

Emotions and Smart Choices



3 Cs



- I care about myself.
- I care about others
- I care about my community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Preparation

Copies

- Emotion cards (starting on page 10)
- Home Connection (see page 5)

Materials

- Feely Box containing a variety of sensory objects
- Smart choice cards (see page 8)

Music

- “The Truth Will Make Me Free” (see lyrics on page 9 and on page 153)
- Mr. Rogers music is available by permission on the CD that comes with the Prevention Dimensions lessons.
- (Rogers, Fred, Johnny Costa, Bobby Rawsthorne, and Carl McVicker, writers. Mister Rogers’ You Are Special. Family Communications, 1992, CD.) Kindergarten teachers highly recommend this CD.

Vocabulary

- | | |
|----------|----------------|
| rights | smart choice |
| emotions | foolish choice |

Lesson at a Glance

Introduction

1. Feelings We Feel With Our Hands vs. Feelings We Feel Inside

Strategies

2. Emotions: Right or Wrong? Bad or Good?
3. Emotion Charades

Conclusion

4. “The Truth Will Make Me Free”

Home Connection

5. Draw a picture of things that bug me and discuss emotions.

Core Curriculum Objectives and Standards

Objectives

- Demonstrate responsibility for self and actions.
- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Recognize and name their emotions and have access to techniques for calming their unpleasant emotions.

Standards

- The students will learn ways to improve mental health and manage stress.

Teacher Notes

Introduction

Prepare

1. Feelings We Feel With Our Hands vs. Feelings We Feel Inside

Copy emotion cards or use the ones in the lesson.

Cue the music, "The Truth Will Make Me Free."

Prepare a Feely Box.

Music

Gather the children together in a circle while playing the song "The Truth Will Make Me Free."

Participation

Show the students the Feely Box containing a variety of sensory objects such as a warmed beanbag, cold ice pack, hard rock, soft cotton ball, smooth fabric, rough sandpaper.

Ask

What do you think is inside the box?

Invite

Have a few students come, one at a time, to put one hand inside the Feely Box, touch one object inside, and describe what it feels like. Record student responses on board.

Mini-Lecture

Some things, like the objects in our Feely Box, we feel with our hands. Some things we feel inside of us. The feelings we have inside of us are called emotions. All people have emotions, and all people feel many kinds of emotions. Having emotions is part of being a person.

Strategies

Show

Display the emotion cards for excited, frustrated, proud, disappointed, angry, satisfied, happy, sad, scared, safe, jealous, tired and hungry (or use actual images of children from Google Images).

Ask

Is _____ emotion bad? Is _____ emotion good?

(Emotions aren't right or wrong, bad or good. They are simply emotions.)

Clarify

The value of emotions is they let us know if something needs to change. Emotions are feelings that help us choose what to do next.

Explain

We either make a *smart* choice or a *foolish* choice after we feel an emotion. Smart choices we make help us get what we need, and foolish choices do not help us get what we need. Emotions help us know what we need to do to make a choice to care about ourselves. We all have a right to care about ourselves.

Tie in the 3 Cs

I care about myself.
I care about others
I care about my community.

Define

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- Rights are guaranteed conditions.
- For example, everyone is guaranteed a hook to hang his/her coat on or crayons to color with during coloring time.
- That means everyone has a right to a hook or a right to use crayons.
- It is just part of being in our classroom.
- In the same way, everyone has a right to be kind to himself/herself by experiencing his/her own emotions and expressing them to others.
- By taking care of ourselves this way, we are making smart choices.

(Adapted from Bodine, R. J., Crawford, D. K., & Schrupf, F. (2002). Creating the peaceable school: a comprehensive program for teaching conflict resolution. Champaign, IL: Research Press. pp. 24, 55.)



Examples

Encourage children to give examples of smart choices and foolish choices when responding to emotions. Use the enclosed *smart choice cards* if they need ideas.

Emotion	Smart Choice	Foolish Choice
Excited	Tell a friend	Eat lots of candy
Angry	Take a break and chill	Hit and scream
Sad	Sing a song	Mope around

Signing Time

Have children show the sign language for “smart” or “foolish” as you read different choices. Smart – (The mind is bright.) The middle finger is placed at the forehead, and then the hand, with an outward flick, turns around so that the palm faces outward. This indicates a brightness flowing from the mind.

Sternberg, M. L., & Sternberg, M. L. (1998). American Sign Language dictionary. New York: HarperPerennial. p. 640.

Foolish – (Thoughts flickering back and forth.) The right “Y” hand [middle three fingers tucked down in a hang loose sign], thumb almost touching the forehead, is shaken back and forth across the forehead several times.

Sternberg, M. L., & Sternberg, M. L. (1998). American Sign Language dictionary. New York: HarperPerennial. p. 258.

Record

Create smart choice picture cards to add to those enclosed with the lesson to remind students of smart choices they came up with on their own.

3. Emotions Charades

Name Emotion

Review the emotion cards for excited, frustrated, proud, disappointed, angry, satisfied, happy, sad, scared, safe, jealous, tired, and hungry, or use actual images of children from Google Images.

Emotion Charades

Invite a child to come to the front of the class and choose a card. The child dramatizes the emotion and the class guesses which emotion card he/she is holding.

Ask

What is a smart choice? What would be a foolish choice if you had that emotion?

Review smart choice cards or pictures – e.g., talking to a parent, talking to a friend, talking to a teacher, taking a deep breath.

Remind

Making a smart choice is how we care about ourselves. This year we are going to learn all about many different smart choices we can use to care about ourselves, friends family, and our community.

Repeat the activity according to the students’ capacity to pay attention and respond meaningfully.

Conclusion

Song

Draw

4. “The Truth Will Make Me Free”

Play and sing the song, “The Truth Will Make Me Free.”

Draw a picture, of things that bug students and discuss emotions.

Home Connection

5. Home Connection

Make a copy of the “Home Connection” paper for each student. Send the Home Connection home with each student and instruct him/her to share the information with his/her family. Please have students check the “Enjoy at home” or “Please return” box.



Additional Ideas**Reading 1**

Read aloud the book *My Many Colored Days*. Discuss with the students events or incidents that have left them feeling “pink,” “gray,” “brown,” “yellow,” etc. Sort emotion cards according to initial sounds. If using *My Many Colored Days*, sort emotions by the color connections.

(Seuss, Steve Johnson, and Lou Fancher. *My Many Colored Days*. New York: Knopf, 1998.)

Reading 2

Share the book *How Are You Feeling?* and practice naming the emotions depicted in the photographs.

(Freymann, Saxton, and Joost Elffers. *How Are You Peeling?: Foods with Moods*. New York: Scholastic, 2004.)

Writing

Have students draw in their writing journals the emotions they feel today, and label their pictures. Do a shared writing activity using this template.

Download and print from this web address: http://www.readwritethink.org/lesson_images/lesson375/PoemTemplates.pdf. Follow instructions to create a poem that links a color with an emotion.

Math

Help students graph their emotions each day or in response to a question of the day. In the center, have the students graph the results of the survey on a T-chart, bar graph, or Venn diagram.

Art

Have students use water colors and paint the color that matches their emotions today.

Music

Play the song “Chill” from the CD *Something Good*. Guide your class in using the “Chill Drill” as a strategy for coping with anger. Learn and sing the song together. Use it as a transition activity.

