



Character Development: Feelings

for Pre-K and Kindergarten

Starfall Character Development is a supplementary program to implement throughout the school year in order to foster positive social interactions and create a warm and welcoming learning environment.



This module is an excerpt from the Starfall Character Development Program.

If you have questions or comments, please contact us.

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Character Development: Feelings

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Special thanks to Pamela Ferguson and Stephanie Riess, primary authors of this program.

Feelings

Since feelings are related directly to young children’s behavior, children must first learn to understand and identify their feelings in order to control their behavior. It is also important for children to understand that it is normal for their bodies to feel differently as they experience various emotions.

The activities included in this module focus on teaching the children to be able to identify their own feelings and learn that they have many more feelings besides happy and sad. With the help of Emotion Cards and an Emotions Poster, the children will discuss emotions they have most likely experienced but have not been able to previously identify such as sorrow, excitement, disappointment, surprise, and pride.

It’s important to remember that children between the ages of 3 and 7 find it very difficult to see things from another person’s point of view. These activities provide opportunities for them to consider the fact that others may have different perspectives or feelings, and to practice responding appropriately. For this reason, recognizing facial expressions that may accompany various emotions is important because it can help young children identify the emotions others are experiencing.

Young children often require adult assistance in expressing feelings such as frustration and anger. Remind them that they have choices in dealing with their emotions, and provide them with positive responses they can use in these situations such as walking away, counting, self talk, and always using calm voices and kind words.

Note: The lessons in this module should be implemented in order, since several frequently occurring emotions are introduced in a sequence the children will easily understand.

Book Suggestions

- *Cool Down and Work Through Anger* by Cheri J. Meiners
- *Find Your Happy!: A Kid’s Self Love Book* by Patricia May
- *In My Heart: A Book About Feelings* by Jo Witek
- *Lots of Feelings* by Shelley Rotner
- *Owl Moon* by Jane Yolen
- *The Way I Feel* by Janan Cain
- *Visiting Feelings* by Lauren Rubenstein
- *What Are You Feeling, Dragon?* by Sujatha Lalgudi
- *When I Feel Afraid* by Cheri J. Meiners

Starfall Online Activities

- *Starfall.com:* Sing-Along Volume 2, Track 15, “Happy and You Know It”
- *Starfall.com:* Talking Library, “The Three Little Pigs” and “Goldilocks and the Three Bears”
- *Starfall.com:* I’m Reading, Folk Tales, “The Little Red Hen”

Starfall Books & Media

- Emotions Poster
- Emotion Cards
- Plush Dragon
- *The Three Little Pigs* as told by Brandi Chase
- *Goldilocks and the Three Bears* as told by Marc Buchanan
- *The Little Red Hen and other Folk Tales*

Lessons

We're Happy Class Book

Gather the children in a semicircle and play *Sing-Along Volume 2, Track 15, "If You're Happy and You Know It"* or project *Starfall.com: Motion Songs, "If You're Happy and You Know It."* The children sing along. Discuss how they felt as they sang. (happy) They show you their happy faces.

Explain that how we feel when things happen to us are our *feelings* and that happy is a feeling. Another word for feelings is *emotions*. People have many different emotions.

Indicate the *happy* Emotion Card and introduce Backpack Bear. Choose a volunteer to locate the happy emotion on the Emotions Poster.

The children discuss what might have happened to make Backpack Bear feel happy, using the word *happy* in their answers. (*Backpack Bear might feel happy because a friend shared a toy with him. He might feel happy because he got to go to the park to play.*) They then share the kinds of things that make them feel happy.

The children take turns looking into a mirror and making happy faces. They illustrate their happy faces and write their names under their illustrations. They take turns sharing their illustrations with the class. Gather the completed illustrations, slide each one into a plastic sleeve, and place them in a three-ring binder. Add a cover page titled "We're Happy!" to create a class book. Place the book in a convenient location for the children to enjoy.

Materials

- Starfall.com: Sing-Along Volume 2, Track 15, "Happy and You Know It"*
- Happy Emotion Card
- Emotions Poster
- Drawing paper
- Hand-held mirror
- Pencils, crayons

Approaches to Learning

Attends to tasks for brief periods of time

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes and names own emotions



Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes and names own emotions

Emotions: Excited and Silly

Gather the children in a semicircle and play *Sing-Along Volume 2, Track 15, "Happy and You Know It"* or project *Starfall.com: Motion Songs, "If You're Happy and You Know It."* The children sing along. Indicate the *happy* Emotion Card and the children discuss how it feels to be happy.

