



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to advocate for personal, family, and community health.

Kids can have a tough time knowing how to deal with different feelings in appropriate ways. Understanding and appreciating others' feelings can be difficult, too. These activities will help your students identify and deal appropriately with their feelings and their classmates' feelings.

Related KidsHealth Links

Articles for Kids:

Talking About Your Feelings

KidsHealth.org/en/kids/talk-feelings.html

Being Afraid

KidsHealth.org/en/kids/afraid.html

Taking Charge of Anger

KidsHealth.org/en/kids/anger.html

Train Your Temper

KidsHealth.org/en/kids/temper.html

Shyness

KidsHealth.org/en/kids/shy.html

Why Am I So Sad?

KidsHealth.org/en/kids/sadness.html

What Kids Say About Worrying

KidsHealth.org/en/kids/poll-worry.html

The Story on Self-Esteem

KidsHealth.org/en/kids/self-esteem.html

The Story on Stress

KidsHealth.org/en/kids/stress.html

When Tests Make You Nervous

KidsHealth.org/en/kids/test-anxiety.html

What to Do if You Don't Like School

KidsHealth.org/en/kids/hate-school.html

Getting Along With Teachers

KidsHealth.org/en/kids/getting-along-teachers.html

School Counselors

KidsHealth.org/en/kids/school-counselors.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. Let's name as many feelings as we can.
2. Name feelings that you like and feelings that you don't like.
3. What do you do when you feel happy? What do you do when you feel sad? What helps you feel better when you're feeling sad about something?
4. How do your feelings affect people around you?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

Good Feelings Journal

Objectives:

Students will:

- Identify positive feelings
- List things that make them feel good
- Create a class book illustrating things that make them feel good

Materials:

- Chart paper and markers or whiteboard
- Paper to draw and write on
- Pencils, crayons, markers
- Hole punch and paper fasteners or a binding machine
- "Good Feelings Journal" handout

Class Time:

30 minutes

Activity:

There are many kinds of good feelings: You can feel happy, silly, calm, safe, relaxed, proud, or excited. What other types of feelings would you consider to be "good" feelings? What makes you feel good? Sometimes special things can make you feel good, like a vacation or birthday party. Little everyday things can make you feel good, too, like playing with family member, friend, or pet, or when someone shares toys and games with you.

Let's come up with a list of things that make us feel good. Then, we'll make a class Good Feelings Journal. Each of you will make one page for our journal. You'll draw a picture of something that makes you feel good, then write a sentence at the bottom of the page describing your picture. [Note to instructor: Pre-literate students can dictate a sentence for the teacher to write under their pictures. Older students can write their own sentences under their pictures.]

Extension:

Students can make their own Good Feelings Journal in which they create multiple pages of different things that make them feel good.



Feelings and Faces

Objectives:

Students will:

- Define these feelings: angry, embarrassed, worried, excited, surprised, sad
- Identify and discuss how they'd feel if they were involved in a variety of scenarios provided by the teacher
- Demonstrate the ability to listen to and appreciate classmates' opinions and feelings

Materials:

- "Feelings and Faces" handouts
- Tape and index cards (one for each child with his/her name on it)

Class Time:

45 minutes

Activity:

Look at these six faces. What feeling do you think each of these faces is showing? They are angry, embarrassed, worried, excited, surprised, and sad. Have you ever felt any of these feelings before? When? Today, I'm going to share some short stories with you and you're going to think about how you'd feel if you were in each story. After you decide how you'd feel, you'll come up to the board and tape your name card under the face that shows how you'd feel. After reading each situation, ask the following questions: Why would you feel that way in that story? Do you think it's OK for other people to feel different than you would? Why?

Extensions:

1. Kids can make up other scenarios and share them with the class.
2. Kids can work in small groups to role-play each of the scenarios.

Reproducible Materials

Handout: Good Feelings Journal

KidsHealth.org/classroom/prekto2/personal/growing/feelings_handout1.pdf

Handout: Feelings and Faces

KidsHealth.org/classroom/prekto2/personal/growing/feelings_handout2.pdf



Name: _____

Date: _____

Good Feelings Journal

Instructions: Draw a picture of something that makes you feel good, then write a sentence at the bottom of the page describing your picture or tell your teacher what to write for you. You and your classmates can put all the pages together to create a Good Feelings Journal for the class.



A large dashed rectangular box occupies the center of the page, intended for drawing. At the bottom of this box, there are four horizontal lines for writing. Below the writing lines, a row of 15 smiley face icons is arranged, serving as a guide for the size and placement of the drawing.