Alternate Family Share Sheet

Make a color-day family discussion sheet. Extend the experience by having students wear the color to school and share their family’s way of responding well to the given emotion.

Monday	Tuesday	Wednesday	Thursday	Friday



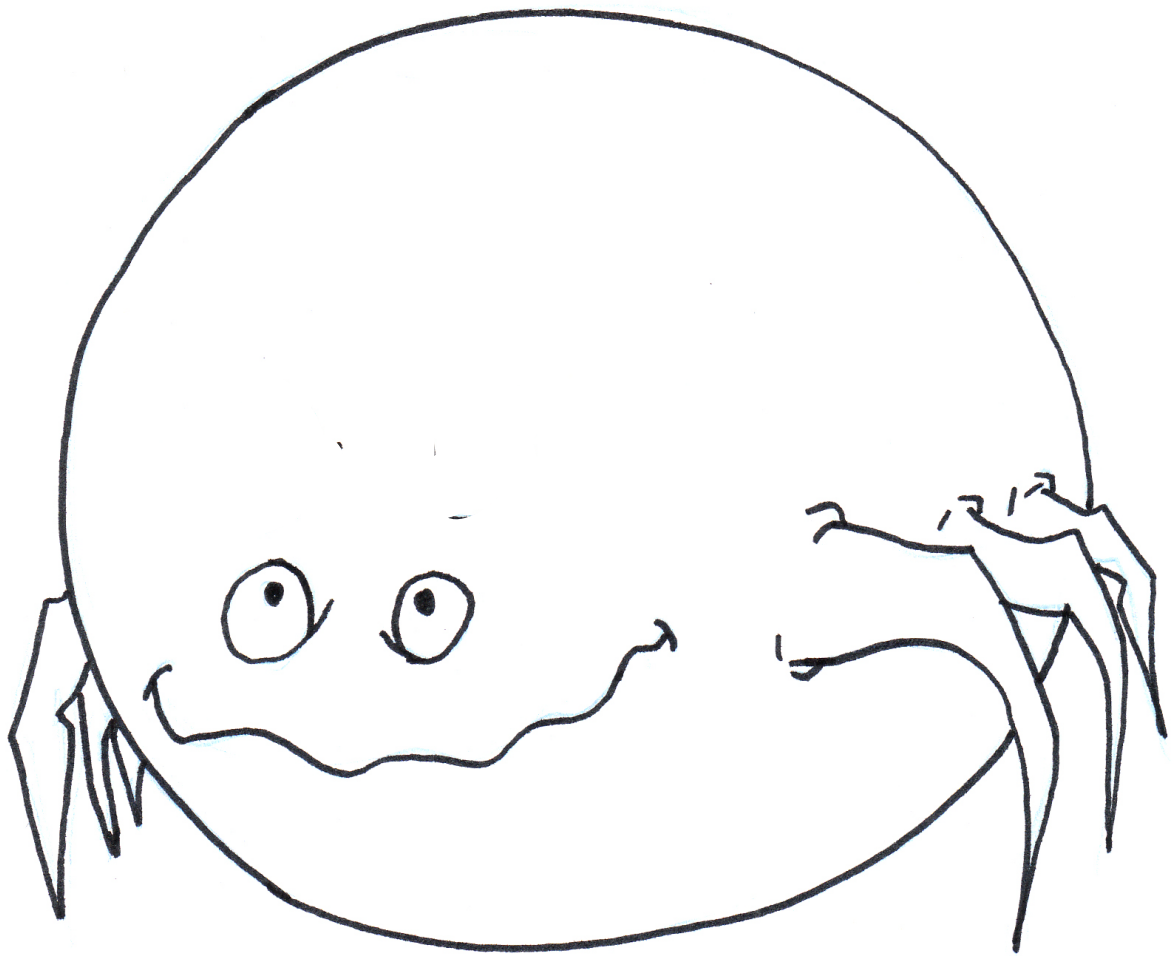


Home Connection

Dear Family,

Today I learned I have a right to care about myself and that emotions tell me when I need to do that. I care about myself when I make *smart* choices. Inside this bug, let's draw a picture of something that "bugs" me. That means something that leaves me angry, sad, or frustrated. That's when I really need to make *smart* choices.