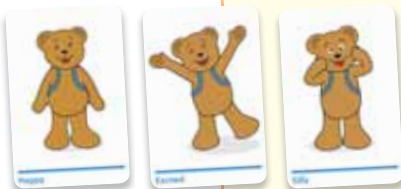
Explain that we have many other feelings or emotions besides happy. Show the *excited* Emotion Card and discuss why Backpack Bear might feel excited. They share times they have felt excited. Repeat for the *silly* Emotion Card.

Children show how they look when they feel excited. Repeat for silly.

Volunteers take turns to show their *happy, excited, or silly* faces and the class guesses the emotions.

Materials

- Starfall.com: Sing-Along Volume 2, Track 15, "Happy and You Know It"*
- Emotion Cards: *happy, excited, silly*



Emotions: Sad, Angry, and Afraid

Review the feelings *happy*, *excited* and *silly* and volunteers identify the corresponding emotions on the Emotions Poster.

Discuss how the children feel when their friends invite them to their birthday parties and ask how they might feel if they weren't invited. (sad) A volunteer locates the *sad* Emotion Card and tells what may have happened to make Backpack Bear feel sad. Volunteers share times when they have felt sad. The children show you their sad faces.

Ask the children if they remember times when someone they know felt sad and explain how it made them feel. Discuss what they did (or could have done) to try to help the person feel better.

Introduce the *Angry* and *Afraid* Emotion Cards. Children discuss times they have experienced these emotions and make faces to show how they may have looked. Choose volunteers to indicate the corresponding emotions on the Emotions Poster.

Play your choice of music and the children dance. When the music stops they freeze. Indicate the Emotion Cards one by one and the children identify them and show faces to match.

Materials	
<input type="checkbox"/>	Emotion Cards: <i>happy, excited, silly, sad, angry, afraid</i>
<input type="checkbox"/>	Teacher's choice of music
<input type="checkbox"/>	Emotions Poster

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and names own emotions

Recognizes the emotions of peers and responds with empathy and compassion



Ways People Feel

Indicate the *surprised* Emotion Card and assist the children to identify the emotion *surprised*. Explain that we are surprised when something happens that we don't expect. Choose volunteers to share times they have felt surprised and show how they may have looked.

Individually indicate the *excited, curious, embarrassed, disappointed, lonely, proud* and *sad* Emotion Cards and place them in a pocket chart. The children imitate each of the emotions with facial expressions and body language.

Read the following statements. The children describe how they would feel, identify the corresponding emotion on the Emotions Poster, and remove the matching Emotion Card from the pocket chart.

- Sad—Your dog is sick and doesn't want to play. You have to give him medicine.
- Excited—It's the day of your birthday party. You can't wait for your friends to arrive!
- Curious—You got a package in the mail and you wonder what is inside.
- Disappointed—You waited all day to go to the park. Just as you got there it started to rain and you had to go right back home.
- Proud—You worked very hard drawing a picture for your friend. Your friend really liked the picture and you felt good about it.

Materials	
<input type="checkbox"/>	Emotion Cards: <i>surprised, excited, curious, embarrassed, disappointed, lonely, proud, sad</i>
<input type="checkbox"/>	Emotions Poster
<input type="checkbox"/>	Pocket chart

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and names own emotions



- Lonely—You are in a wheelchair with a broken leg. You can't play the game the other children are playing, so you are sitting all alone.
- Embarrassed—Someone called you a silly name in front of your friends.
- Shy—You would like to teach a new song to your class but you don't like to sing in front of other people.

Positive Self-Talk

During this lesson you will introduce the strategy of using positive self-talk. Begin by "talking to yourself" out loud saying, for example: *I think I can do this. I might be nervous but if I try I can do it. I'm ready to try something new today!*

Dragon whispers: "What are you doing?" Tell the children that Dragon asked what you were doing, and explain that you wanted to sing the ABCs, but you were afraid to try, and you were thinking positively and telling yourself that you could do it! Ask the children to tell you what they think about whether or not you should try. They will most likely offer positive encouragement. Discuss how we can give ourselves the same kind of positive encouragement we get from others. It is called "self-talk."

