

ALL ABOUT FEELINGS



In this learning plan, students will identify different feelings and understand that feelings can change. They will explore how facial expressions and body language give clues to how someone is feeling. Students will practice recognizing their feelings through movement and drawing.



CASEL STANDARD

Self-Awareness

OBJECTIVES

- ✓ Students will be able to identify different feelings based on scenarios and body language.
- ✓ Students will be able to understand that feelings can change and vary based on different experiences.
- ✓ Students will be able to use clues to identify how they or someone else is feeling.

GUIDING QUESTIONS

What are feelings?

Is it okay to have different feelings?

Why are feelings important?

Can feelings change based on different things that happen to us?

How do we know how we feel or how others feel?

MATERIALS

- Chart paper
- How Would I Feel? worksheet
- This is How I Feel When... worksheet
- Music (optional)
- What Color Do You Feel? worksheet
- Crayons
- Feelings Bingo boards and cards
- Tokens for bingo (i.e. beans, pennies, counters)
- All About Feelings Assessment

ALL ABOUT FEELINGS



ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- After Show That Feeling activity, ask students to think about how their feelings changed based on the different situations and how their body language and facial expression differed.
- Throughout the lessons, remind students that feelings change all the time, and that's okay.
- During Feelings Bingo, ask students to explain how they know the feelings word matches the face.

Summative Assessment:
All About Feelings Assessment

DIFFERENTIATION STRATEGIES

- Read aloud the activities and directions for most students. Students who are ready can read activities independently.
- Allow students the option to share their responses orally.
- Some students may struggle with fine motor skills. Consider pre-cutting the materials and providing one-on-one assistance to support these students.
- For an added challenge on the This is How I Feel worksheet, students can add words to their drawing, writing about a time they felt a certain way.

EXTENSION ACTIVITIES

- Play different types of music and have students dance their feelings and share how their feelings and body language change as the music changes.
- Suggested Read Alouds:
 - A Little Scribble Spot by Diane Alber
 - My Many Colored Days by Dr. Seuss
 - I Am Okay to Feel by Karamo Brown
 - Visiting Feelings by Lauren Rubenstein
 - Everyone by Christopher Silas Neal



ACTIVITY OVERVIEW

Activity 1

Name That Feeling!

Students will identify feelings based on facial expressions and body language and think about how different situations might make them feel.

Activity 2

Show That Feeling!

Students will show their feelings when given a feeling or situation through movement and dance.

Activity 3

Draw That Feeling!

Students will draw their feelings using different colors.

Activity 4

Match That Feeling!

Students will play "Feelings Bingo," where they will match the picture on their board with the feeling word.

Activity 5

Know That Feeling!

Students will complete an assessment to show their understanding of feelings.

ACTIVITY 1: NAME THAT FEELING!

- Gather students together and say in a very tired voice with a tired look on your face, "Oh, hi everyone, how are you? I had a hard time sleeping last night." Ask, "What do you think I am feeling right now?" Students will likely respond with tired or sleepy. Ask them how they know.
- Next, act surprised with your face and body. Say, "Wow, I just found out that my best friend from out of town is visiting me today!" Ask, "What do you think I am feeling now?" After students respond with excited or surprised, have them turn to a partner and whisper how they know. Repeat this same activity two more times, giving a situation in which you feel sad and one in which you feel bored.
- Explain to students that you just showed them how you were feeling based on different things that happened to you using your face and body. Ask students, "What are feelings?" After students respond, explain that another word for feelings is emotions.
 - As needed, explain that feelings are what you feel in your body and mind at any moment depending on what you are doing or thinking. Faces and bodies can show feelings, which helps others understand how we feel.
- Invite students to brainstorm different feelings that they know. Give students a moment to think by themselves. Then, have them pair up with a student nearby and share. Finally, have some students share their ideas or their partner's ideas. Write down the list of feelings on chart paper or a whiteboard as students share, including a quick drawing of a face next to each feeling so students can easily identify each feeling on the list. Explain that there are so many feelings, and all of them are okay and normal to feel. Feelings change all the time!
- Explain that now you will read a sentence, and you want students to imagine that they are the kid in the sentence. You want them to think how you would feel if you were that kid. Explain that there is no right answer; we are just practicing thinking about our feelings.
- Hand each student a copy of the How Would I Feel? Worksheet and a pencil.
- Read each sentence two or three times and ask students to circle the face that best matches how they would feel if this happened to them.



ACTIVITY 2: SHOW THAT FEELING!

- Explain to students that they will practice showing different feelings while dancing! Remind students that our faces and bodies can give clues to how we feel.
- Communicate that you will say something, and students need to imagine how they feel based on what you say. Then they will show how they feel using their face and body while dancing.
 - Playing music while doing this activity is optional.
- Model how you might dance after hearing that you get a surprise treat after dinner (e.g., smiling face, jumping up and down while arms wave in the air). Model how you might dance if you couldn't go to your friend's birthday party (e.g., Sad face, slowly moving back and forth, looking down).
- Invite students to stand up. Say, "Show how you would dance if someone broke your favorite toy." Students may look angry and jerk their bodies back and forth or up and down.
- Say, "Show how you would dance if one of your favorite people surprised you with a visit." Students may jump up and down, and twirl around with an excited looks on their faces.
- Say, "Show how you would dance if you got lost in a store and couldn't find your grown-up." Students may have a worried look and turn from side to side.
- Say, "Show how you would dance when you found your grown-up!" Students may look happy and relieved while jumping from one foot to another.
- Give one or two more scenarios if you would like, then invite students to sit down.
- Ask students to think about how they felt and danced when you said someone broke their favorite toy. Encourage a few students to share if they would like and show how they danced. Invite others to notice how the student shows how they would feel with their facial and body movement.
- Ask students to think of a time when they felt angry, happy, sad or some other feeling. Show the worksheet and explain that they will draw a picture of what happened and draw themselves in a way that shows how they felt.
- Pass out the This is How I Feel When worksheet and have students complete it. Provide support as needed.