Thank you! _____



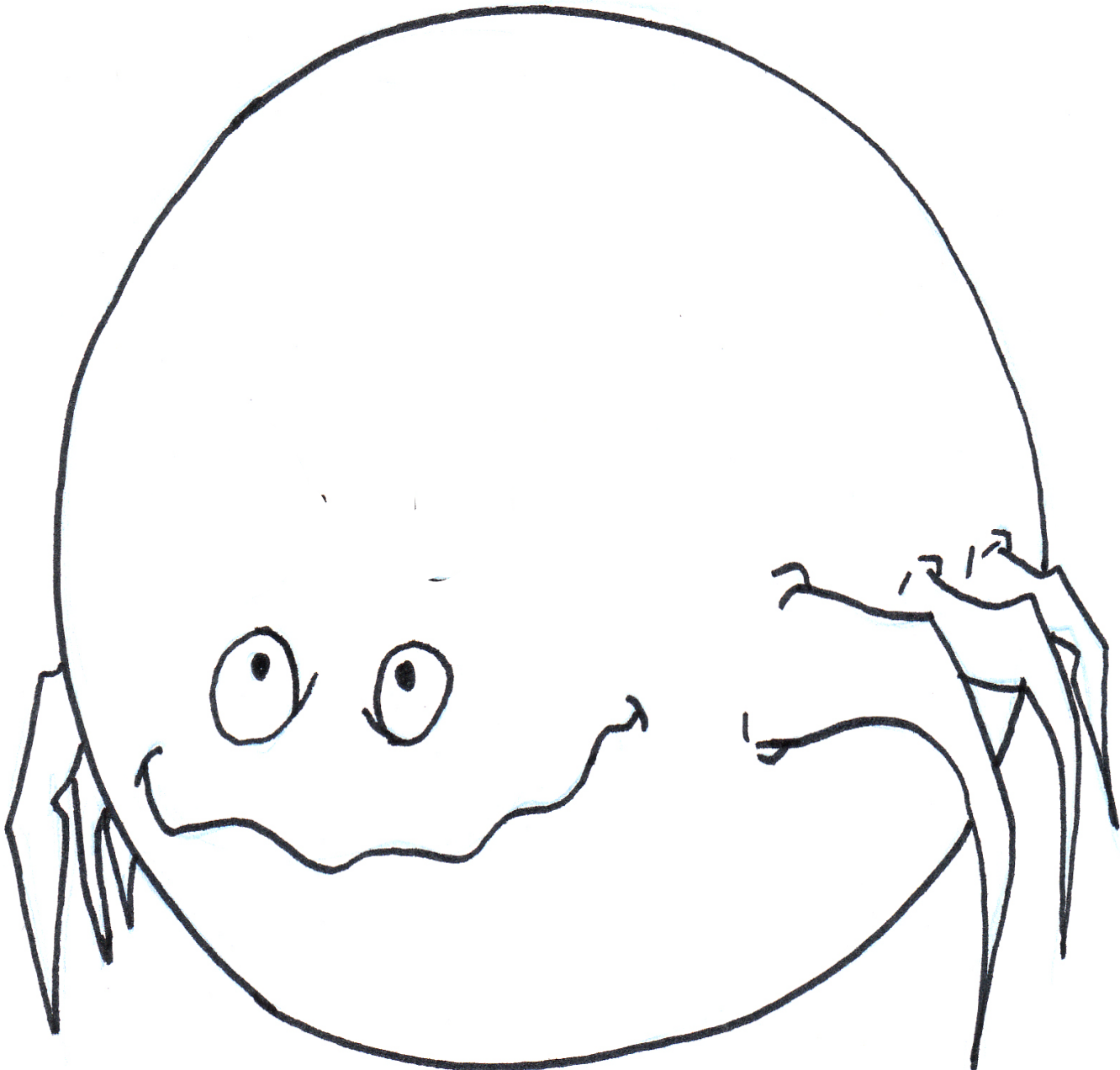


Conexión en el Hogar

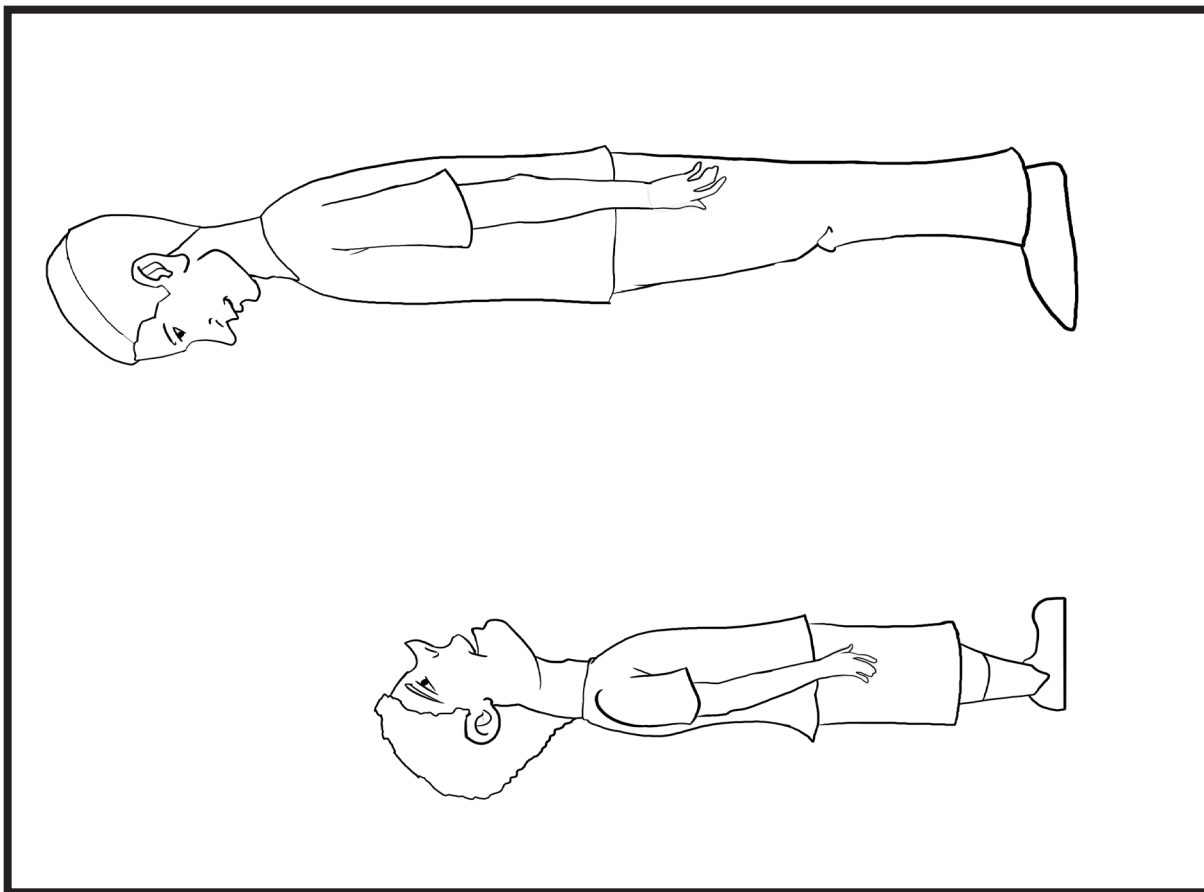
Querida familia,

Hoy aprendí que tengo el derecho de cuidar de mi mismo (a) y de que mis emociones me dicen cuando tengo que hacerlo. Yo cuido de mi mismo (a) cuando tomo decisiones correctas. Adentro de éste bicho, vamos a hacer un dibujo de algo que me moleste. Podemos dibujar algo que me deje enojado, triste, o frustrado. Este es el momento en el cual necesito tomar decisiones correctas.