Discuss different situations that children might be hesitant to try such as finger painting, sliding down a slide for the first time, asking friends to play with them, etc.

Indicate the Emotions Poster. Assist the children to identify the positive emotions on the poster and explain that these are the feelings we would like to keep.

Display a sheet of chart paper. The children help you create a list of positive self-talk words. Begin the list with a few examples such as:

1. I can do it!
2. I can always ask for help if I need to!
3. I am safe, I can try!
4. I am nice to play with.
5. I can be brave.
6. I think I can!

Post the positive self-talk list in the classroom for easy reference. Remind the children to use positive self-talk when they feel frustrated or afraid to try. Explain that positive self-talk is something they can do all by themselves! Encourage them to remind each other to use positive self-talk frequently.

Materials

- Chart paper, marker
- Emotions Poster
- Dragon

Approaches to Learning

Uses positive self-talk as a strategy

Social/Emotional Development

Demonstrates confidence in own abilities and expresses positive feelings about self

Manages and exhibits behavioral control with or without adult support



How Does the Little Red Hen Feel?

Optional: *Starfall.com*: I'm Reading, Folk Tales, "The Little Red Hen"

Indicate "The Little Red Hen" and explain that this story is a folk tale. A folk tale is a very old story that teaches an important lesson. Read and discuss the story.

Indicate the *happy*, *sad*, and *excited* Emotion Cards and briefly review the emotions.

Discuss that when you do something wrong you may feel *sorry* you did it. Indicate the *sorry* Emotion Card and ask if the children have ever felt *sorry* for something they did. They show their *sorry* faces.

Ask the children to share how their parents felt if they were ever supposed to clean up their rooms and chose not to. Explain that their parents may have felt *disappointed*.

Indicate the *disappointed* Emotion Card. Explain that we feel *disappointed* when we want something to happen and it doesn't. Volunteers share their experiences. The children show disappointment through their facial expressions.

Ask the following questions. Volunteers choose the appropriate Emotion Cards and indicate the corresponding emotions on the Emotions Poster. They explain their choices.

- How did the little red hen feel when she found a big bag of corn?
- How did the little red hen feel when she asked for help and the duck said "No"?
- How did the little red hen feel when she had to do all of the work herself?
- How did she feel when all the animals wanted to eat the muffins she made?
- How do you think the animals felt when the little red hen told them they could not eat the muffins?
- What lesson did the animals learn?
- Do you think they will help next time? Why or why not?
- How would the story be different if all the animals had agreed to help the little red hen with the work?

Materials

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Emotion Cards: <i>happy</i> , <i>sad</i> ,
<i>excited</i> , <i>sorry</i> , <i>disappointed</i> |
| <input type="checkbox"/> | <i>The Little Red Hen</i> and other
Folk Tales, "The Little Red Hen" |

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes and names own emotions

Takes the perspective of others and responds appropriately



Did the Little Red Hen Do the Right Thing?

Materials

- The Little Red Hen and other Folk Tales, "The Little Red Hen"*
- Prepared chart paper graph titled "Did Little Red Hen Do the Right Thing?"
- Markers

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes and names own emotions

Takes the perspective of others and responds appropriately

Prior to this lesson, create a graph on chart paper titled "Did the Little Red Hen Do the Right Thing?" List the children's names in a column on the left, and create two additional columns, one with the heading Yes and the other with the heading No. The children will vote whether they agree or disagree with the little red hen's decision not to share her muffins.

