

Expressing Feelings

More Practice With I STOP'D (Ice and Nice)



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

worksheet: "Feelings Thermometer" (see page 65)

Materials

Teacher Resource Sheet: "Feeling Statements" (see page 64)

Feelings Toss Game: One Feelings Toss Die for each pair of students or for each small group (see page 66)

"Feelings and Choices" Situation Cards (see page 67)

for each student: coat hanger, construction paper, old magazine, glue, scissors, yarn

Music

"Thinking Positive" from CD *Something Good* (see page 147)

Vocabulary

content
curious

attitude
embarrassed

Lesson at a Glance

Introduction

1. Funny Experiences.

Strategy

2. Feeling Statements
3. Thinking Positive
4. Feelings Thermometer
5. Feelings Toss

Conclusion

6. Feelings Mobile

Home Connection

7. Take Home Art Projects

Core Curriculum Objectives and Standards

Objectives

Students will recognize, express, and cope with a variety of feelings.

Standards

7020-0103 Recognize causes of stress and ways to cope.

Teacher Notes

Introduction

Discuss

Strategies

Play

Music

Ask and Discuss

Play

Discuss

Play

Play

1. Funny Experiences.

- Introduce the subject of feelings by asking each student to share a funny experience he/she has had.
- Point out that it is good to laugh at funny experiences, but that poking fun at people can hurt their feelings.

2. Feeling Statements

- Gather the students in a circle and ask students to share feelings when you read a statement from the “Feeling Statements” resource sheet
- Each child will indicate his/her feeling by holding a thumb up or a thumb down.
- Not every statement evokes the same response from every student.
- We all feel differently about different things.

3. Thinking Positive

- Teach and sing the song, “Thinking Positive.”

What does attitude have to do with feelings?

- What we already feel, expect or want affects how we will feel about an experience.
- What we expect to feel affects how we will feel about an experience.
- Planning our response to different experiences can help us manage our feelings.
- Attitude fills the space between what happens and what we think and feel about what happened.
- Attitude has more to do with how we feel than the actual experience.

4. Feelings Thermometer

- Use the “Feelings And Choices Situation Cards” and the “Feelings Thermometer” to play a game.
- Mix the cards face down and have a student select a card.
- He or she will move the arrow up or down to the happy or sad face according to how he/she feels about a situation statement.
- Note how different students might have different feelings or different levels of feelings about the same situation.

- Even though the situation looks the same, each person has his or her own unique experience with that situation.
- Each person feels differently about his or her unique experience.
- How can different people feel differently about the same situation?
Each has different expectation or attitudes.
- How can a person change how he or she feels about something?
Have a different thought, attitude, expectation or understanding.
- How can a person manage a negative feeling?
Have a different thought, attitude, expectation or understanding.

- Place the “Situation Cards” in the center of the circle of students.
- Divide the group into pairs.
- Have each pair pick a card and read the situation.
- Ask each pair to role-play a response to the situation.
- Have each pair choose and role-play a different response to the same situation.

5. Feelings Toss

- Make a die (from the template on page 66) for each pair of students.
- One student tosses the die so a feeling face is up.
- He or she suggests two or three possible behaviors or actions that he or she might do to express that feeling.
- Repeat the toss several times between players.



Conclusion

6. Feelings Mobile

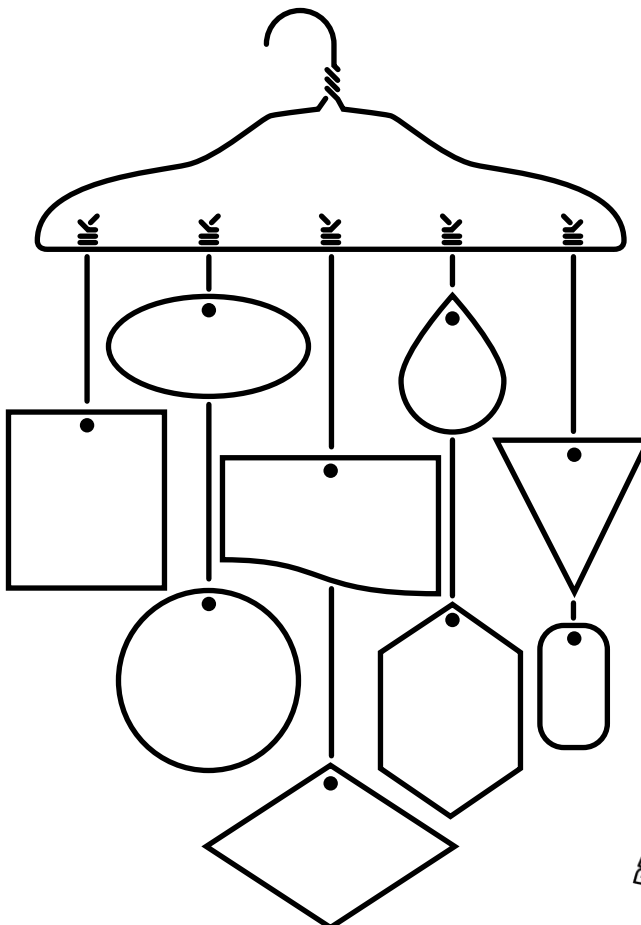
- Use a coat hanger.
- Cover the upper part with paper and label it with these words:
“How do feelings influence my choices and actions?”
- Cut out nine construction paper shapes and label each one with one of the following statements. Have students draw on the shapes or select a magazine picture of a time when:
 - I felt happy.
 - I felt curious.
 - I felt excited.
 - I felt afraid.
 - I felt lonely.
 - I felt mad.
 - I felt embarrassed.
 - I felt content.