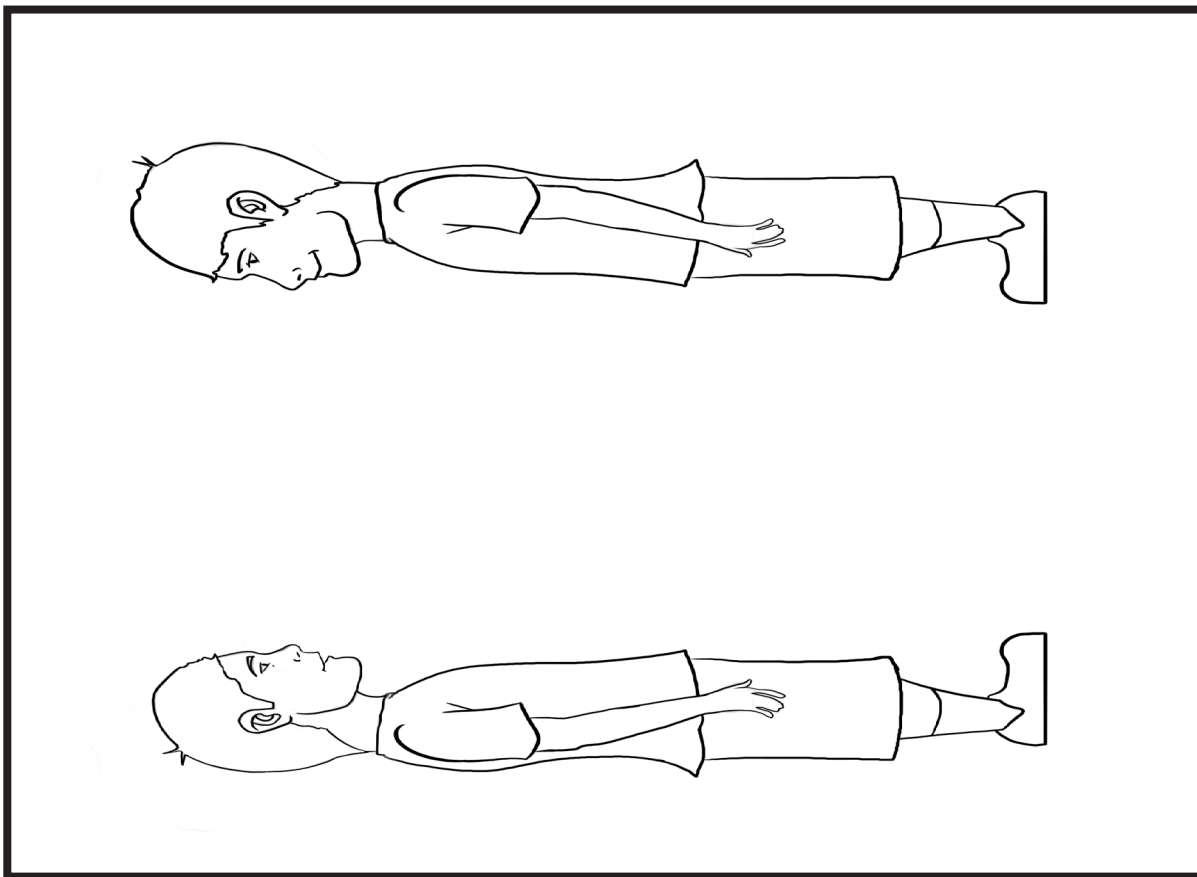
¡Muchas gracias! _____



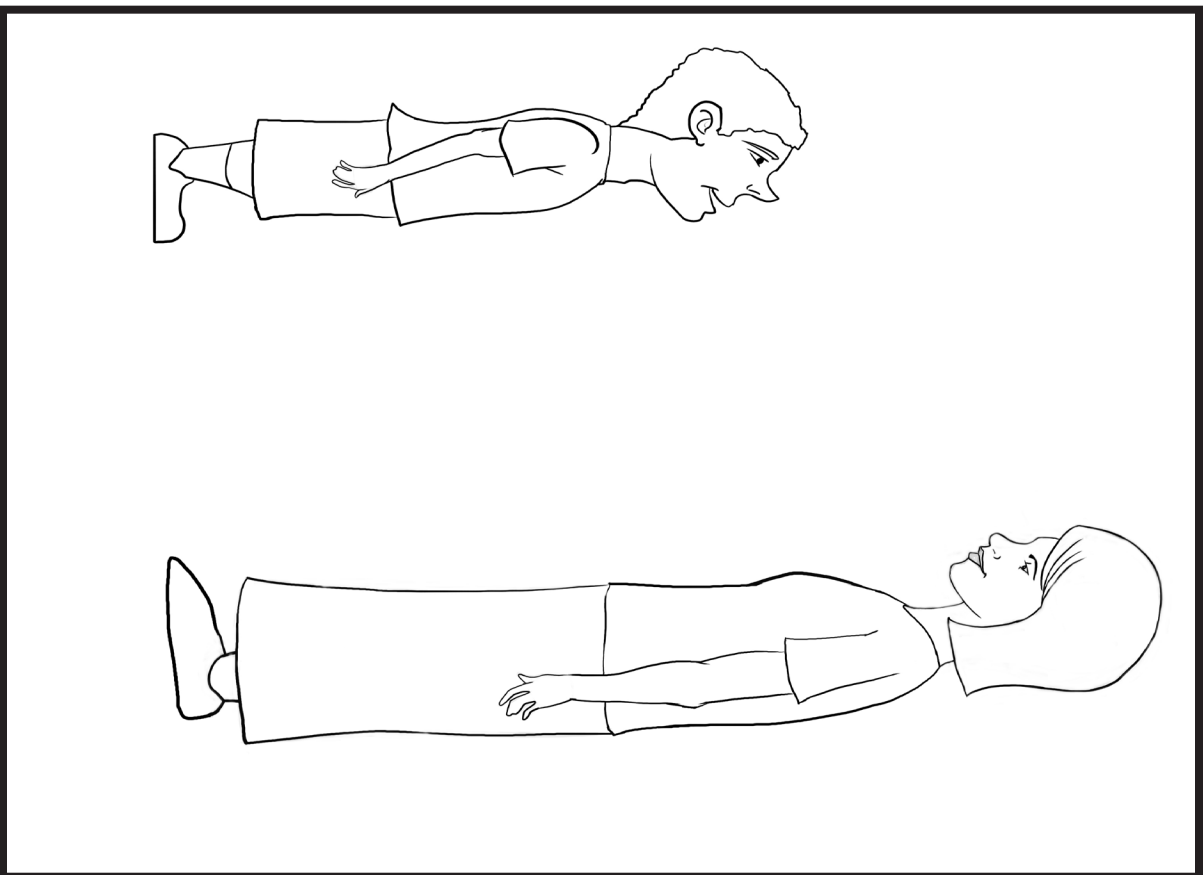
Talking to a parent



Talking to a friend



Talking to a teacher



Taking a deep breath

What would you look like if you were taking
a deep breath?



The Truth Will Make Me Free

Fred Rogers
Used with permission

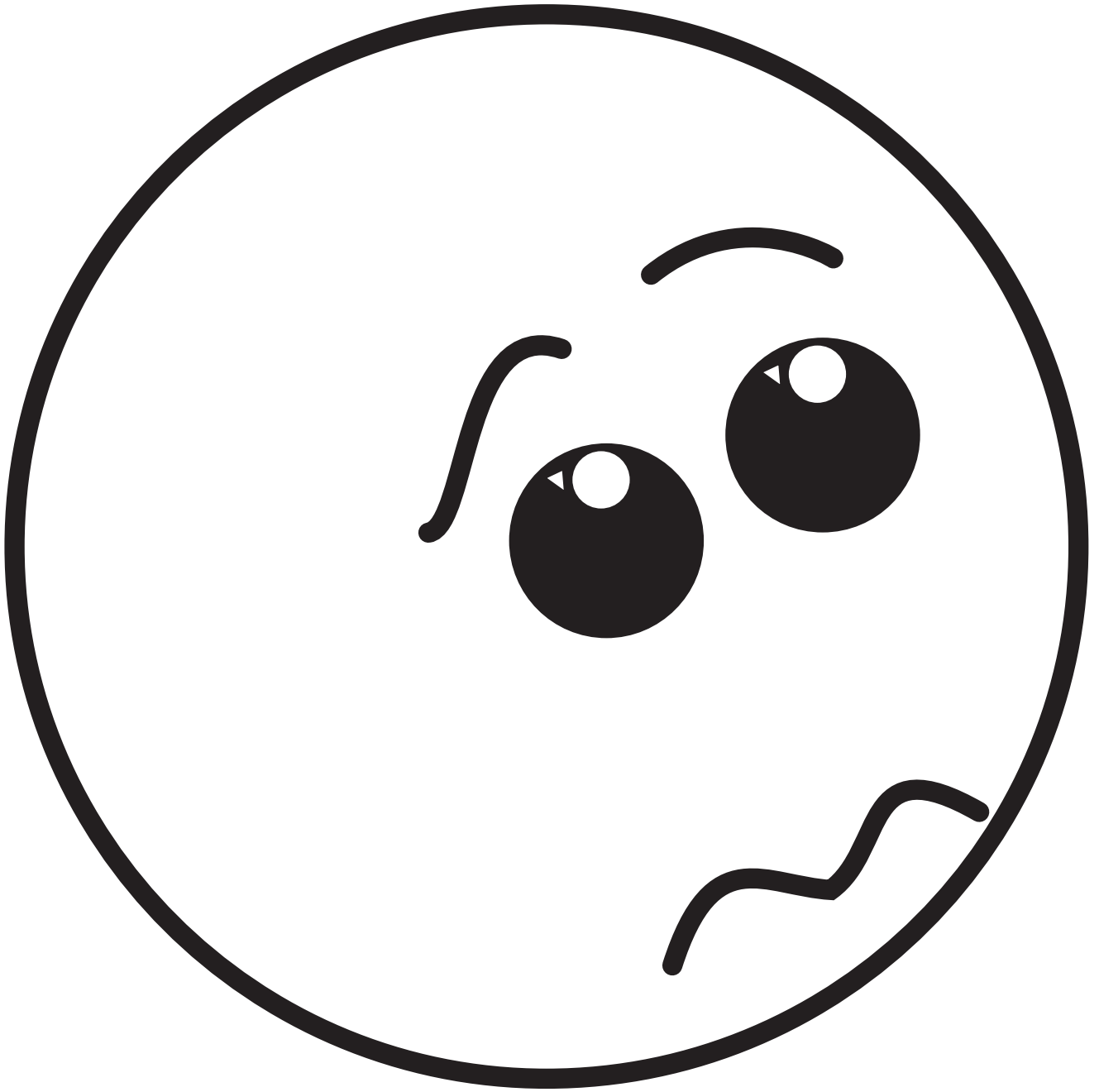
What if I were very, very sad
And all I did was smile?
I wonder, after a while,
What might become of my sadness?