ALL ABOUT FEELINGS



ACTIVITY 3: DRAW THAT FEELING!

- Explain to students that it's okay to feel different feelings and that sometimes you can feel many feelings at the same time. This can make it hard to give clues with our faces and bodies. Sometimes it's helpful to draw how we're feeling.
- Provide crayons and the Draw That Feeling worksheet to each student. Invite students to think of a time when they were mad and to try to feel that feeling. Ask students, when you feel mad, what color crayon would you choose? What would you draw? How would you draw? Direct students to draw in the first box on the worksheet. Do this activity alongside the students. After a minute or two, stop and ask students to hold up their papers. Invite students to share what they drew and why. Share what you drew for the first box (e.g., you scribbled all over the box using a red crayon).
- Repeat this activity with the rest of the feelings on the worksheet.

ACTIVITY 4: MATCH THAT FEELING!

**Before this activity, ensure that there are enough Feelings Bingo boards and tokens (beans, pennies, counters) for each student.

- Explain that students will play a game called Feelings Bingo. Model how to play the game. Show students a sample bingo board. Ask if anyone has played a bingo game before. Explain that you will call out a feeling and show students the word. They will look for a face that matches the feeling word on their board. If they find it, they will cover it with a token. The first person to get three in a row and yells, "Bingo!" is the winner.
- Hand out the boards and tokens. Do a whole class example before the first game begins. Call out a feeling word and have the students point to a picture on their board if they have it.
- Play one or more rounds of Feelings Bingo. As you play, ask students how they know the face matches the feeling word.

ACTIVITY 5: KNOW THAT FEELING!

- Students will complete the Know That Feeling assessment to show what they know about feelings.
- Show students the assessment and read the directions. Explain that they will use the words at the bottom of the page to fill in the blank on each sentence. They will cut each word and glue it in the sentence that makes the most sense.
- Read each sentence aloud. Next, read the words in the word bank and discuss what they mean.
- Help students cut out the words. Reread each sentence and have students glue the word that best fits the sentence.

NAME _____

DATE _____

HOW WOULD I FEEL?

Listen as a grown-up reads each sentence. How would you feel if this was true for you? Circle the feeling that best describes how you would feel.

1. My best friend moved far away.

I would feel: 😄 😞 😡 😟 😧

2. My grown-up made my favorite meal for dinner.

I would feel: 😄 😞 😡 😟 😧

3. I wanted to keep watching a show, but my grown-up said no.

I would feel: 😄 😞 😡 😟 😧

4. There was no snow when I went to bed, but I woke up to 4 feet of snow.

I would feel: 😄 😞 😡 😟 😧

5. I accidentally broke my friend's bracelet.

I would feel: 😄 😞 😡 😟 😧

NAME _____

DATE _____

THIS IS HOW I FEEL WHEN...

Think of a time when you felt angry, sad, happy, scared, or another feeling.
Draw a picture of it. Make sure to draw how your face and body looked when you felt this way.

Example:



I felt _____ when _____
(feeling)

(What made you feel this way?)

NAME _____

DATE _____

WHAT COLOR DO YOU FEEL?

Read or have a grown-up read the feeling in each box. Think of a time when you felt that way. What color matches how you feel? What would you draw if you felt this way?

Example:



angry	
happy	
sad	
worried	
calm	









NAME _____

DATE _____

FEELINGS BINGO - BOARD A

Prep Directions: Print a bingo board for each student, making sure not all students have the same board. Use beans, counters, or pennies to cover each square.

Game Directions: Shuffle the word cards, pick one, and read it aloud. Show the word as well. If students see a face on their board that matches the feeling word, they cover it up with a counter, bean, etc. Continue until someone has a bingo! (3 in a row).

		
	Free Space!	
		









NAME _____

DATE _____

FEELINGS BINGO - BOARD B

Prep Directions: Print a bingo board for each student, making sure not all students have the same board. Use beans, counters, or pennies to cover each square.

Game Directions: Shuffle the word cards, pick one, and read it aloud. Show the word as well. If students see a face on their board that matches the feeling word, they cover it up with a counter, bean, etc. Continue until someone has a bingo! (3 in a row).

		
	Free Space!	
		

NAME _____

DATE _____

FEELINGS BINGO WORD CARDS

Prep Directions: Cut out the word cards prior to playing.

happy

angry

silly

sad

surprised

confused

worried

calm

NAME _____

DATE _____

ALL ABOUT FEELINGS ASSESSMENT


Cut out the words in the Word Bank. Fill in the blank by gluing each word in the correct spot.





1. When I feel _____, my face might look like this .

2. All emotions or _____ are okay to have!

3. Our _____ and body give us clues to tell us how we feel.

4. Your feelings can _____ all the time!



<p>feelings</p> 	<p>face</p> 	<p>worried</p> 	<p>change</p> 
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NAME _____

DATE _____

ALL ABOUT FEELINGS ASSESSMENT

Cut out the words in the Word Bank. Fill in the blank by gluing each word in the correct spot.





1. When I feel worried, my face might look like this .

2. All emotions or feelings are okay to have!

3. Our face and body give us clues to tell us how we feel.

4. Your feelings can change all the time!

✂

<p>feelings</p> 	<p>face</p> 	<p>worried</p> 	<p>change</p> 
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