

Understanding Feelings and Moods

Pillar: Positive Social Environments
Division: I
Grade Level: ECS - Grade 2
Core Curriculum Connections: Language Arts

I. Rationale:

This is a tale that tells the story of one girl’s ever changing moods. Children really relate to this silly story, which encourages them to acknowledge and accept all of their feelings, just as they are. Throughout this lesson, students learn to identify a variety of moods and their causes and to recognize that it is normal for their feelings to shift and change in response to circumstances, events, and experiences that happen to them each day. Children will gain confidence as they build an awareness of their own feelings, what causes them, how they influence behaviour, and how to manage them.

II. Activity Objectives:

Students will be able to:

- Understand that events trigger feelings and each person has different triggers.
- Acknowledge that everyone has feelings and that feelings are neither right or wrong. They're normal.
- Realize that feelings shift and change
- Recognize that feelings influence our behaviour
- Knowing feelings can be managed
- Recognizing that feelings have expressions in our bodies

III. Curriculum Outcomes: Language Arts ECS - Grade 2

Specific Outcomes

1.1 Discover and Explore

1.2 Clarify and Extend

2.1 Use Strategies and Cues

2.2 Respond to Texts

2.4 Create Original Text

3.3 Organize, Record and Evaluate

3.4 Share and Review

4.1 Enhance and Improve

4.3 Present and Share

IV. Materials:

- A copy of the book, "Today I Feel Silly & Other Moods That Make My Day" by Jamie Lee Curtis.

V. Procedure:

a. Engaging Interest:

1. Start by sharing a brief anecdote with the class or an excerpt from a personal journal (if you have one) in which you share a feeling about some positive experience in your life (preferably in the classroom). Explain students that journal writing is a great way for thinking about things, including feelings.
2. Ask for student volunteers to share a feeling they experienced in the last few days that they would like to remember. After the student describes the feeling, ask them to discuss, what caused them to feel that way, and how long the feeling lasted. Be sure to model this for them.
3. When sharing time is over, explain that you're going to read a book that is written like a journal. It is called, "Today I Feel Silly & Other Moods that Make My Day". Show the book, read the title, and then elicit student responses about the difference between a feeling and a mood. Help students to understand that a feeling lasts only a short time while a mood can last a long time. Read the story aloud as though you are the little girl reading from her journal.

b. Discussion Questions:

After reading the story, use the following questions to guide class discussion:

- What, if anything, surprise you about this story?
- Have you ever felt like the character in the story? When?
- Where do you feel your feelings in your body?
- Is it easy for you to name your feelings? Why or why not?
- What were some of the things that made the main character's mood change?
- What made her feel great, discouraged etc.?
- What makes your mood change?
- How long do your moods last?

c. Activity:

Stand Up, Sit Down - Prior to this activity, write down twenty events that might trigger an emotion in your students (e.g. Snow starts to fall outside, today is your friend's birthday). Make sure that you have some events that would get a variety of responses both negative and positive.

1. Explain the activity called Stand Up, Sit Down. Tell students that they are going to see what causes different feelings in them. Tell them that you will read a statement and if whoever agrees with it, will stand up for a moment, look around at whomever else is standing along with them and who is not, and then sit down and wait for the next statement. There are no right or wrong answers." As an example, say "I feel disappointed when the snow starts to fall outside." Watch to make sure that students understand the directions. Let them know that you made up statements that may not express your true feelings.
2. Facilitate the activity but do not comment on who is or is not standing unless you suspect that some students are just trying to follow their friend's lead. If you observe this happening, make a general statement encouraging students to express their own opinions on emotional triggers. Make a mental note of these students who might need skills for building self-confidence and asserting their own opinions.

3. At the end of the activity elicit from the group the concept that people react differently to the same events. What triggers joy in me may make someone else feel frustrated. An example might be someone may love to build a model airplane and that same activity might frustrate someone else.

4. Ask the class to pretend that they are the little girl in the book and they are sitting down to write about today in their journals. If they already have a journal, ask them to record their entry in it. Encourage them to write about an emotional experience. If they wish they can add a picture.

Note: Kindergarten students will be asked to draw a picture about how they feel today and why. Then, each student can explain their mood to a scribe, who will write about the feeling for them.

