Peacemaker Resources Curriculum
Set 2: The World Within
Lesson 6: Feelings

2nd Grade

Information for Educator

Materials:

- Listen for the Chime Card
- Chime
- Read Aloud: *My Cold Plum, Lemon Pie Bluesy Mood* by Tameka Fryer Brown
- Feelings Cards
- Feelings Finder Poster

Background Information for Educators:

Identifying how you're feeling and recognizing the cause of that feeling is the key to social and emotional well-being. Like reading and writing, emotional intelligence can be learned and developed. Children often don't know why they are feeling and behaving in a certain way. They need guidance, support, and modeling to learn about emotions, why they're having them, and safe ways of coping with those emotions. When children learn to recognize and manage their own emotions it leads to positive attitudes and behaviors. This lesson introduces children to basic feelings words and expands their feelings vocabulary. The students will identify whether feelings are comfortable or uncomfortable. They will begin to notice body language, facial expression, and tone of voice as a way to tell how someone is feeling.

Learning Targets:

- I can name comfortable and uncomfortable feelings.
- I can identify if a feeling is high energy or low energy.

SEL Lesson

Regulate: Mindful Moment: LISTEN FOR THE CHIME
See Mindful Moment information HERE.

1) Get ready for breathing.
2) Practice Listen for the Chime.
3) Invite students to notice how they feel after they breathe.

Relate: Sharing Circle
See Sharing Circle Information HERE.

1) Gather students in a circle.
1) Use Peaceful Panda to share a story related to the sharing question.
2) Invite students to share the circle question: "When do you feel happy?"
3) Close with any notices.

Activity to Shift Energy:
See Activities to Shift Energy options HERE.

Reason: Introduction to Feelings

1) Explain: Today we are going to talk about feelings. Ask: What are some feeling words they already know?
2) Explain: Feelings are our body's way of giving us information. We can have many different feelings throughout the day.
3) Refer to the Feelings Finder: Sometimes a feeling is comfortable and sometimes it's uncomfortable. Uncomfortable feelings let us know that something isn't quite right. Comfortable feelings happen when everything is going well.
4) Share scenarios:
    a) There are freshly baked chocolate chip cookies. How do you feel? What signals does your body send (mouth watering, jumping up and down)? Is it comfortable or uncomfortable?
    b) Your teacher tells you that you have a surprise test. How do you feel? What signals does your body send (stomach clenches, heart beats fast)? Is it comfortable or uncomfortable?
    c) You are walking outside at night and hear a crackling noise behind you. How do you feel? What signals does your body send (eyes wide, neck prickles)? Is it comfortable or uncomfortable?
5) Refer to the Feelings Finder: Some feelings give us high energy and some feelings give us low energy. It is helpful for us to notice when we are having high and low energy.
6) Revisit above scenarios. Review the feelings they shared. After each scenario, ask: Is this feeling high or low energy?

Activity Option 1: My Cold Plum, Lemon Pie Bluesy Mood Read Aloud

1) Read My Cold Plum, Lemon Pie Bluesy Mood. Invite students to think about which feelings in the book are comfortable, which feelings are uncomfortable, which feelings have high energy or low energy for the character in the book and themselves.

Activity Option 2: Whole Group Feelings Sort

1) Explain: We are going to be "feelings detectives" looking for clues to tell how someone is feeling, and deciding if the feeling is comfortable or uncomfortable, and high or low energy.
2) Show a Feelings Card. After each picture:
    a) Ask: Is this a comfortable or uncomfortable feeling?
    b) Does this feeling give you high or low energy?
    c) Locate the card on the Feelings Finder Poster.
3) Some feelings will be comfortable for some students and uncomfortable for others. Use these different opinions to have discussions about how feelings can be different for different people.

Optimistic Wrap Up:

See Optimistic Wrap Up information HERE.

1) Explain: When we feel uncomfortable feelings, we sometimes treat ourselves and others in a way that makes a problem bigger.
2) Ask: What can we do if we have uncomfortable feelings?

Post Lesson Materials

Extending the Lesson:

Activity Follow-up:

1) Play: Feelings Charades
    a) Invite students to draw a Feelings Card from the deck. The student uses body language and facial expression to act out the feeling. The audience gets three chances to guess the feeling.

   b) Once the feeling is guessed, ask: What body language or facial expression clues did you notice?
   c) If there is time, locate the feeling card on the feelings finder.
   d) Repeat as time allows.
2) Create: Feelings Book.
   a) Have each page begin with "I feel _____ when…" Have students fill in the blank with a feeling word and draw a picture showing what makes them feel that way.
3) Vocabulary Development: Keep a feelings word list that the students generate in the class. Whenever you come across a new feelings word add it to the list.

Moment to Moment:

1) Model: Share how you are feeling and why, using new feeling words to help build feelings vocabulary.
2) Practice: When students have strong feelings, help them identify the feeling and why they are having it.
3) Sharing Circle: Include "How are you feeling?" sharing circles to practice checking in, identifying and labeling feelings.

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