

Peacemaker Resources Curriculum

Set 2: The World Within

Lesson 6: Feelings

Pre-K

Information for Educator

Materials:

- [Large Smile Breathing Card](#)
- [The Way I Feel by Janan Cain](#)
- Chime (optional)
- Soft stuffed animal and “soft” [ASL sign](#) (optional)
- Sandpaper and “rough” [ASL sign](#) (optional)
- [How are you Peeling? by Saxton Freymann](#) (optional)
- [Feeling Cards](#) (optional)

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 use clues to tell how someone is feeling.

SEL Lesson

Regulate: Mindful Moment: SMILE BREATHING

[See Mindful Moment information HERE.](#)

- 1) Introduce the toolbox.
- 2) Practice Smile Breathing.
- 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.
- 2) Use Peaceful Panda or a puppet to share a story related to the sharing question.
- 3) Invite students to share the circle question: “When do you feel happy?”
- 4) 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. We already talked about feeling happy during our Mindful Moment and our Sharing Circle. There are many other feelings we can have.
- 2) Ask: What other feelings do you know?
- 3) Sometimes we have comfortable feelings, like happy. Show the soft stuffed animal. Explain: comfortable feelings can feel like petting a soft animal. Show ASL sign for “soft”. We can call comfortable feelings “soft” feelings.
- 4) Sometimes we can have uncomfortable feelings, like sad. Show students sandpaper. Explain: uncomfortable feelings can feel like scratchy sandpaper. Show ASL sign for “rough”. We can call uncomfortable feelings “rough” feelings.

Activity Option 1: [The Way I Feel](#) Read Aloud

- 1) Read [The Way I Feel](#). Throughout the book, stop and ask students to notice if a feeling is comfortable, “soft” or uncomfortable, “rough”. Invite students to show you the ASL signs for “soft” and “rough” or share aloud.

Activity Option 2: Simon Says Feelings

- 1) Explain the rules of the game: This game is played like the classic Simon Says game, but “Simon” asks the students to show them different feelings. For example, “Simon says, show me you’re happy.”
- 2) Play the game using the six feeling words used above: happy, mad, worried, sad, disappointed, and excited, ending with calm.

Activity Option 3: Feelings Detectives

- 1) Explain: We are going to be “feelings detectives” looking for clues to tell how someone is feeling.
- 2) Model a feeling using facial expression, body language and tone of voice. Ask: What feeling am I having? How do you know?
- 3) Show a [Feelings Card](#). After each picture, ask the following questions:
 - a. How does this person feel? How do you know?
 - b. What does _____ look like? Show me.
 - c. What does _____ sound like?
 - d. Is _____ a comfortable or uncomfortable feeling? (Students may show “soft” or “rough” ASL signs.)

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) Read [How Are You Peeling?](#) By Saxton Freymann
- 2) Sing: If You’re Happy and You Know It... For each verse, invite students to model how the feeling looks (facial expression, body language). Include versus such as:
 - a) Sad - Wipe a tear
 - b) Mad - Stomp your feet
 - c) Scared - Hide your eyes
- 3) Create a Feelings book. 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.

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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