Feelings and Faces

Note to instructor: Give each student a card or piece of paper with his or her name on it. Tape the six faces in this handout to a wall. Then read each of these situations to your students. After reading each situation, let the students tape their name card under the face that describes their feelings related to each situation. Ask the kids to explain why they feel that way.

Situation 1

It's time for recess! You're planning to play on the swings, but when you get to the playground, all the swings are being used.

How do you feel?

Situation 2

It's the end of the school day. Parents have already picked up all your classmates, but your mom or dad isn't here yet.

How do you feel?

Situation 3

You and your friends are playing a board game. All of a sudden your dog runs through the living room and over your game. Game pieces go flying and you lose your spot on the board.

How do you feel?

Situation 4

You're at an amusement park, next in line to get an autographed picture with your favorite character.

How do you feel?

Situation 5

You're at an amusement park waiting in line to go on a roller coaster that goes really fast and high.

How do you feel?

Situation 6

Your parents are going to go out to dinner and a babysitter is coming to watch you while your parents are gone.

How do you feel?

Situation 7

You painted a really pretty picture in art class and the teacher holds it up to show everyone.

How do you feel?

Situation 8

Your best friend invited you to a play date Saturday. But that morning, your friend's mother calls to say that your friend is sick and the play date is canceled.

How do you feel?

