

**PREPARATION AND PLANNING**

*Kindergarten*

*Relationship-building Solutions*

**LESSON**

**3**

**Happy, Sad, Glad, Mad**

**Theme – Feelings**

**LINKS TO The Full-Day Early Learning- Kindergarten Program, 2010-11**

- **Literacy and Language Development**
- **Language Expectations:**
  - 1.3 begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond
  - 1.5 use language in various contexts to connect new experiences with what they already know
- **Personal and Social Development Expectations:**
  - Social –**
    - 1.2 act and talk with peers and adults by expressing and accepting positive messages
    - 3.1 develop empathy for others and acknowledge and respond to each other's feelings
  - Emotional –**
    - 1.3 express their thoughts and share experiences
    - 2.5 interact cooperatively with others in classroom events and activities
- **Health and Physical Activity:**
  - 1.5 discuss what makes them happy and unhappy, and why

**Relationship Skill Expectations:**

Students learn to:

- identify four basic feelings

**Assessment Criteria:**

- Can students recognize and label the four feelings?

## BACKGROUND EL-K TEAM NOTES

*“One thing is for sure, whatever feeling I have is special because it’s real and it’s mine.”*  
-David W. Krueger

Children develop their knowledge by building on their past experiences and the learning they have already acquired. (The Full-Day Early Learning – Kindergarten Program, 2010-11, Draft Version)

## RESOURCES NEEDED

Poster: Feelings Poster

Book: *How Are You Peeling? Foods with Moods*

(Eiffers, Joost & Freymann, Saxton ISBN-10: 0439104319)

Pictures – happy, sad, scared, mad (use feeling face cards from the Tool Kit)

Feelings Wheel

Feelings Beach Ball

## PREPARATION REQUIRED

Feelings wheel for each student

Mirrors

**THE CLASSROOM EXPERIENCE**

*Kindergarten*

*Relationship-building Solutions*

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**REVIEW & INSTRUCT**

**POSSIBLE STUDENT ANSWERS**

<p><b>Gathering on the carpet, refer to the Listening Body Poster.</b></p> <p><i>What does a listening body look like?</i>  <i>How do you feel?</i> (Self-regulation- it feels good to be calmly focused and alert.)</p> <p><i>What is a Put Up?</i></p> <p><i>Today we are going to talk about feelings.</i>  <i>What are feelings? If I say to you, how are you feeling?</i>  <i>What would you say to me?</i></p> <p>The four basic feelings (happy, scared, sad, and mad) are emphasized.</p> <p><b>Note: If you have access to this story use the following discussion questions. You may decide to read another story and develop your own questions.</b></p> <p>I am going to read you a book about Feelings. It is called How Are You Peeling? This story is different because it shows different feeling faces on vegetables! Today, we are going to try and match up these feeling face cards (have them available) and the different feelings we learn about in the story book. At the end of the story emphasize the following things: Vegetables don't really have feelings like you and I do. Stress that all feelings are okay. Some feelings feel good and some feel not so good. What feelings did you hear about in the story? Turn and talk to your elbow partner about your ideas.</p> <p>Discussion Questions:          How do you feel when a friend moves away?          How do you feel when you win a game?          How do you feel when someone pushes you?          How do you feel when you lose your favourite toy?          How do you feel when you are alone in the dark?</p>	<p>Eyes are on the speaker.          Body is calm.          Brain is thinking.</p> <p>Something that we say or do that makes others feel good.</p> <p>Sad          Mad          Happy          Scared</p> <p>Mad          Sad          Scared</p>
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<p>What do feelings look like? Using pictures – happy, sad, scared, mad – have students observe the mouth, eyebrows, lips, teeth, and forehead, pointing out similarities and differences. For each feeling ask: What feeling is this? (show a card) What do the face, eyes, mouth, eyebrows...look like?</p> <p>Invite students to use a mirror to study their faces and describe what they see. Encourage students to practice all four emotions with teacher describing and labelling. If possible, take pictures of some of the students making the different faces to personalize and reinforce their understanding.</p> <p>Have students make a face describing what each feeling looks like: Make a happy/sad/mad/scared face. What does it look like? Touch your face. What do your eyebrows do? What do your eyes do? What do your lips and teeth look like? What does the jaw line feel like? What does the forehead look like?</p>	<p><u>Happy looks like:</u> lips turned up eyes sparkle <u>Sad looks like:</u> lips turned down eyes teary <u>Scared looks like:</u> lips straight across, big eyes <u>Mad looks like:</u> clenched teeth, tight jaw, wrinkled forehead</p> <p>Eyebrows go down or up. Eyes go big or small. Tight lips or your mouth is wide open. Forehead is wrinkled.</p>
<p>Note: If you have access to this story use the following discussion questions. You may decide to read another story and develop your own questions.</p>	
<p><i>I am going to read you a book about Feelings. It is called <u>How Are You Peeling?</u> This story is different because it shows different feeling faces on vegetables! Today, we are going to try and match up these feeling face cards (have them available) and the different feelings we learn about in the story book.</i> At the end of the story emphasize the following things: Vegetables don't really have feelings like you and I do. Stress that all feelings are okay. Some feelings feel good and some feel not so good. <i>What feelings did you hear about in the story? Turn and talk to your elbow partner about your ideas.</i></p> <p>Discussion Questions: <i>How do you feel when a friend moves away?</i> <i>How do you feel when you win a game?</i> <i>How do you feel when someone pushes you?</i> <i>How do you feel when you lose your favourite toy?</i> <i>How do you feel when you are alone in the dark?</i></p> <p><i>What do feelings look like?</i> Using pictures – happy, sad, scared, mad – have students observe the mouth, eyebrows, lips, teeth, and forehead, pointing out similarities and differences.</p>	