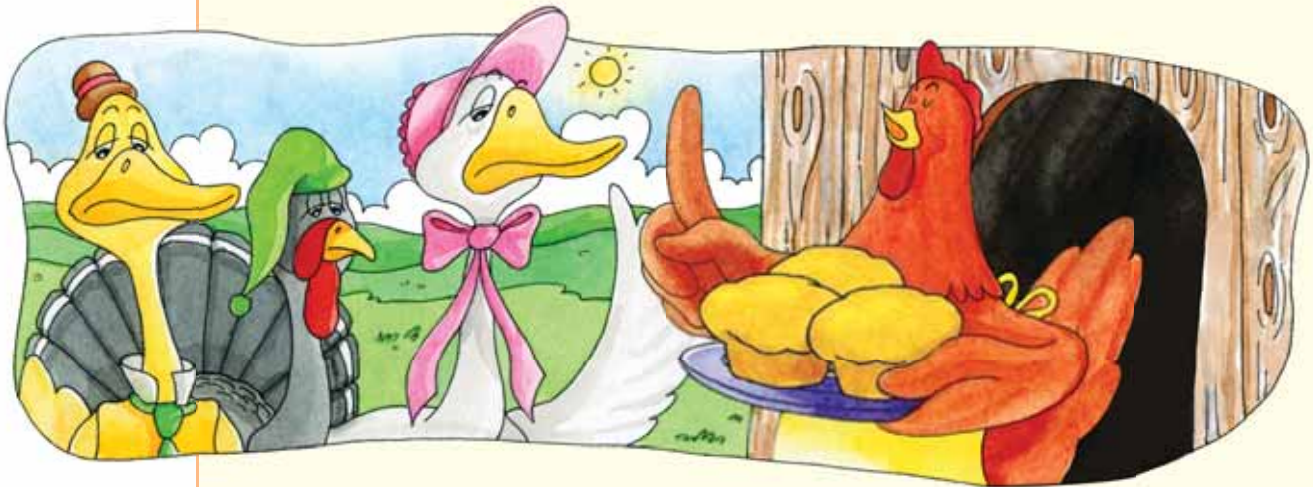
Indicate "The Little Red Hen" and children retell the story as you picture walk through the book. Discuss whether they think any of the animals were sorry they didn't help the little red hen. Do they think the little red hen should have shared her muffins anyway?

Explain that people have different ideas about the right way to act.

Encourage the children to think about the decision the little red hen made.

Indicate the graph and read the title. Explain that there is no right or wrong answer. The children are each to make their own decisions. They will make tally marks to indicate their choices. (Demonstrate)

Children make tally marks in the "Yes" column if they agree with the little red hen's decision or in the "No" column if they disagree. Volunteers share reasons for their choices. Interpret the results. Discuss the lesson that might have been learned if the little red hen had invited the animals to eat the muffins even though they weren't willing to help.



Feelings Bowling

Suggested feelings for this activity:

- Surprised
- Happy
- Sorry
- Disappointed
- Sad
- Angry
- Proud
- Afraid

Read *The Three Little Pigs* retold by Brandi Chase. Discuss the feelings of the characters throughout the story as you read.

Set up a modified “bowling alley” with three bottles side-by-side and spaces between them. Review the emotion named on each bottle. Read the situations below and volunteers take turns using the soft ball to “bowl the feeling” the character was experiencing. Consider changing the bottles to include a variety of emotions, and help the children understand that we can have more than one feeling or emotion at a time in a situation. For example you can feel both sad AND worried.

Situations:

- How did the pigs feel when their parents gave them money to buy their own homes?
- How did the first pig feel about building his house with straw?
- How did the second pig feel about building his house with sticks?
- How did the third pig feel about building his house with bricks?
- How did the first pig feel when he saw the wolf? (Repeat for all three pigs.)
- How did the wolf feel when he was telling the pigs to let him in?
- How did the wolf feel when he blew the house down?
- How did the three pigs feel in the house built with bricks?
- How did the wolf feel when he couldn't blow the brick house down?
- How did the pigs feel when they were making a plan?
- How did the wolf feel when the pigs opened the door?
- How did the wolf feel at the end of the story?
- How did the pigs feel at the end of the story?
- How would you have felt if you were the wolf?



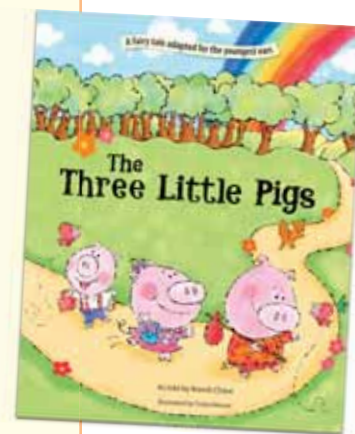
Materials

- Six to eight plastic cups or two-liter bottles, each labeled with a different feeling. Tape drawn faces or Emotion Cards to the bottles to help children identify the emotions.
- The Three Little Pigs* as told by Brandi Chase
- Soft ball

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations



Optional: Repeat this activity using scenarios that apply to your classroom or school situation.

