



## Educator guide: Feelings lesson

### **Recommended for grades:**

1<sup>st</sup> grade

### **Time:**

5 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.

For more information about the National Health Education Standards, visit the SHAPE America website: [shapeamerica.org](http://shapeamerica.org).

### **Learning objectives:**

After completing this lesson students will be able to:

1. Describe how they might feel in various scenarios.
2. Describe one way to calm down when they are angry or becoming angry.

### **Lesson description:**

In this lesson students will learn that there are many different feelings and that everyone feels different things. Students will also learn ways to calm down when they feel angry, and get a chance to practice calming down with Gus.

### **Pre and post-test questions:**

Use the question on the following page with your students as you see fit. You may choose to combine questions from various lessons and activities that your students participate in.

1. If you feel yourself becoming angry, what is one good way to calm down?



a. Scream as loud as you can.



b. Hit something.



1..2..3..4..5..6..7..8..9..10

c. Take deep breaths and count to 10 slowly.

**Vocabulary:**

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

- Feelings – emotions such as being happy, sad, excited, scared or angry that can change throughout the day
- Friend – someone who supports you, likes you for who you are and is there to help when you need them
- Healthy – good for your mind and body

# Supplemental activity: Feelings book

## Objectives:

After completing this activity students will be able to:

- Describe how they might feel in various situations.
- Describe one way to calm down when they are angry.

## Materials needed:

- “We Can Get Along: A Child’s Book of Choices”, by Lauren Murphy Payne
- Sheets of paper for making a book for each child
- Crayons, pencil, markers

## Time required:

60 minutes

## Instructions:

Read “We Can Get Along: A Child’s Book of Choices” to students and discuss the feelings in the book. Create a list of feelings on the board, including the feelings talked about in the book and any other feelings students can think of. Talk about what we can do when we feel different ways. For example, if we’re feeling angry, we can count to ten, take deep breaths or talk to someone we trust.

Students will then make a book with one feeling on each page. An example page could read: I feel angry when \_\_\_\_\_. Or, I feel excited when \_\_\_\_\_. Students will fill in the blanks and they can illustrate each page. Once the books are complete, students can share them with a friend. They can also take them home to share with their family.



# Handouts

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



## Recommended reading list

These books can be read aloud or read alone to help students relate to characters in different bullying situations. You may encourage students to check out one of these from the school library to bring home and read with their families. Grade levels are suggested, though the titles work in many levels. Please note that some of these books may have a Spanish version available.

### Kindergarten (4 and 5 year olds):

- “A Duck So Small” by A.H. Benjamin and Elizabeth Holstien
- “Bootsie Barker Bites” by Barbara Bottner and Peggy Rathmann
- “Hugo and the Bullying Frogs” by Francesca Simon and Caroline Church
- “We Can Get Along: A Child’s Book of Choices” by Lauren Murphy Payne

### First grade:

- “Stop Picking On Me” by Pat Thomas
- “Hooway For Wodney Wat” by Helen Lester and Lynn Munsinger
- “Jungle Bullies” by Steven Kroll and Vincent Nguyen
- “Stand Tall Molly Lou Melon” by Patty Lovell and David Catrow
- “The Recess Queen” by Alexis O’Neill and Laura Huliska-Beith

### Second grade:

- “Stop Picking On Me” by Pat Thomas
- “El día en que descubres quién eres por” by Jacqueline Woodson
- “The Berenstain Bears and the Bully” by Stan and Jan Berenstain
- “My Mouth is a Volcano” by Julia Cook and Carrie Hartman
- “Chester Raccoon and the Big Bad Bully” by Audrey Penn
- “The Ant Bully” by John Nickle
- “Nobody Knows What to Do” by Becky Ray McCain and Todd Leonardo



# Transcripts

## Slide 1

Gus: Hi! It's me Gus! I'm excited today because we are going to talk about something very important: feelings! We all experience lots of different feelings—also called emotions—every single day. There are no right or wrong feelings. All feelings are normal and healthy. The trick is figuring out what to do with them. I have some ideas to share with you.

## Screen 2

Gus: Say you are looking forward to going to a friend's house to play, and your mom says you have to stay home and clean your room. You may feel sad, disappointed, or even angry, and it's OK to feel that way. But yelling at your mom probably isn't going to help you and might even get you in trouble. If you feel sad or disappointed, try talking to your mom after you have calmed down a little. You will probably still have to clean your room, though.

## Screen 3

Gus: If it is your birthday and your friends are coming over for a party, you will probably feel happy and excited. It is fun to feel that way before a party. Remember to be welcoming and smile at your friends when they arrive. It is nice to say "Thank you for coming to my birthday party!" And always say thank you for any gifts they bring.

## Screen 4

Gus: If one of your good friends moved away, you may feel sad, lonely, or disappointed. Everyone feels like that when someone they care for is no longer around. When you feel sad or lonely, it often helps to talk to a friend or a trusted adult. It is o.k. to cry if you are sad. It also helps to remember happy times you've shared together.

## Screen 5

Gus: As we discussed earlier, all feelings are OK. You can't always control what you feel, but you can control how you react. Sometimes you may feel angry about something. There are lots of reasons you might get angry. If you are playing soccer and you miss the game-winning goal, you could feel frustrated, and sometimes being frustrated can make you feel angry. Or, you may get angry when your little sister breaks one of your favorite toys. So what should you do when you get angry? Should you stomp your feet? Yell at the top of your lungs? Hit somebody? Nope! You definitely don't want to do any of those things. Would you like to know what Gus would do?

## Screen 6

Gus: Whenever I feel angry I take a deep breath and count to 10. Everyone stand up! Let's practice taking a deep breath and counting to 10. When you're ready to start, click on me. Everyone take a deep breath in through your nose and breathe out slowly. Now count to ten. 1...2...3...4...5...6...7...8...9...10. Great job! If I still feel angry, then I like to go outside and get movin'. For me, that means flying. But you can run around, or ride your bike, or even do some jumping jacks. Oftentimes, fresh air makes me feel better and helps me calm down. Maybe it can do the same for you!



### Screen 7

Gus: Different things work for different people. Click on each friend to hear what they do when they're angry.

Raj: If I'm having trouble calming down, I find a friend or an adult to talk to. Often, sharing your feelings with another person can help you feel less angry.

Kate: I know that if I feel angry at someone, I go somewhere to take a break for a few minutes. That way, I don't feel like I want to yell at them or fight with them. It gives me a few minutes to cool down.

### Screen 8

Gus: Good job! You have completed this activity.





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