Color one shape with a color that helps me feel relaxed.
- Punch holes in the top of each shape and hang them at different heights from the bottom of hanger.
- Display in the classroom.

Home Connection

7. Take Home Art Projects

When the mobiles are finished being displayed in the classroom, send each student home with his or her own mobile to share the mobile with his or her family.



Feeling Statements

- How do you feel when someone pushes you?
- How do you feel when someone smiles at you?
- How do you feel when the teacher calls on you?
- How do you feel about reading?
- How do you feel when no one plays with you?
- How do you feel when your best friend is sick?
- How do you feel when someone tells you that he or she likes you?
- How do you feel when it rains all day?
- How do you feel about pumpkin pie?
- How do you feel about riding in an airplane?
- How do you feel when a loved one is sick?
- How do you feel during the summer?
- How do you feel in the dark?
- How do you feel when someone gives you a gift?



Feelings Thermometer

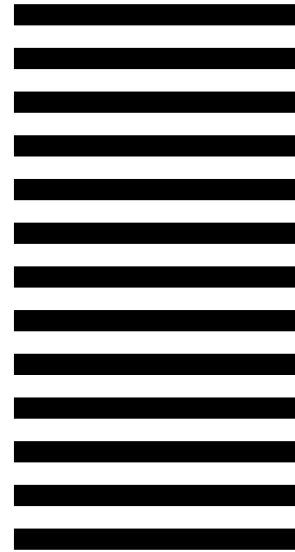
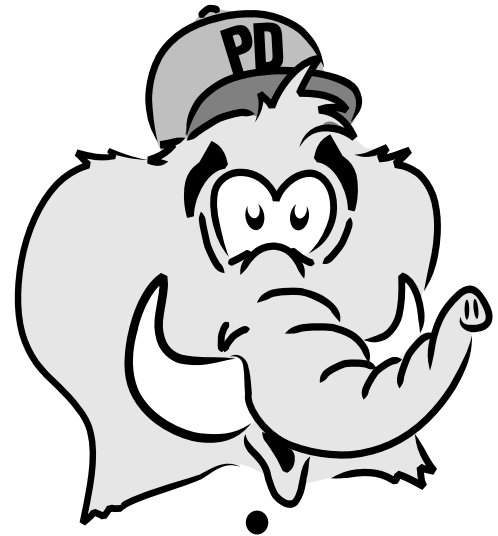
SITUATION STATEMENTS

- Talking in front of the class makes me feel ...
- When I make things with my hands, I feel ...
- During reading, I feel ...
- During free time, I feel ...
- When I come to school each morning, I feel ...
- Doing reports for class makes me feel ...
- When I share, I feel ...
- When my family visits my classroom, I feel ...
- During lunchtime, I feel ...
- Friends make me feel ...
- When my teacher reads a story, I feel ...
- During recess, I feel ...
- When I get my papers back, I feel ...
- When I clean the classroom, I feel ...
- During spelling tests, I feel ...

