



Lesson 1: Feelings Identification and Vocabulary

Primary Goals:

1. Identify and name common and more complex feelings
2. Match feeling names to facial expressions
3. Practice feeling expressions
4. Expand vocabulary of feeling words
5. Identify situations that may cause various feelings
6. Capitalize on in-vivo opportunities to encourage and reinforce student identification of personal feelings and the feelings of others

Materials for Main Lesson:

- Feelings Charts
- Book: The Way I Feel by Janan Cain

Materials for Supplemental Activities:

- Grab bag of feeling faces
- Blank feeling faces (Sad, Happy, Angry, Scared)
- Book: The Way I Feel by Janan Cain



Lesson 1, part 1: Feelings Introduction (10 minutes)

Teacher: "Today we are talking about feelings and emotions."

Facilitate an introductory conversation about feelings by asking:

"Who can tell me what emotions are?"

Allow students a chance to respond and facilitate conversation around 2 to 3 student answers.

"Emotion is another word for feelings - the way we feel inside. Emotions can make us feel good like happy and excited, or they can make us feel bad or be hard to handle like sad, mad, and scared."

Review by saying:

"So emotions are our feelings. What are emotions?"

Praise class for responding with "our feelings."

Teacher: "There are lots of different words to describe emotions - the way people feel"

Facilitate conversation by asking:

"Who can tell me a feeling word? A word that describes how you or someone else might feel?"

Allow students a chance to respond and write down a list of feeling words that students generate.

Praise class for generating feeling words.

Note that there are multiple words to describe the same feeling (i.e., mad, angry, furious)

Teacher: "So we all have these emotions and feelings inside, but how do you know when someone else is feeling a certain way? How do you know when someone is happy? What does a happy person's face look like?"

The goal of this activity is for students to identify different facial expressions and body language associated with different emotions and feelings.

Using the facial expression charts get students to pick out the emotion faces

"Show me the happy face. How do you know she's happy?"

Play a brief facial expression identification game

"I'm going to make a face and I want you to tell me how you think I feel?" "How do you know?"

Extend the game by having students make faces and the teacher guess the feeling.

Extend the game further by calling out a feeling and having the students make the face associated with that feeling.



Lesson 1, part 2: Book Reading (10 minutes)

Read aloud:

The Way I Feel by Janan Cain

- Before Reading:
 - *Ask the students what they think the book will be about and why they think that.*
- During Reading:
 - Ask the students to:
 - *Practice the faces for the various feelings*
 - *Tell how they know the character feels a certain way*
 - *Share when they might feel each feeling*

Supplemental Activities (OPTIONAL)



Activity: Feelings Mimic

- Have students practice feeling faces and reflect on personal experiences by:
 - Pulling a feeling face from a bag
 - Accurately labeling the feeling face (verbally identify the feeling being portrayed)
 - Mimicking the face (i.e. "Show me how you would make a sad face." "What face do you make when you are sad?")
 - Telling a time when they have felt that way or a situation that would make them feel that way



Art: Drawing Feeling Faces

- Give each child a sheet with four blank faces on it (Sad, Happy, Angry, Scared); ask them to draw the appropriate facial features associated with each feeling.
 - Give an example if children are having trouble (pictures of how finished faces may look)
 - Allow students to associate colors with feelings if desired (blue with sad, yellow with happy, red with angry, purple with scared)
 - Remind students that we all experience different feelings at different times



Music and Movement: Feeling Song

- **Happy, Sad, Scared**

Talk about how we feel when we're happy and how it shows in our face. Sing the song "**If You're Happy and You Know It.**"

If you're happy and you know it, show a smile.

If you're happy and you know it, show a smile.

If you're happy and you know it, and you really want to show it,

If you're happy and you know it, show a smile.

Add in hand movements such as pointing to the smile.

Repeat by making a sad face. "If you're sad and you know it, cry BOO-HOO"

Add in hand movements by pretending to rub eyes

Repeat by making a scared face. "If you're scared and you know it, cry Oh No"

Add in hand movements by pretending to covering mouth

Repeat by making a mad face. "If you're angry and you know it, say "I'm mad"