Goldilocks Story Emotions

Materials

- Goldilocks and the Three Bears*
as told by Marc Buchanan
- Emotions Poster
- Emotion Cards

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Takes the perspective of others and responds appropriately

Read *Goldilocks and the Three Bears*, pausing to discuss the story as you read. Explain that Goldilocks and the bears must have felt many different feelings or emotions throughout the story. Indicate the Emotions Poster and Cards and explain that they show many of the emotions we all experience.

Volunteers answer the following questions. Assist them to use the names of the emotions in their responses. They choose additional volunteers to locate the corresponding emotions on the Emotions Poster, with assistance from classmates as needed.

- *Happy*—When did the bears feel happy? How do you know they were happy?
- *Curious*—Which character was very curious? What did she do that showed she was curious?
- *Sad*—When were the bears sad? Why do you think they were sad?
- *Disappointed*—Which character was the most disappointed? Why?
- *Afraid*—Was Goldilocks afraid when she woke up? Would you be afraid if there was someone in your house that you didn't know? Why?

Discuss the appropriateness of Goldilocks' actions in the story using questions such as:

- Should Goldilocks have gone into the bear's house?
- Is it ever okay for you to go into a stranger's house?
- How would you have felt if you found Goldilocks had broken your toys?
- Is it ever okay to use other people's things without their permission?
- Can you think of a time someone asked permission and you shared a toy with them?



Differentiating Feelings

Indicate an Emotion Card and a volunteer or group of children acts out the emotion using the appropriate facial expressions. Place the Emotion Card in the pocket chart.

Choose two volunteers to come forward. Assign one of the emotions from the pairs below to each volunteer. The volunteers take turns to act out the emotions:

- Happy and excited
- Surprised and happy
- Lonely and embarrassed
- Sad and afraid
- Disappointed and sad
- Shy and lonely
- Angry and sad

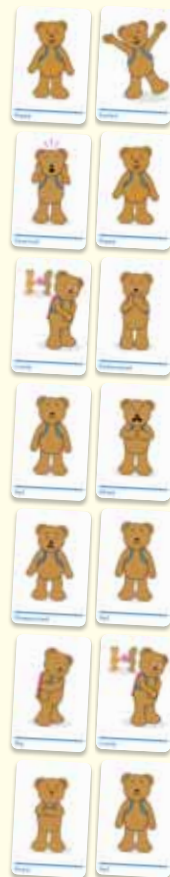
Discuss how the two emotions in each pair differ from each other.

Read the following situations. A volunteer selects the Emotion Card that identifies the feeling and explains why he or she chose that feeling.

- Your cat ran away from home.
- It's your birthday!
- You put a puzzle together all by yourself!
- Your friend comes over to play.
- Someone took your favorite toy away from you.
- You made a mistake and someone laughed at you.
- You want to sing a song in front of the class but you are afraid.
- You wanted to play with blocks, but there was no more room for you to play.

Materials

- Emotion Cards: *excited, happy, surprised, embarrassed, lonely, shy, angry, disappointed, sad, afraid*
- Pocket chart



Approaches to Learning

Attends to tasks for brief periods of time

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Recognizes and names own emotions

Uses words to communicate personal characteristics, preferences, thoughts and feelings

How Would YOU Feel?

Materials

- Emotion Cards: *sorry, sad, lonely, angry, afraid*
- Pocket chart
- Dragon

Social/Emotional Development

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Expresses concern for the needs of others

Recognizes the emotions of peers and responds with empathy and compassion

Takes the perspective of others and responds appropriately

Note: Seeing the perspective of others in preschool is a difficult developmental task. Young children have difficulty putting themselves in “someone else’s shoes,” while children of kindergarten age are developmentally beginning to be able to see other people’s perspectives. These activities were created to provide opportunities to practice understanding the perspective of others.

Activity #1: Feelings and Emotions (Preschoolers)

Share the following situations while displaying the associated Emotion Cards, then discuss with the children what they could do to help that friend or person. Provide ideas as needed. Dragon can whisper some ideas to you to pass along to the children.