What if I were very, very angry,
And all I did was sit
And never think about it?
What might become of my anger?

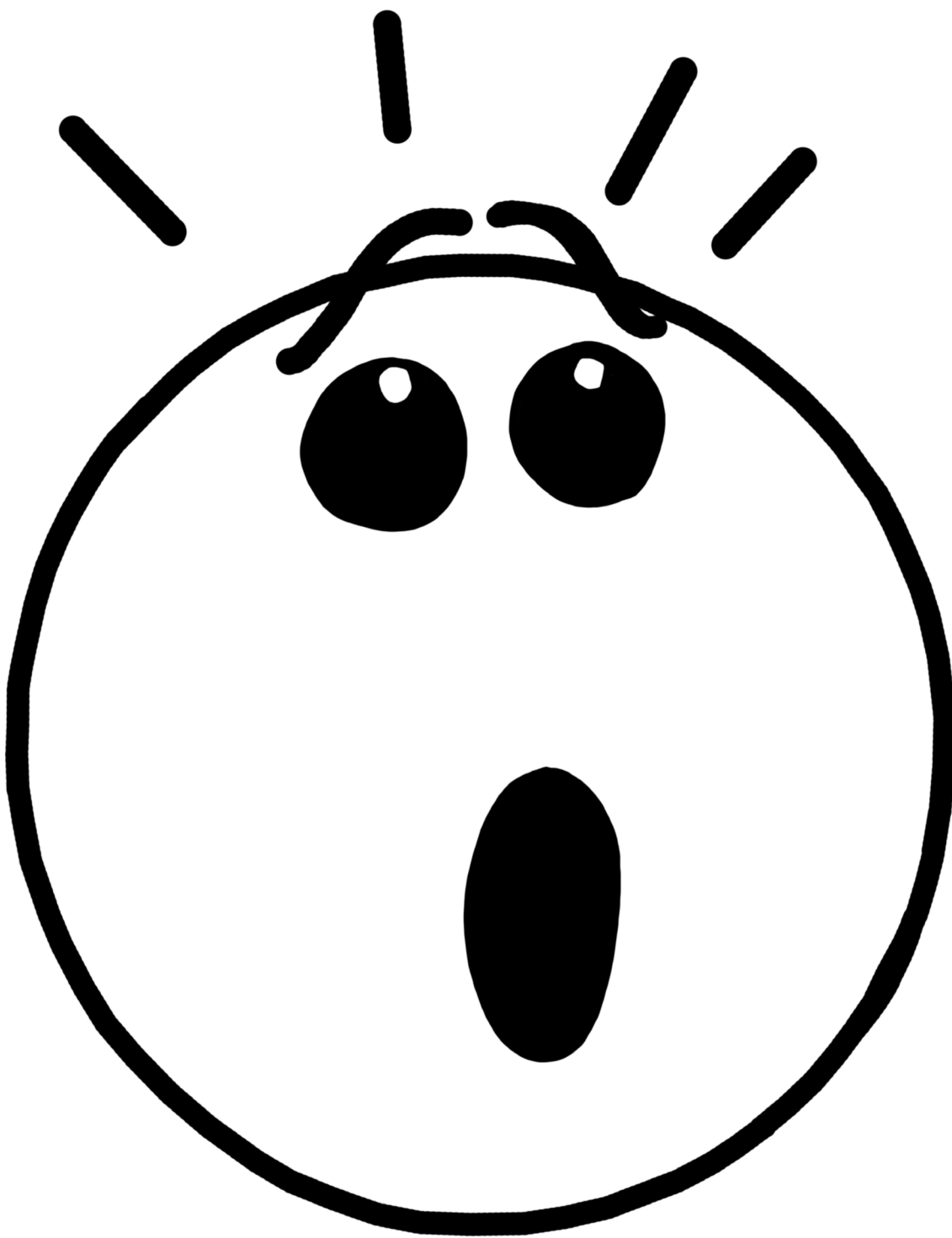
Where would they go, and what would they do
If I couldn't let them out?
Maybe I'd fall, maybe get sick...
Or doubt.

But what if I could know the truth
And say just how I feel?
I think I'd learn a lot that's real
About freedom.

I'm learning to sing a sad song when I'm sad.
I'm learning to say I'm angry when
I'm very mad.
I'm learning to shout,
I'm getting it out,
I'm happy, learning
Exactly how I feel inside of me –
I'm learning to know the truth –
I'm learning to tell the truth –
Discovering truth will make me free.