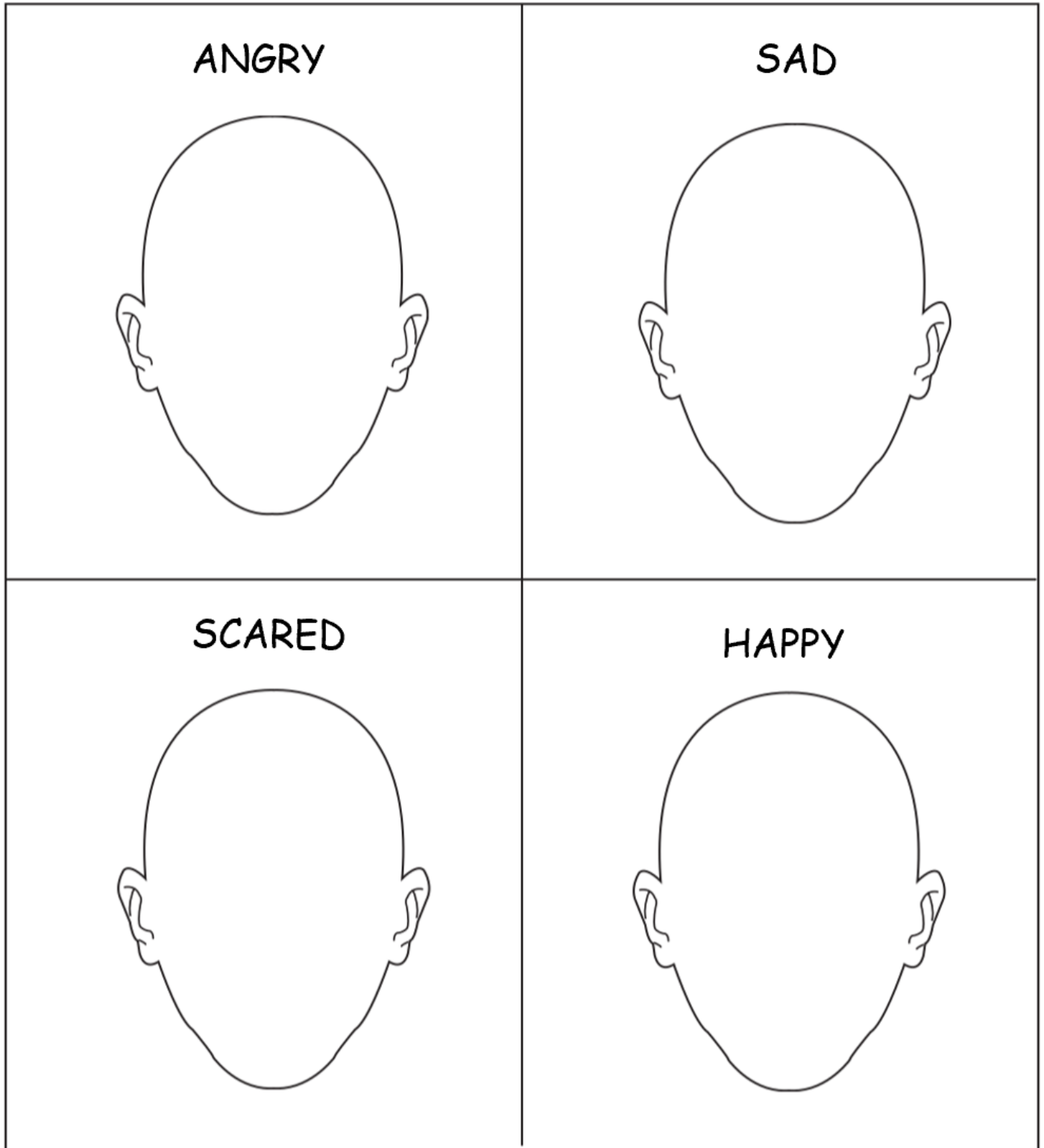
Add in movement by having students cross their arms over their chests



Book Re-Reading

- Reintroduce the book The Way I Feel by Janan Cain
 - Ask the students what they remember about the book (what feelings are discussed etc.)
 - During the re-read:
 - Ask the students to practice the faces for the various feelings
 - Share when they feel that way
 - Tell how they know the character feels a certain way
 - Brainstorm with the class how they might help make someone feel better if they were sad, mad, disappointed, shy, etc.

Materials Appendix:



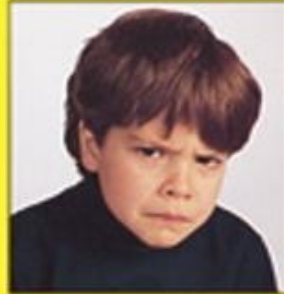
Emotions



happy



sad



angry



excited



afraid



shy



guilty



tired



jealous



loved



hopeful



bored



proud



sorry



embarrassed



surprised

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FEELINGS



HAPPY



BORED



ANGRY



SORRY



HOPEFUL



PLAYFUL



PROUD



SAD



SCARED