

## Information for Educator

### Materials:

- [Listen for the Chime Card](#)
- Chime
- [Feelings Videos Slides](#)
- [Feelings Finder Poster](#)
- [Feelings Finder 8.5x11](#)
- [Large Basic Feelings Cards](#)
- [Feelings Emoji Cards](#) (1 set/ group of 3-4)
- [Feeling Word Cards](#) (optional 1 set/ group of 3-4)

### 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 identify comfortable or uncomfortable and high or low energy feelings
- I can find strategies to help me when I have uncomfortable emotions.

## 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) 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 Poster](#): 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) 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.
- 5) Share Video Clips from these [Feelings Slides](#). Stop throughout or at the end of each clip to discuss:
  - How do you think the character(s) feel?
  - What body language, facial expression, and tone of voice give you clues to how they feel?
  - What signals do you think the character's body sends them? (Ex. Heartbeat increasing, stomach clenching, breathing faster or slower)?
  - Is the feeling comfortable or uncomfortable?
  - Does the character have high or low energy?

### Activity Option 1: Feelings Relay

- 1) In 2 teams, will work together to come up with as many feelings words as they can in 3 minutes.
- 2) On a teacher signal, one student from each team will "race" from one end of the room to the other. Once there, they will record a feelings word on paper.
- 3) The relay ends once everyone on each team has had a turn, or until the three minutes is up.
- 4) After the relay, invite students to review their feelings words lists. Mark a "C" behind comfortable feelings and a "U" behind uncomfortable feelings.
- 5) As a class, share feelings from each category. 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.
- 6) Invite students to review their feelings words lists. Mark an "H" behind high energy feelings and an "L" behind low energy feelings.
- 7) As a class, share feelings from each category. Ask: What do students notice about how they categorized the words? Did everyone share the same opinion?

### Activity Option 2: Feelings Share

- 1) In pairs, students get a small number of [Feelings Emoji Cards](#) OR [Feeling Word Cards](#).
- 2) Students take turns drawing a card and sharing: "I feel (\_\_\_\_ feeling) when..." or "A time I felt (\_\_\_\_ feeling) was..."
- 3) Large group discussion: What did students notice about what was shared? Did the partners have anything in common?

---

### Optimistic Wrap Up:

[See Optimistic Wrap Up information HERE.](#)

- 1) Explain: When we feel uncomfortable, we often treat ourselves and others in a way that makes a problem bigger. It is a good idea to pause and ask yourselves, "How am I feeling?" and "Why do I feel this way?"
  - 2) Ask: What are some strategies we can use when we have uncomfortable feelings?
- 

## Post Lesson Materials

### Extending the Lesson:

---

---

**Activity Follow-up:**

- 1) Play: What's the News?
  - a) Players stand in a circle. The leader shares some "news" such as: "You just won a million dollars," "There is a big thunderstorm headed your way." or "You get to go swimming in the ocean."
  - b) Each player in the circle uses facial expression or body language to show a feeling to match the news.
  - c) Continue as time allows.

**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.
-