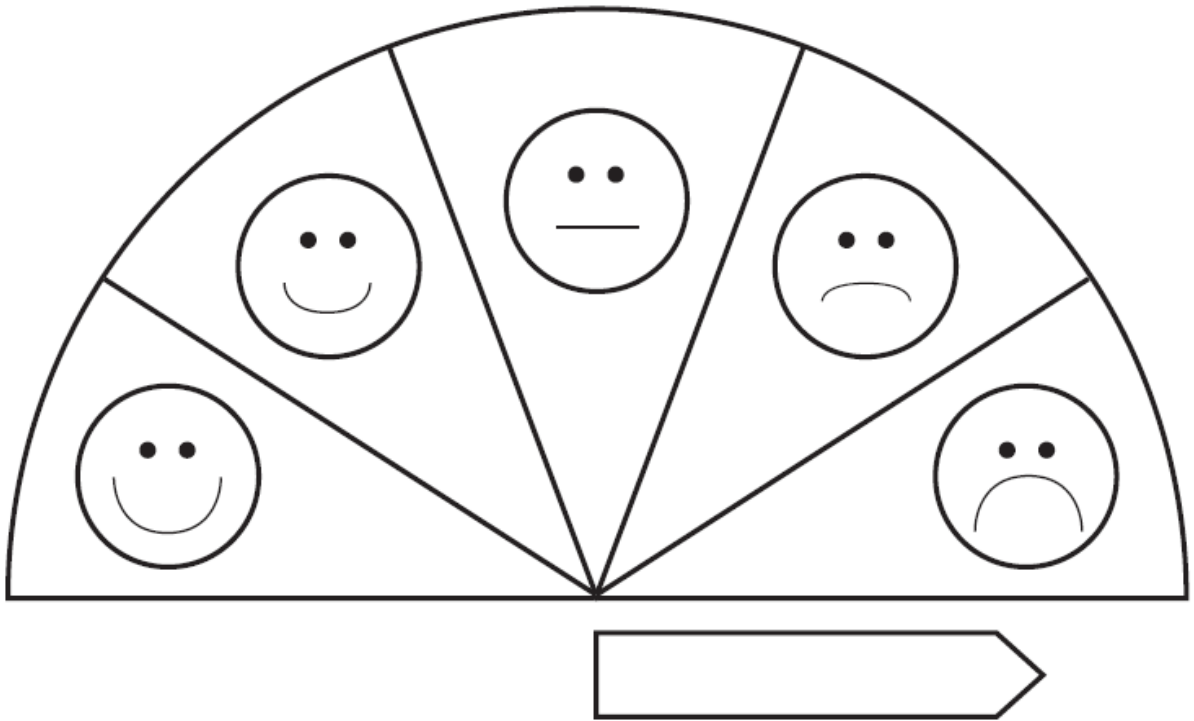
VI. Extensions and Variations:

- Have a journal "reading". Divide the class into small groups of four or five. Ask them to take turns sharing journal entries (either the one that made up or a entry from a real journal). Bring in healthy snacks and refreshments for a celebration at the end.
- Have students interview each other to find out what triggers the strongest feelings in each. Each day have a different student "introduce" their partner and their triggers.
- Listen to music and draw how it makes you feel
- Take pictures of students and have them "wear" a feeling. Turn this activity into a bulletin board
- Add an "Emotional Triggers" section to your Feelings Wall.
- Write poems or stories about your feelings. Encourage students to do the same.
- Model your mood shifts and tell children what you are feeling and why. Keep a personal journal and share relevant reflections with your students.
- Have students identify triggering events in other books they read.