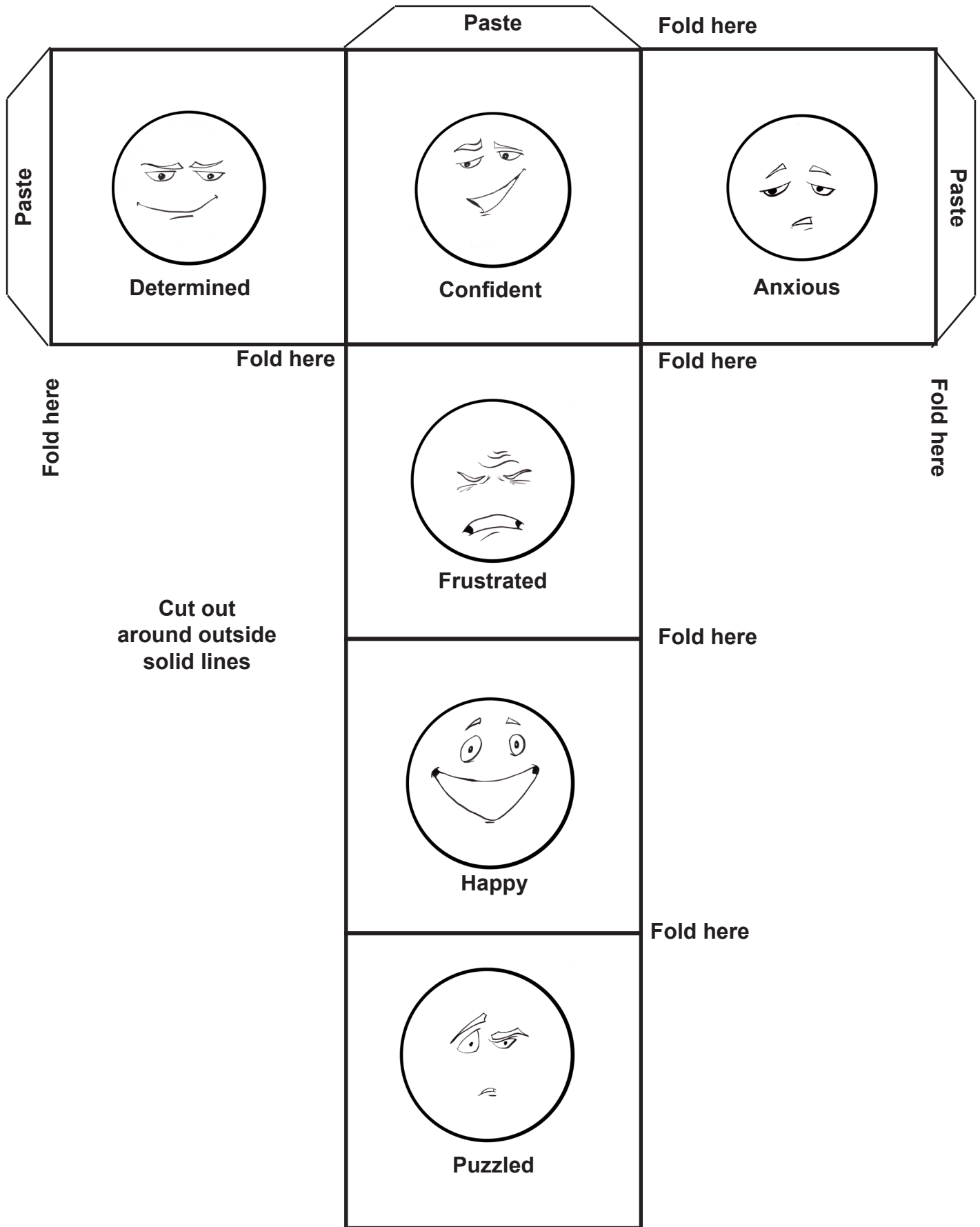
1. Cut down the middle of the page and cut out the arrow.
2. Punch holes where indicated.
3. Thread yarn through two dots on arrow and then thread either end of the yarn through top and bottom holes.
4. Fasten yarn in the back with a piece of tape.
5. Arrow should move up and down easily along yarn.



FEELINGS THERMOMETER



Feelings Toss Die



Feelings And Choices

Situation Cards

<p>Somebody calls you a bad name.</p>	<p>Nobody will play with you at recess.</p>	<p>Your best friend broke an arm.</p>	<p>You left your homework at home.</p>
<p>The teacher asks you to talk in class.</p>	<p>Your friend just pushed you down.</p>	<p>Your lunch money is missing.</p>	<p>Your friend told you that you did a nice job.</p>
<p>You won first place in a race.</p>	<p>Your bike has a flat tire.</p>	<p>Your friend received a new toy and you didn't.</p>	<p>Your teacher didn't choose you for the game.</p>
<p>You had a nightmare last night.</p>	<p>You have the chickenpox.</p>	<p>You hear thunder.</p>	<p>You are going to fly to Disneyland.</p>