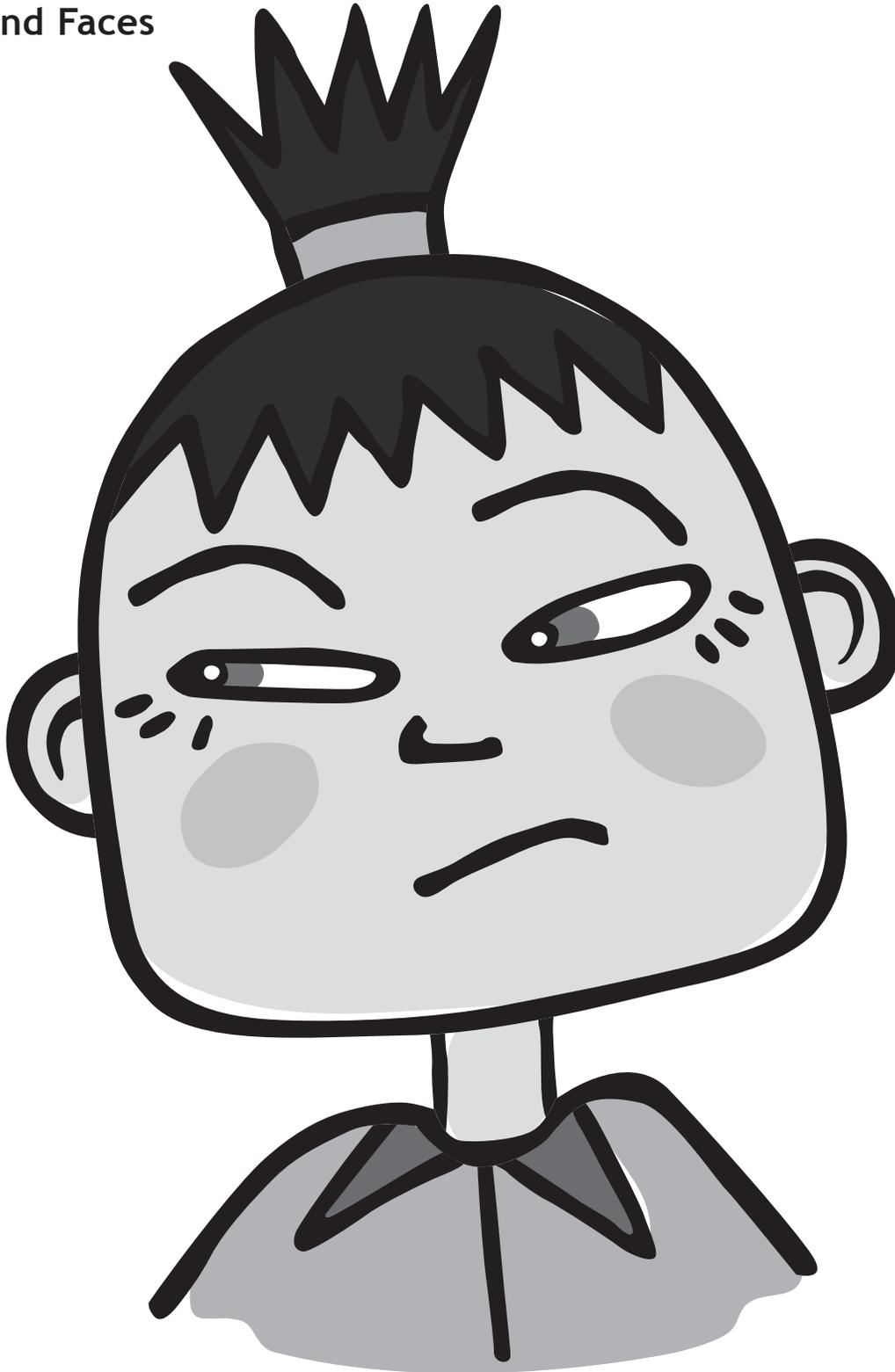


Feelings and Faces



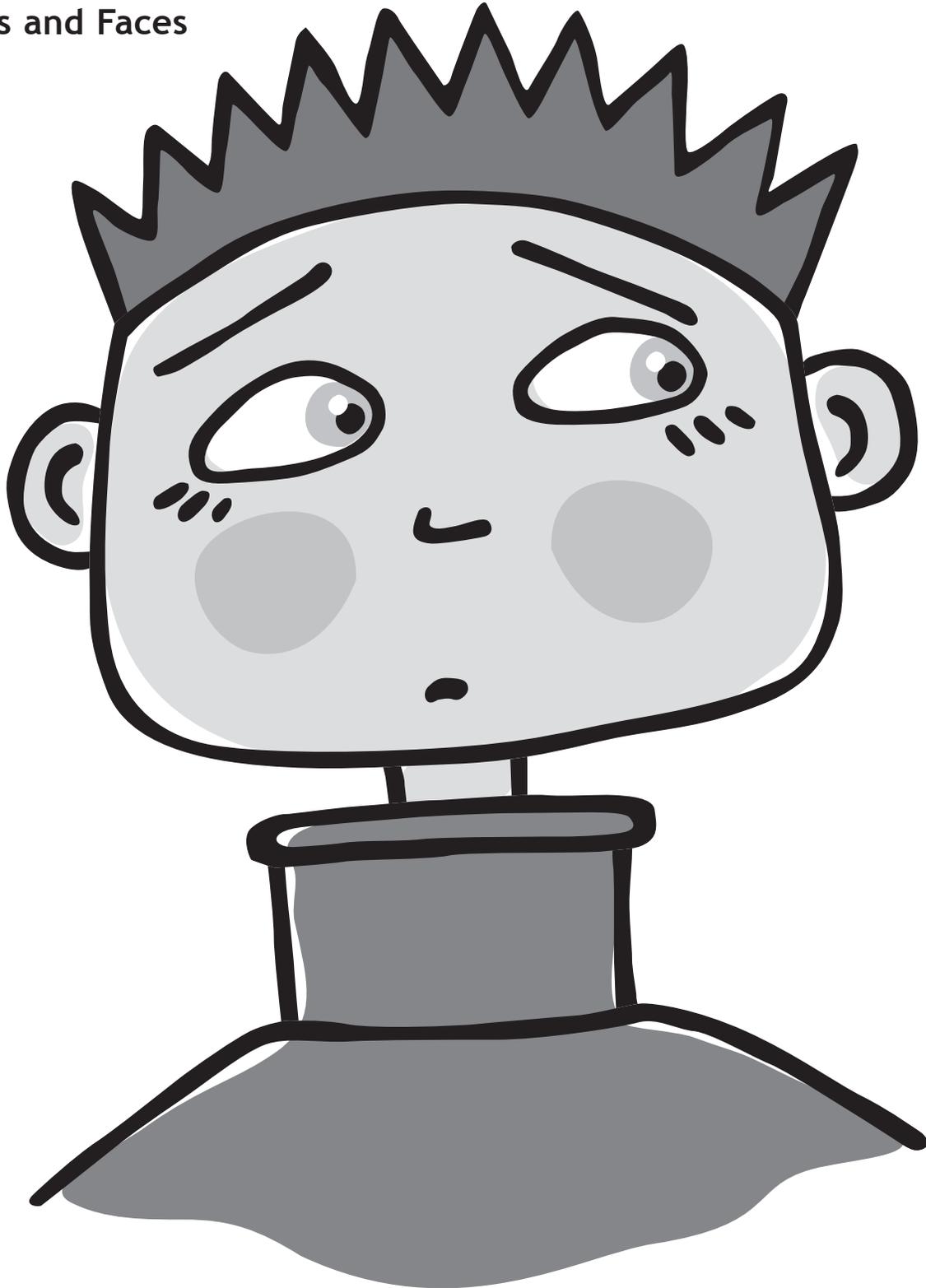


Feelings and Faces