- Sad—Jose is sad because he wanted to play with the blocks but the children playing with the blocks wouldn’t let him. What could you do to help Jose feel better?
- Lonely—A group of children is playing with the farm. Another group is painting and another group is in the book center. Laura wants to play, but no one wants to play with her. What could you do to help Laura feel better?
- Angry—You and Thomas want the same block. Thomas grabs the block away from you. That makes you very angry. What could Thomas do to make you feel better?
- Afraid—The class is going to play a game in which someone is blindfolded. Kim is afraid to put a blindfold on. What could you do to help keep Kim from being afraid to try something new?



Activity #2: Feelings and Emotions (Kindergartners)

Display the Emotion Cards in a pocket chart. After discussing each situation, the children identify the feeling they think the child in the situation experienced.

Carlos' fish died. How do you think Carlos might feel? How would you feel if your fish died?

You notice Sally walking around by herself. Everyone else is playing, laughing, and having fun. What do you think Sally is feeling? What could you do to help Sally feel better? How would you feel if no one wanted to play with you?

Janet was putting a puzzle together. Davey came by and on purpose messed up her puzzle. How do you think Janet felt? How would you feel if you were working hard on a puzzle and someone came and messed it up? Do you think Janet feels the same way? How can you help Janet feel better?

Your teacher wants you to try a new activity. Brody doesn't want to try the new activity because he might not be able to do it the right way. How do you think Brody feels? How would you feel? What could you do to help Brody?

Role Playing Feelings

The children use puppets or dolls to role play a scene in which three volunteers are playing in a circle. A fourth volunteer, who seems sad, is sitting alone.

Then discuss the following questions:

- How do you think the puppet or doll feels?
- What do you think the problem was that caused the feeling(s)?
- How do you think they might solve their problem peacefully?
- What do you think will happen if they tried this? Is it safe? Is it fair?
- Did this work or do you think they need to try a new solution?

Materials

- Puppets or dolls

Social/Emotional Development

Engages independently in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution

Plays with peers in a coordinated manner including assigning roles, materials and actions

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Takes the perspective of others and responds appropriately

Social/Emotional Development

Begins to understand that actions have consequences

Expresses concern for the needs of others

Manages and exhibits behavioral control with or without adult support

Responds appropriately to bullying, teasing, or unkind behavior

Social/Emotional Development

Engages in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)

Recognizes and identifies feelings and emotions of characters in stories or real life situations

Responds appropriately to bullying, teasing, or unkind behavior

Uses words to communicate personal characteristics, preferences, thoughts and feelings

Approaches to Learning

Demonstrates increasing independence and willingness to try new challenges

Social/Emotional Development

Recognizes and identifies feelings and emotions of characters in stories or real life situations

It's Your Choice

During a class meeting, explain to the children that everything that happens in the class is their choice. Discuss the following situations and scenarios. When possible, the children may role play to provide models for the class. Add situations or scenarios that are specific to your classroom dynamic.

Situations/Scenarios:

- Children who play nicely get to choose their play areas. A child who does not play nicely has his or her play area chosen by the teacher. During center time or free play, visit with the child and discuss why he or she was unable to choose his or her own play area. Be sure the child is able to articulate the reason.
- A child hits a classmate. Provide a safe place for both children to “calm down.” If the child who hits apologizes to the other child, explain that he or she must also ask, “How can I help you feel better?” He or she must listen to what the other child needs. The most important objective is to provide a safe environment for both children to share their feelings and reasons for their physical responses.
- A child “plays” or is disruptive during rest time. Institute the rule, Children who play during rest time can rest during play time. Then during play time, provide a safe place for the child to rest. Explain that when you make a choice you also choose the consequence.
- A child is verbally disrespectful to another child. Seek out an opportunity for both children to “conference” with you. Discuss the rule, “Use your words.” Most often children have difficulty coming up with words when they are upset. Use this opportunity to discuss how things make us feel and appropriate ways to respond.

Materials

None

Cheer Up Game

Place the Emotion Cards in a basket. Volunteers take turns choosing cards and depicting the emotions through their facial expressions. Their classmates help them “feel better.” For example, a child may ask, “Why are you sad? (or other emotion represented on the card) How can I help?”

The child holding the Emotion Card thinks of ways someone can help him or her. Or the teacher might ask, How can we help (child’s name) feel better?

Materials

Emotion Cards: *sad, angry, afraid, disappointed, confused, embarrassed, lonely*

Basket

What Feeling Am I?

Gather the children around the Emotions Poster. Explain that you will play a game called “What feeling am I?”