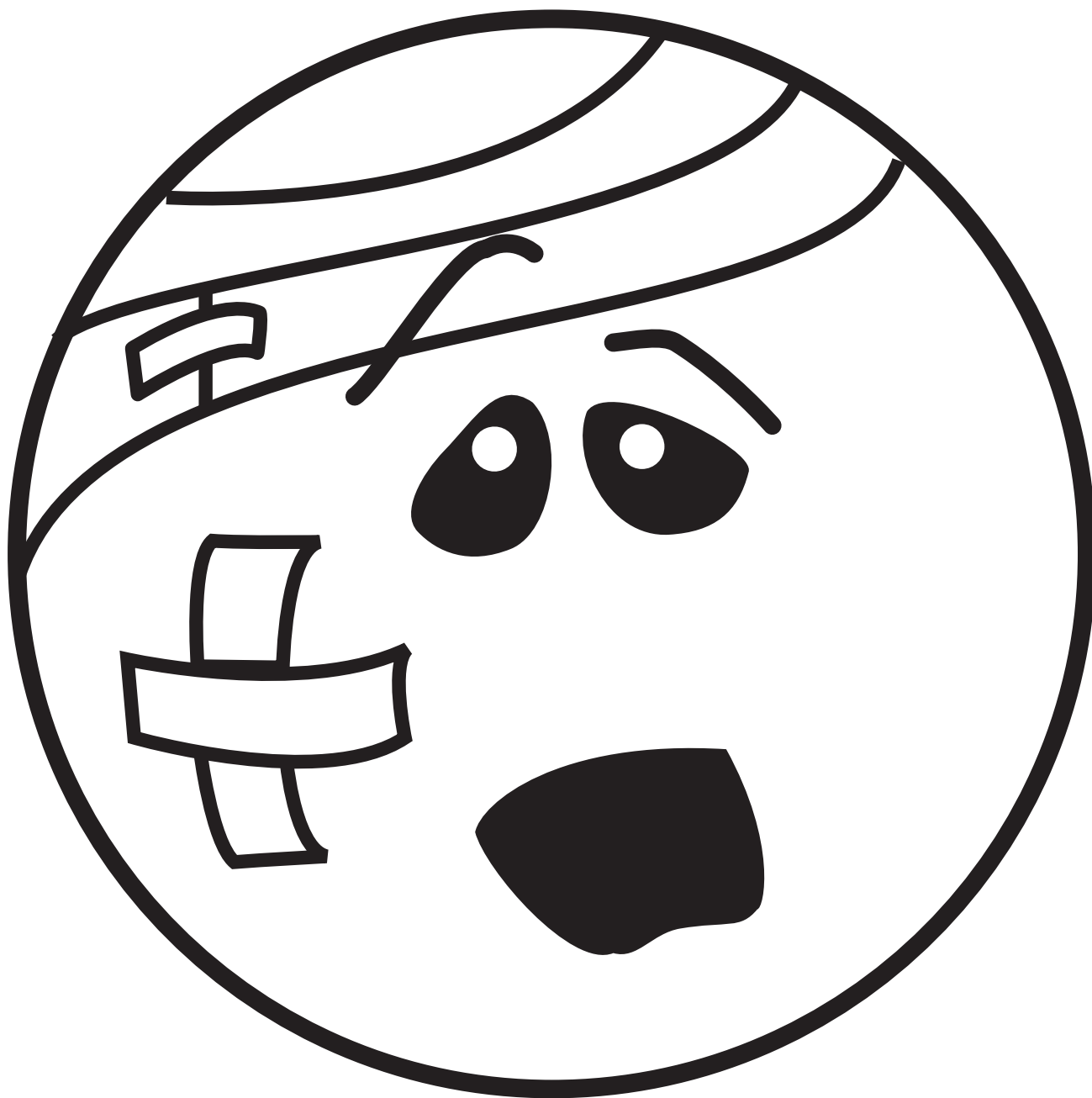
LEFT OUT



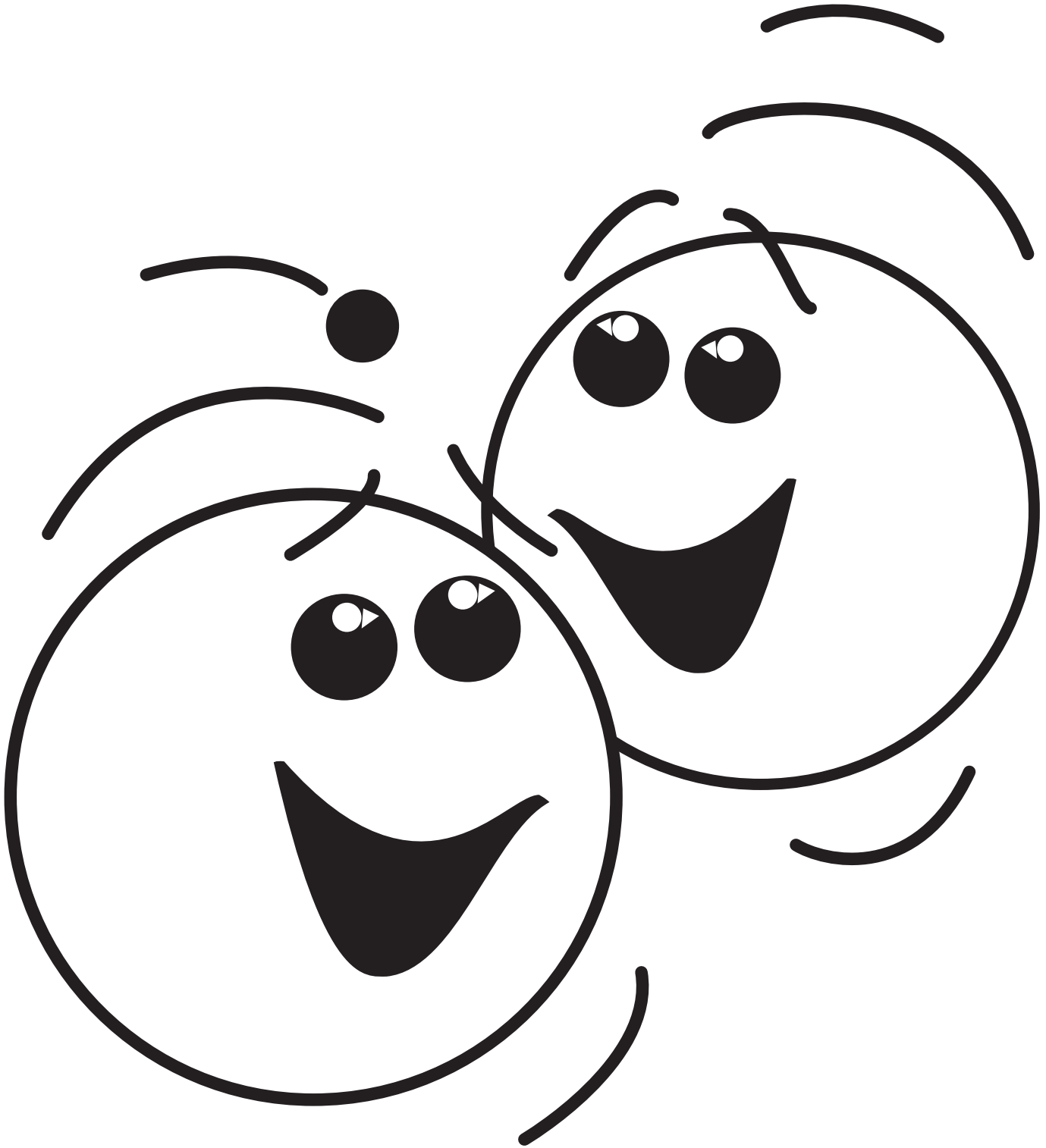
FEARFUL



SURPRISED



HURT