Feelings and Faces



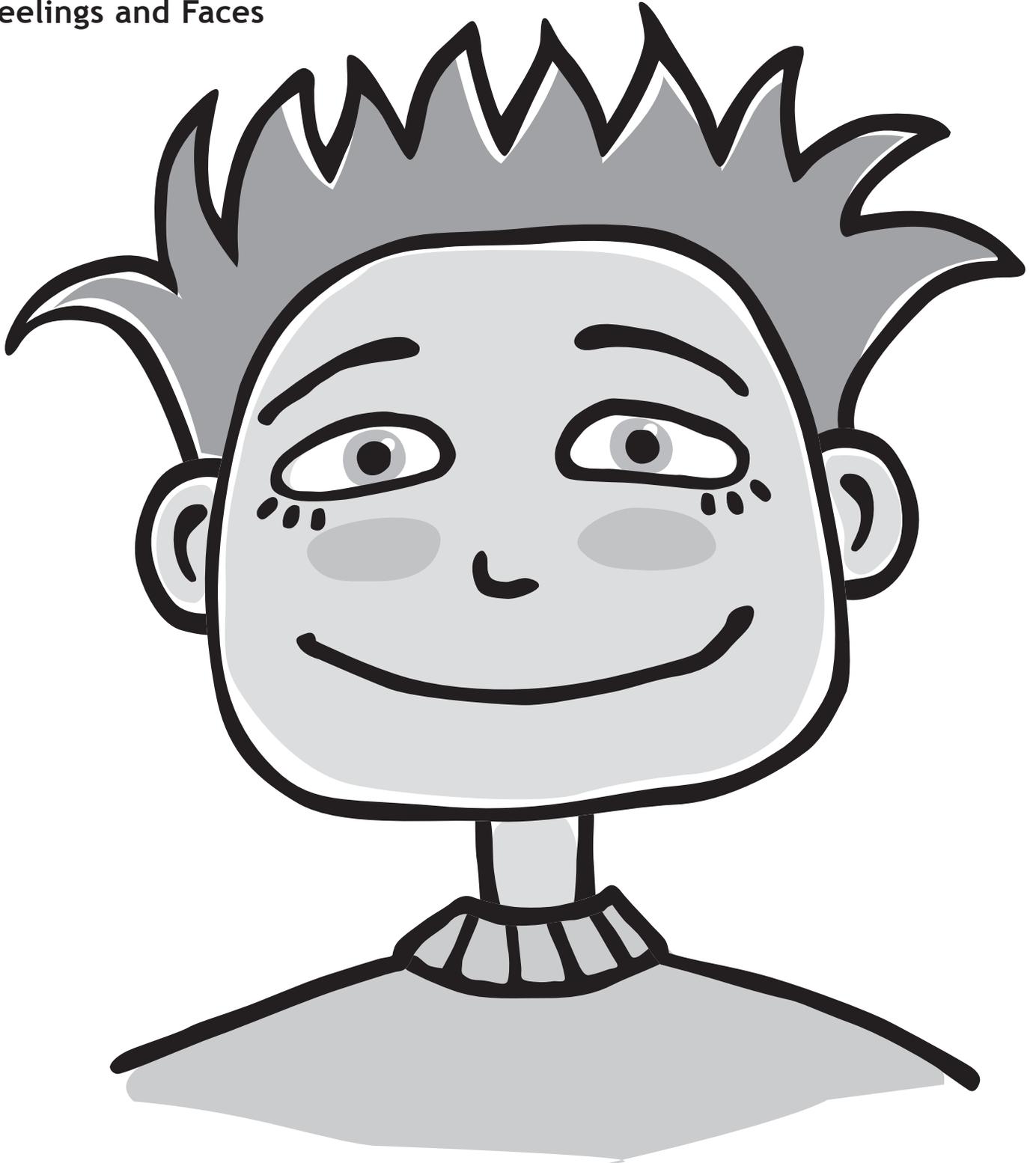


Feelings and Faces





Feelings and Faces





Feelings and Faces