Choose a volunteer to look at the Emotions Poster, indicate an emotion, and act out that emotion. The class tries to guess the emotion. The volunteer selects the next volunteer and the game continues as time allows.

Materials

Emotions Poster

Feelings Jump

Note: This activity may be repeated frequently over time, limiting the number of Emotion Cards used each time. If children express that they do not want to participate in this activity, allow them to sit out and encourage them often to join in.

Gather the children to sit in two lines facing each other with space between the lines.

The children identify emotions they recall like silly or worried, etc. As the children identify emotions, place the corresponding Emotion Cards in the space between the two lines of children.

Read a situation and choose volunteers to “jump” on the card that corresponds to the feeling they would experience. The volunteer identifies the emotion and explains his or her response.

Situation Suggestions: (Children may assign different emotions to these situations.)

- You and your family are having ice cream for dessert. (Happy)
- You just took a very long car ride to visit your grandmother. (Tired)
- Your sister gave you a wrapped present. (Surprised)
- You accidentally broke one of your brother’s toys. (Sorry)
- You are playing a funny game with your friends. (Silly)
- Your friends want you to be in a play, but you don’t want to get up in front of everyone. (Shy)
- You want to play outside, but it’s raining. (Sad)
- You worked really hard on a puzzle and finished it! (Proud)
- It’s raining outside and you curl up and get comfy with your favorite book. (Peaceful)
- No one wants to play with you. You are sitting all by yourself. (Lonely)
- You just found out you will be going on a trip to Disney World. (Excited)
- You fell and some children laughed at you. (Embarrassed)
- You were planning to go to the park, but it started raining and storming. (Disappointed)
- You see a new toy and wonder how to use it. (Curious)
- Your aunt is giving you directions, but you don’t understand her. (Confused)
- A friend takes your favorite toy away from you. (Angry)
- You want to jump off the high diving board, but it’s really high! (Afraid)

Children may assign different emotions to each situation. Use this opportunity to review the concept that people may feel more than one emotion at any given time.

Materials

Emotion Cards

Social/Emotional Development

Increases attention to preferred activities and begins to attend to non-preferred activities

Recognizes and names own emotions



I Have a Problem. Now What?

Review and discuss the following coping strategies the children might use to deal with their feelings or social problems. Role play situations in which the children may use the strategies as time allows.

- Get a teacher to help you.
- Ignore someone who is being mean to you.
- Say, "Please stop."
- Ask to go to the Calming Station. (See Anti-Bullying and Teasing Module.)
- Walk away.

Materials

None

Approaches to Learning

Uses positive self talk

Social/Emotional Development

Responds appropriately to bullying, teasing, or unkind behavior

Social/Emotional Development

Manages and exhibits behavioral control with or without adult support

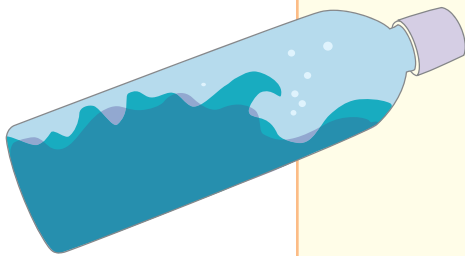
"Ocean in a Bottle" Calming Technique

Prior to introducing this technique with the class, fill half of a clear plastic bottle with rubbing alcohol. Add two or three drops of blue food coloring into the bottle, replace the cap, and shake it. Fill the remainder of the bottle with mineral oil. Place the top back on and secure it with masking tape.

Materials

- Clear plastic bottle with cap
- Rubbing alcohol
- Mineral oil
- Blue food coloring
- Masking tape

Demonstrate holding the bottle horizontally until clear, then raise and lower the ends to create waves, like in an ocean. Have the children describe how watching the waves is calming, and explain that if they ever need to feel calm they can get the "Ocean in a Bottle" and create and watch the waves.



Coping Balls

Fill several resealable plastic bags with play dough balls about half the size of the bags. These become "coping balls." Reinforce the bags with masking tape, and place them in a basket.

If a child demonstrates anger or frustration, he or she gets a coping ball bag and squeezes it while taking in deep breaths, until the anger or frustration subsides.

Materials

- Store bought play dough (or make your own)
- Resealable plastic bags
- Masking tape
- Basket

Social/Emotional Development

Manages and exhibits behavioral control with or without adult support