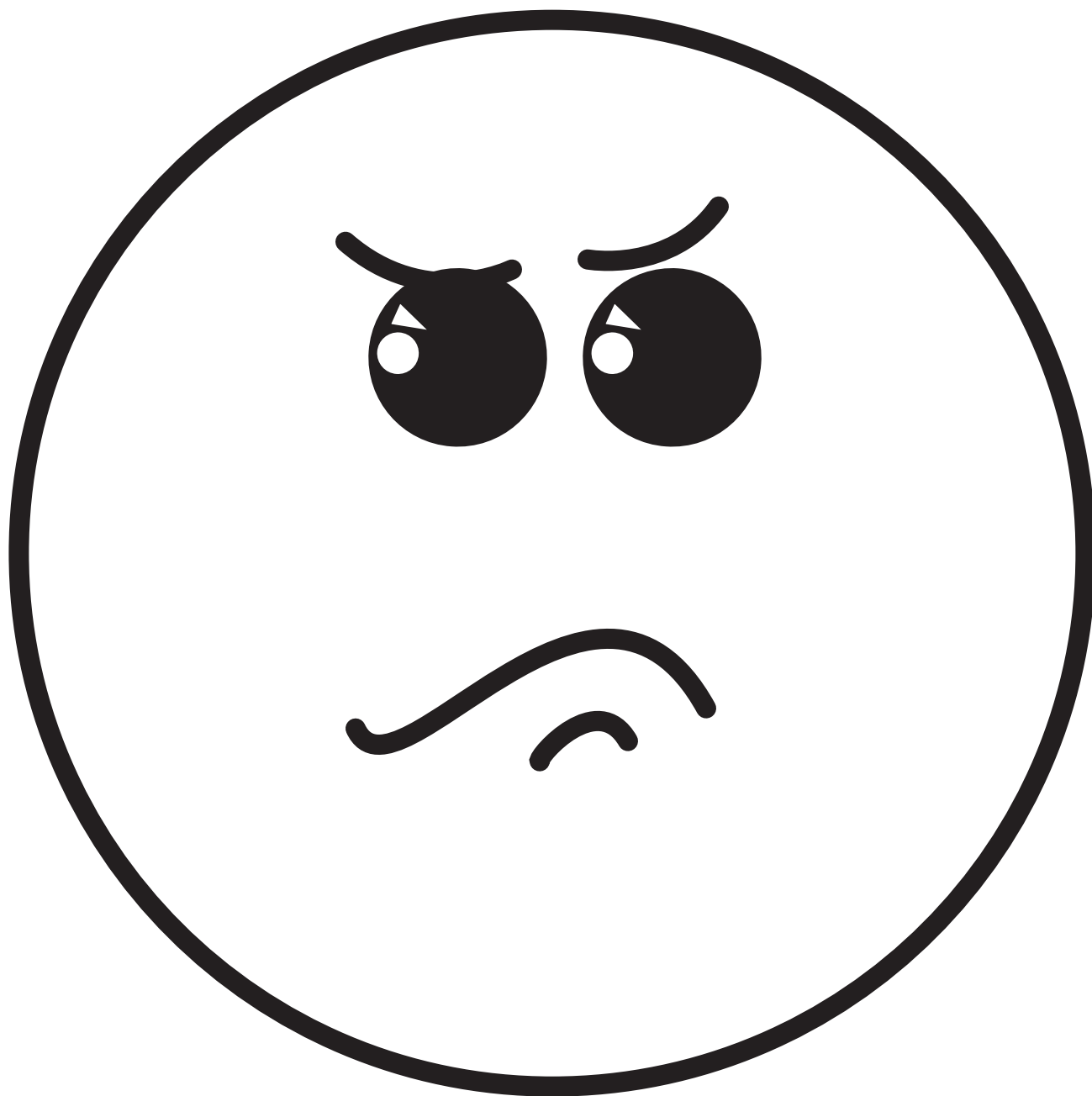
EXCITED



BORED

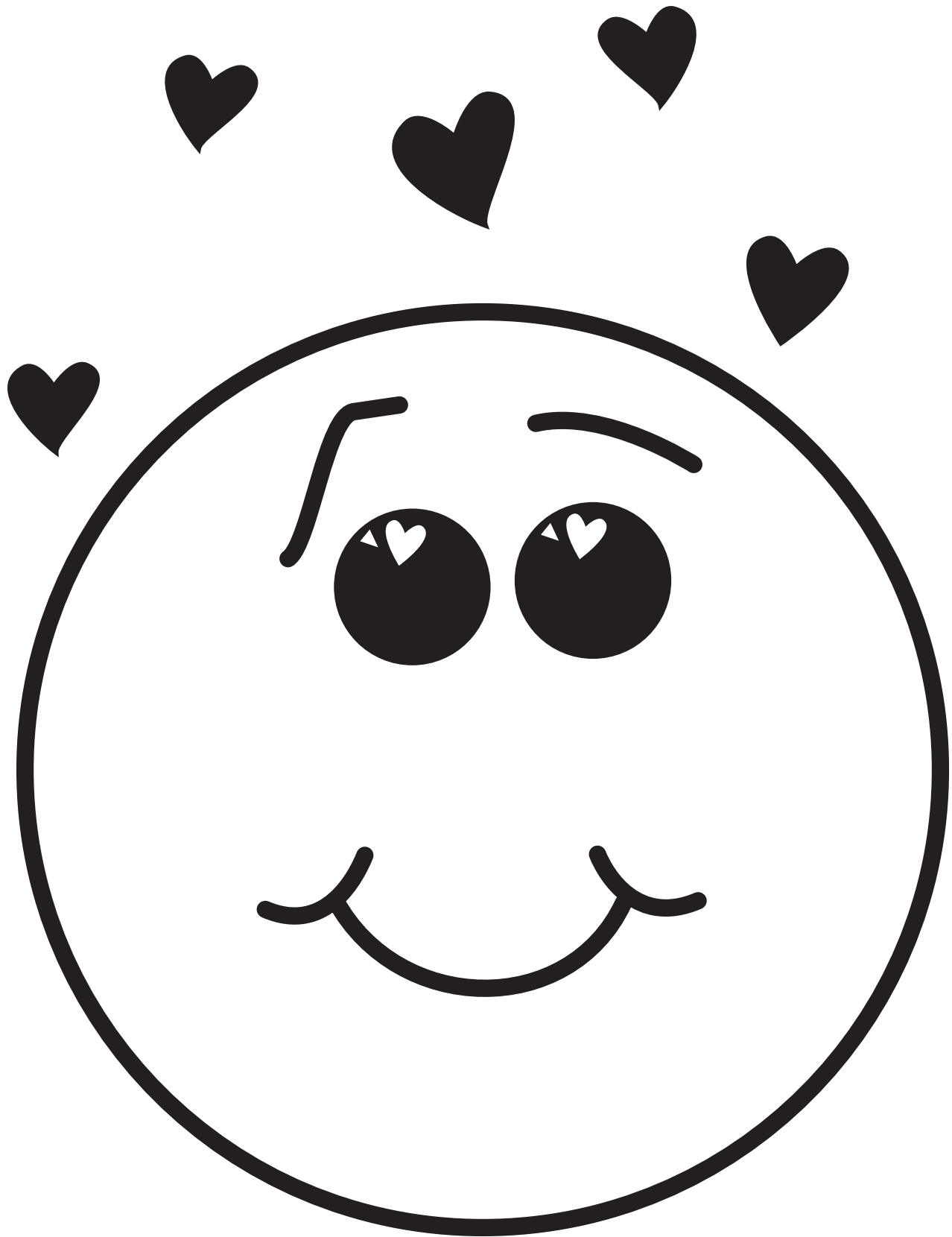


EMBARRASSED

