you were excited!").

**Application:** Encourage the children to share their feelings with their families.



**III. LOOKING WITHIN**

**ACTIVITY:** "Body Talk" (5 - 7 minutes)

**Grade Level:** K - 2

**Materials:** none.

Explain to the children that we can communicate without even talking. Body talk or body language is how we look at people, our expressions, our posture, and even how we move. People can tell a lot about us before we even open our mouths!

Invite the children to use body language to communicate the following: Emphasize that our whole body, as well as our faces communicate things to others.



## MY FEELINGS

- I'm hungry.
- I'm thirsty.
- I'm afraid of you.
- I'm very sad, my dog ran away.
- I just won a trip to Disney World.
- I just got yelled at by my teacher.
- I think I'm very important.
- I just woke up.
- I would like to be left alone.
- I want to make you feel better.
- I'm very frustrated.
- I'm "hopping" mad.

**Application:** Have the children look for examples of body talk at home or school.

**ACTIVITY:** "Show Your Feelings - in Art!" (7 - 9 minutes)

**Grade Level:** K - 3

**Materials:** drawing paper, crayons or markers

Encourage the children to draw a picture of a time they felt a very strong emotion. Let them choose any emotion they wish. Let them dictate a sentence to you about the picture. Write the dictation across the bottom of the page. Let each child share their picture with the group if they would like to.

**Application:** Encourage the children to express their feelings through writing and drawing.

### IV. BRINGING CLOSURE

**ACTIVITY:** "What Makes You Feel Good?" (6 - 8 minutes)

**Grade Level:** K - 3

**Materials:** a cotton ball for each child and a shoe box labeled "WARM FUZZIES."

Ask if anyone has ever heard of "warm fuzzies." Explain that warm fuzzies are anything that makes you feel good. It could be a compliment from a teacher or a hug from your mom. There are lots of different things that make us feel good. Give a cotton ball to each child. Put the shoe box labeled "WARM FUZZIES" in the middle of the floor. Go around the circle and ask each child to tell about one thing that is a "warm fuzzy" to them. Have each child put their cotton ball in the box after they share their warm fuzzy with the group.

**Application:** Ask the children to think of ways to give "warm fuzzies" to others.

### V. GOING BEYOND

Have the children role play the following situations. Talk about how each child felt after they finished each situation.

- a child excitedly tells the other he has a new baby brother
- a child tells another, "You can't play with us, you're too bossy!"
- a child apologizes to another child for breaking his favorite toy
- two friends say good-bye for the last time because one is moving far away
- two friends find a dollar on the ground at the same time

#### Reading Adventures

This listing of reading materials can be used by you as background, or for sharing before to set the stage for the lesson or for sharing afterwards to reinforce the lesson.

Emily Umily, by Kathy Corrigan

There's a Nightmare in My Closet, by Mercer Mayer

The Lady Who Saw the Good Side of Everything, by Pat Decker Tapio

Alexander and the Terrible Horrible No Good Very Bad Day, by Judith Viorst