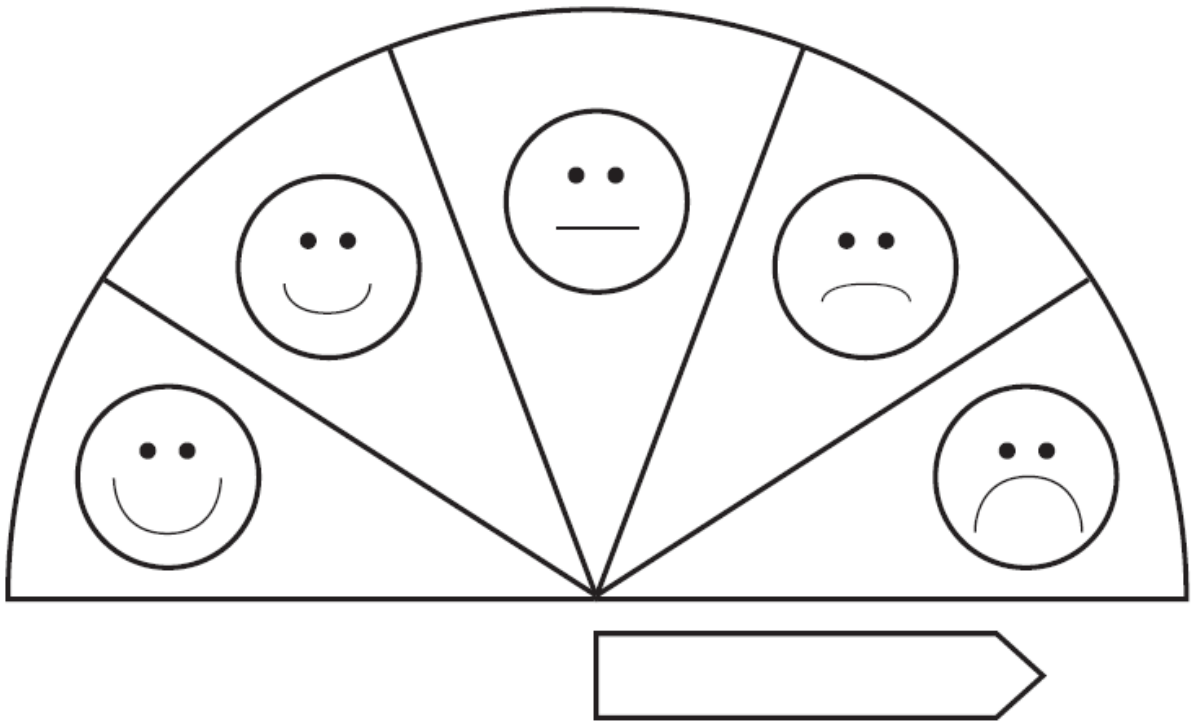
VII. Assessment Ideas:

- Have students use the 'Feelings Meter' attached to practice expressing their feelings each day which will allow you to gauge their awareness and understanding of their feelings and causes.
- Assess students' understanding of feelings and their triggers by drawing a feeling card (attached) from a container and then ask each student to explain a time when they felt that way and describe the reasons/circumstances that caused that emotion.
- Use a variety of scenarios and have students respond to the each one scenario by describing how they would will in each situation.

Feelings Meter



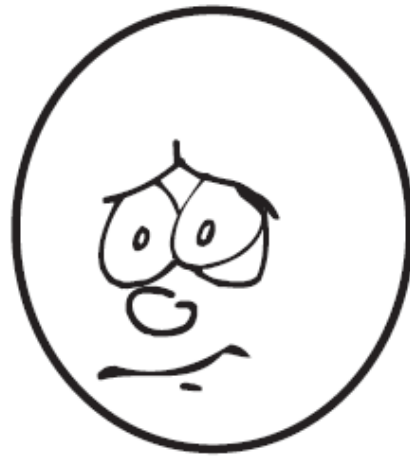
Feelings Meter



Feelings Cards



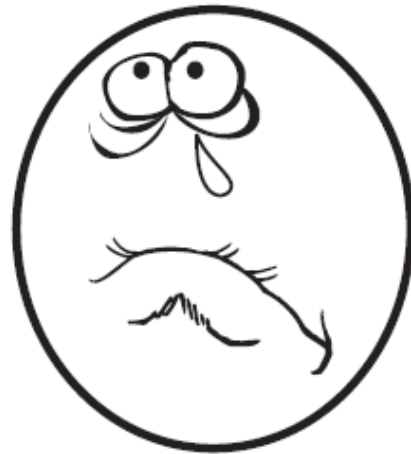
Happy



Afraid



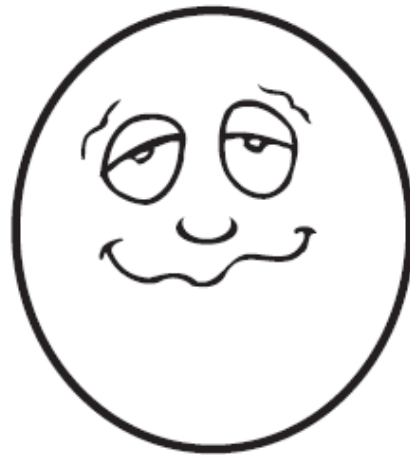
Angry



Sad



Excited



Tired