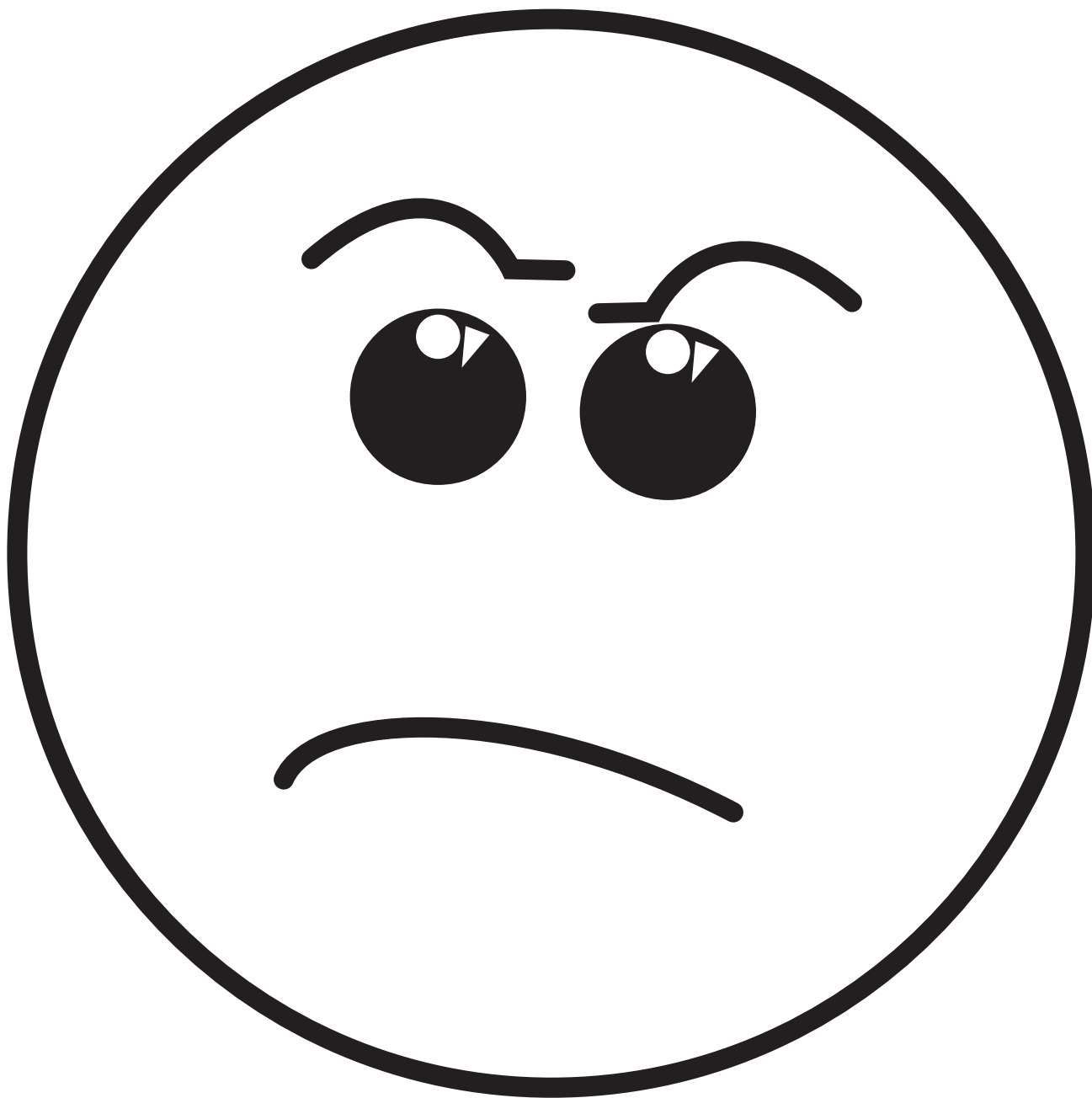


Face Emotion Cards

JEALOUS



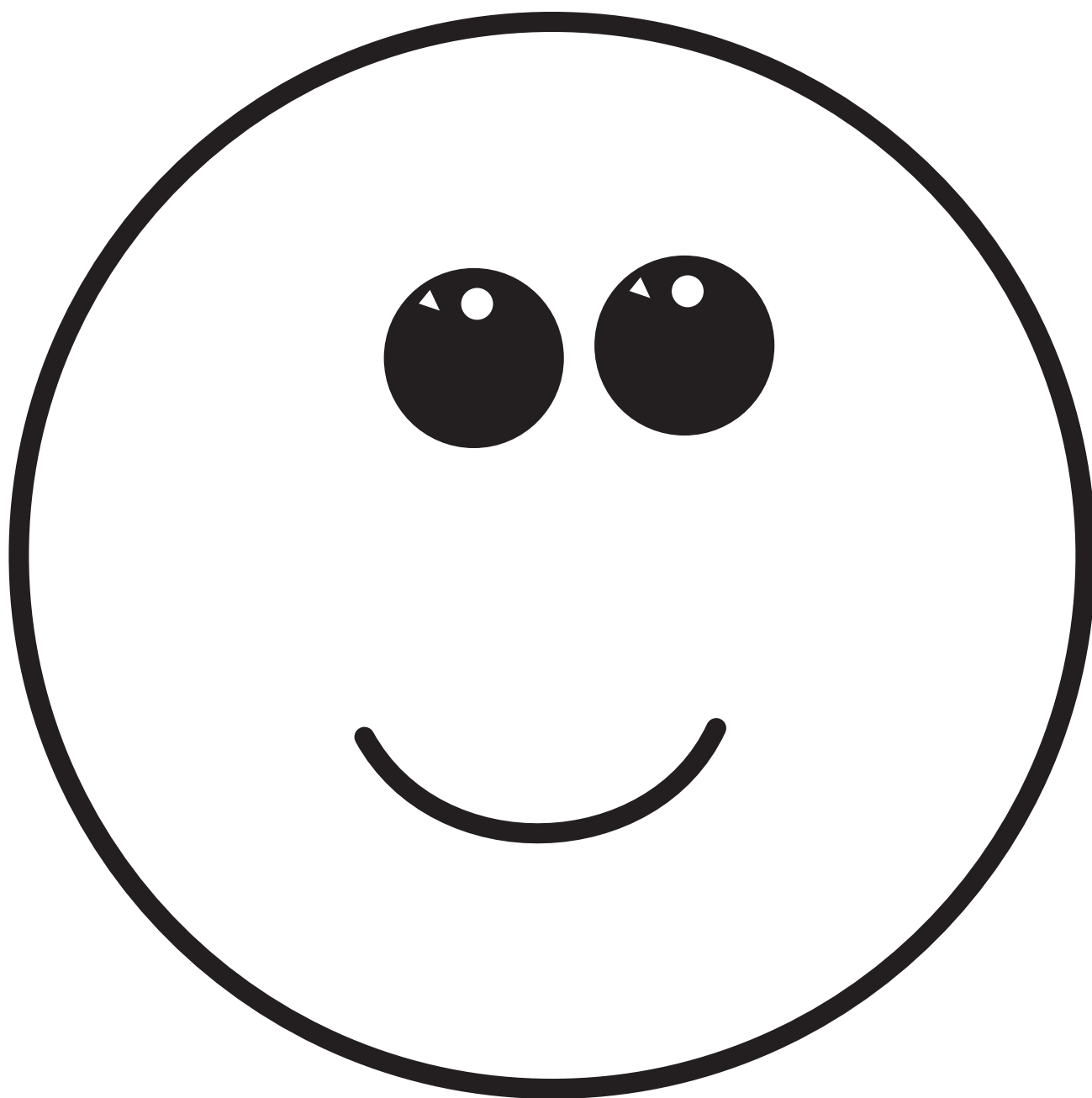
LOVING



ANGRY



SAD



HAPPY

