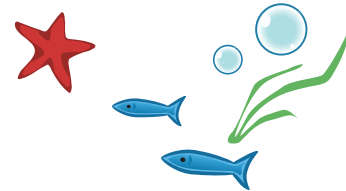


All About Feelings



Objectives:

In this lesson, your students will:

- discuss emotions like sadness, anger, happiness and fear
- learn how to recognize these feelings in themselves and others
- identify healthy ways to express strong feelings
- learn to avoid unhealthy ways of expressing their feelings

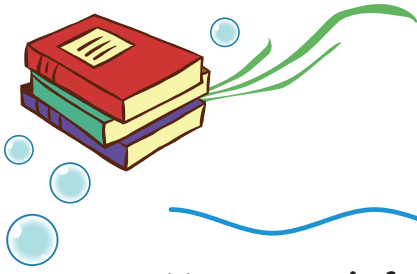
Materials for Week 3:

- Captain McFinn, Three-Tooth, Tox and Stank puppets (see www.mcfinnexplorekindness.com)
- *Feeling Faces* sheet
- *How Do You Feel?* poster (see www.mcfinnexplorekindness.com)

Finn Break 7:

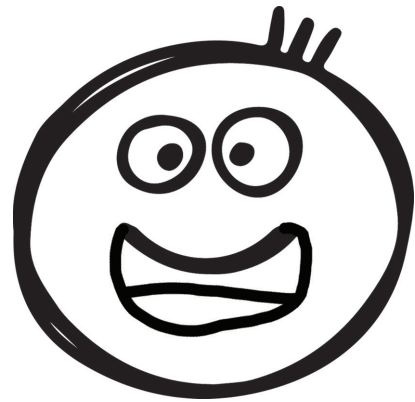
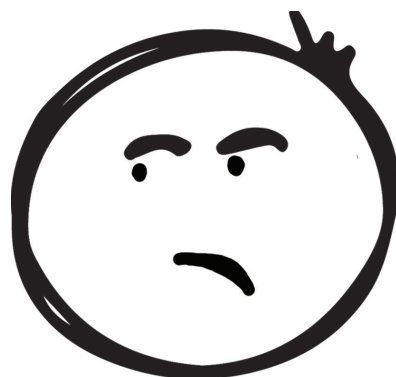
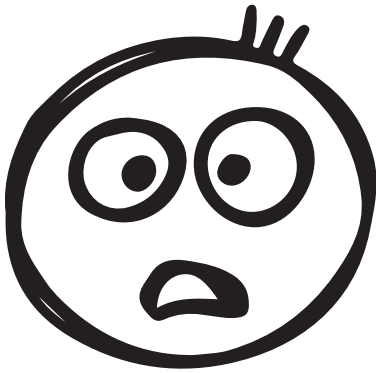
1. Introduce the topic of strong feelings.
 - What are some ways to finish the sentence, “I feel ..” ?
(Answers may include happy, sad, scared, angry, worried, excited, calm)
2. As students list answers, refer to the *Feeling Faces* sheet or *How Do You Feel?* poster. Talk about each feeling named and have students practice the face that goes with it.
 - What are some things that can make us feel sad/angry/scared/happy?
(Answers will vary. Encourage students to be accepting of all answers.)
 - What would you do if you felt angry?
(Answers can include talking to a grown-up, taking a break to , doing something relaxing like listening to music or playing outside, etc. Explain that shouting, hitting, kicking and using mean words are not acceptable responses.)
 - What would you do if you felt sad?
(Talk to a friend or teacher, help someone else, listen to music, have quiet time.)
3. Finish the Finn Break by asking students to think about how they feel right now. Let them know all answers are okay. Our feelings change each day, much like the weather.



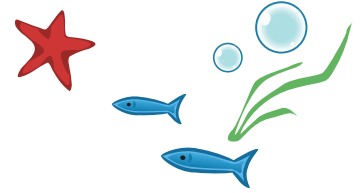


Feeling Faces

Name each feeling face below.



All About Feelings



Finn Break 8:

1. Distribute a copy of the *Feeling Faces* sheet to each student. Review the feelings shown.
2. Use the puppets to act out the following scenarios. You may also use the scenes to role play with your students. Encourage them to answer the questions by pointing to the correct feeling face/s on their sheet.

THREE-TOOTH: I just got a new bouncy ball! Come on, everybody. Let's play with it.

- How is Three-Tooth feeling? (happy, excited)
- Is he showing his feeling in a good way? (Yes, he's sharing with his friends.)

STANK: I didn't get to play with the bouncy ball! I'm never talking to Three-Tooth again!

- How is Stank feeling? (sad, angry, left out)
- Is he showing his feeling in a good way? (No, he's using mean words and yelling.)
- Have students take turns using the Stank puppet to demonstrate positive ways for Stank to show his feelings. (Answers can include taking time for calming breaths, using a quiet voice and using respectful words to ask for a turn.)

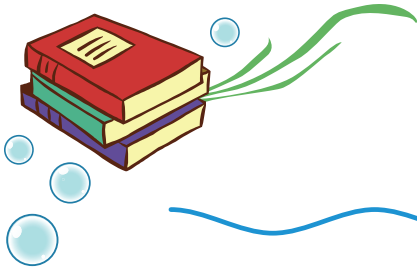
TOX: Why does Three-Tooth have so many toys? I never get a new toy. Maybe I'll smash his toy with my fin.

- How is Tox feeling? (jealous, angry)
- Is he showing his feelings in a good way? (No, he's being hurtful.)
- Have students take turns using the Tox puppet to demonstrate positive ways for Tox to show his feelings. (Answers include asking Three-Tooth for a chance to play with the ball and talking about how he feels with a grown-up.)

CAPTAIN McFINN: Oh no! Tox wants to break Three-Tooth's bouncy ball. Someone could get hurt. I better ask my friends for help.

- How is Captain McFinn feeling? (worried, scared)
- Is he showing his feelings in a good way? (Yes, he's asking others for help.)





Week 3

All About Feelings

Finn Break 9:

1. For this activity, students will strengthen their perception-taking skills by interpreting visual and verbal cues related to feelings.
2. Print one additional copy of the *Feeling Faces* sheet. Before or after class, cut out the feeling faces and hide them around the classroom.
3. When students arrive, tell them about the hidden faces. Place them in cooperative groups, and ask each group to look for the faces.
4. When a group finds a face, they must hide it from the class and stand together quietly. When all faces have been found, each group of students will work together to describe the feeling to classmates **WITHOUT** using any words. Other students must try to guess the correct feelings.
5. This is an excellent way to help students practice “putting on the other shoe.” Using logical thinking, they will learn to interpret nonverbal clues to better understand how others are feeling.

Connect to HEALTH

If we take time to , we can make better choices. One way to is to exercise or do yoga.

Ask students to close their eyes for a few seconds. How do their bodies feel? Happy, relaxed, worried, stiff? Next, play a bit of upbeat music and encourage students to dance. Afterward, ask them to close their eyes again. How do their bodies feel now? Do they feel different after dancing? How?

Teacher Tip

A “Daily Check-In” routine helps students think about their current state of emotion and identify it using visual cues. Some teachers also find a “Check-Out” at the end of the day to be useful. Don’t forget to add your own emotions. Children appreciate knowing adults have feelings, too.

As they become familiar with the routine of naming emotions, students will learn to feel safe and comfortable sharing them.