<p>For each feeling ask:  <i>What feeling is this?</i> (show a card)  <i>What do the face, eyes, mouth, eyebrows...look like?</i></p> <p>Invite students to use a mirror to study their faces and describe what they see. Encourage students to practice all four emotions with teacher describing and labelling.              If possible, take pictures of some of the students making the different faces to personalize and reinforce their understanding.</p> <p>Have students make a face describing what each feeling looks like:  <i>Make a <u>happy/sad/mad/scared</u> face.</i>  <i>What does it look like? Touch your face.</i>  <i>What do your <u>eyebrows</u> do?</i>  <i>What do your <u>eyes</u> do?</i>  <i>What do your <u>lips</u> and <u>teeth</u> look like?</i>  <i>What does the <u>jaw line</u> feel like?</i>  <i>What does the <u>forehead</u> look like?</i></p>	
<p>Note: Focus on how faces look when feeling mad, sad, happy, or scared... (adding the whole body seems to be overwhelming for this age group, however use if appropriate for your class).</p>	

<b>PRACTISE</b>	<b>POSSIBLE STUDENT ANSWERS</b>
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<p>Play a game called Feelings Beach Ball – refer to instructions.  <i>What is the feeling?</i>  <i>How do you know what feeling it is?</i>  <i>If it is sad the person's face has a frown or they might be crying.</i>              The focus in on labelling the feelings.</p>	<p>Facial cues</p>
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<b>ASSESS AND REFLECT</b>
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- While playing Feelings Beach Ball, could each student recognize and label the four feelings?

## PLACE INTO RELATIONSHIP SKILLS BUILDING CENTER

- Class Feelings Wheel
- Books related to topic (suggestions):
  1. *The Way I Feel* (Cain, Janan ISBN-10: 1884734715)
  2. *Feelings* (Ailiki ISBN-10: 068806518X)
  3. *I Was So Mad* (Mayer, Mercer ISBN-10: 0307119394)
  4. *On Monday When It Rained* (Kochenmeister, Cherryl ISBN-10: 0618111247)

## FOLLOW-UP ACTIVITIES FOR THE EL-K TEAM

- Video – A Rainbow of Feelings, 15 minutes (Sunburst)
- Read stories about feelings from suggested reading list
- Reading Rainbow Episode – Season 4, Episode 28: Feelings (Available at: [http://www.dailymotion.com/video/xklgyh\\_reading-rainbow-season-4-episode-28-feelings\\_shortfilms](http://www.dailymotion.com/video/xklgyh_reading-rainbow-season-4-episode-28-feelings_shortfilms))
- Feelings Wheel for all of the students
- Feelings can be discussed at the beginning of the day at a gathering circle to remind students that we all have feelings, no matter who we are or where we come from. Extend understanding of feelings by modeling recognizing feelings that students have as they start the day.
- Include a tip for parents in classroom newsletters to practise recognizing and naming feelings that their children have. Focus on enabling children to be aware of and respond to their own feelings and the feelings of others.

## FOLLOW-UP ACTIVITIES FOR PARENTS & CAREGIVERS

- Feelings Poster with discussion questions on back
- Feelings Wheel which follows

## **Feelings Wheel**

Using the Feelings Wheel allows students to answer questions regarding their feelings.

### **Suggested questions**

How do you feel when your best friend moves away?

How do you feel when you go on a trip?

How do you feel about the dark?

## **Materials Needed**

Feelings Wheel template (both sheets of paper)

Fasteners

Scissors

## **Feelings Beach Ball**

Call out name of student and toss or roll them the ball.

Encourage student to try to find the feeling (choose from the six main feelings that are discussed with this age group: angry, happy, afraid, sad, frustrated, and excited).

Encourage them to find that particular feeling on the ball. Some assistance may be required.

Have student choose one of those feelings, and share a time when they felt that way or what makes them feel that way.

Continue activity so all students can have the option to participate.

Let students know that they have the right to pass.