

Unit #1 Title: Friendship Is The Perfect Blendship

Lesson Title: Feeling Faces

Lesson 4 of 4

Grade Level: K

Length of Lesson: 30 minutes

Missouri Comprehensive Guidance Standard:

PS.2: Interacting With Others in Ways That Respect Individual and Group Differences

Grade Level Expectation (GLE):

PS.2.C.0K.a.i: Identify feelings of others.

American School Counselor Association National Standard (ASCA):

Personal/Social Development:

A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.

Materials (include activity sheets and/ or supporting resources)

Puppet, 4 Basic Feeling Faces, Student Activity Card Strips, Feelings poem

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas
X	Goal 2: Communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
X	Science	3. Characteristics and interactions of living organisms
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity		Problem Solving
	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

Missouri Comprehensive Guidance Programs:

Linking School Success to Life Success

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Lesson Assessment (acceptable evidence):

Students will complete the basics feelings activity sheet.

Lesson Preparation

Essential Questions: How can you tell what others are feeling?

Engagement (Hook): “Today our friend Emo (short for emotions) is going to help us learn a poem about feelings. Listen to Emo and repeat each line after he says it.” The second time the children say the poem, put up the feeling cards as the children talk about that feeling in the poem. Say the poem with the children one more time, pointing to the feeling card as the feeling is discussed.

Procedures

Instructor Procedures:	Student Involvement
1. Counselor says, “Emo is going to pick a friend to come up here. That friend must be sitting ‘criss-cross applesauce, spoons in the bowl’ to be chosen.” Emo whispers the name of one of the children to the counselor. Counselor says, “Emo picked _____(say name of child) for sitting so nicely.”	1. Children are watching as the chosen child comes to the front.
2. Counselor says to chosen child, “You are going to reach into this bag and pick out one of these pieces of paper. On the paper is something that might happen to you.”	2. Children watch as the child picks a piece of paper out of the bag.
3. Counselor says, “Give the paper to me. Emo and I will whisper what it says to you. Keep it a secret and don’t tell!”	3. Children watch as Emo and the Counselor read the card and whisper what it says to the child.
4. Counselor says, “Now _____ will act out the feeling he/she would have if the thing that was written on the paper really happened. Watch his/her face and decide which of these feelings you see.”	4. Children watch as the child acts out the feeling.
5. Counselor says, “What was he/ she feeling? Was he/she feeling (hold up 1 finger) mad? Was he/she feeling (hold up 2 fingers) sad? Was he/she feeling (hold up 3 fingers) happy? Was he/she feeling (hold up 4 fingers) afraid?”	5. Children watch and hold up fingers as the counselor demonstrates.

6. Counselor says, “_____, act out your feeling again. Class, which feeling was it?”	6. Children hold up the appropriate number of fingers to designate the correct feeling.
7. Counselor says, “Yes, the feeling was _____. The piece of paper said: -----. That would make most of us feel _____. How could you tell he/she was feeling _____? “ Counselor calls on several different children.	7. Children raise their hands to answer the question.
8. “Emo wants to know how her/his face told you the feeling he/she was acting out? What clue did you get?” Counselor calls on several children.	8. Children raise their hand to answer.
9. Counselor says, “_____ will pick another friend to come and act out the next feeling. That friend must be sitting ‘criss-cross applesauce, spoons in the bowl’ to be chosen!”	9. Children sit correctly to be chosen.
10. Procedure is repeated with all the scenarios on Student Activity Cards (or any you would like to add). Emphasis should be placed on how the face gives away how people feel.	10. Children follow directions.
11. End by having the children say the poem again.	11. Children recite the poem.




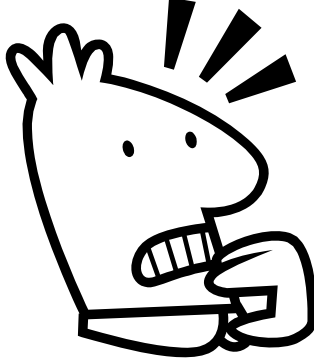
Teacher Follow-Up Activities

Teacher may have the children illustrate a feeling of their choice. The children could draw a picture showing themselves when they felt angry, sad, happy, afraid.

Counselor reflection notes (completed after the lesson)

OPTIONS: Counselors could make a set of feeling flash cards, laminated and held together by a metal ring for each child to use (instead of having children hold up fingers, they could show the feeling card). These could also be enlarged for display on the board.

4 Basic Feelings

<p>1. Mad</p> 	<p>2. Sad</p> 
<p>3. Happy</p> 	<p>4. Afraid</p> 

Student Activity Strips

Your favorite toy gets broken.

Your friend pushes you.

You are having a birthday party.

You are going on a trip.

Your pet dies.

Your mother is sick.

You get a new video game.

You are going to a movie.

Your friend tells you they don't like you anymore.

Your teacher gives you some candy.

Your mom and dad get into a fight.

Someone hits you.

Feelings

Written by Annie Moffatt

Sometimes I feel sad,
Sometimes I get mad,
Then before you know it
My face begins to show it.

Sometimes I feel happy,
Then I'm nice and snappy,
Singing all day long
My face, a happy song.

Other days, afraid I feel,
Some things that scare me are not real,
Like a monster by my bed,
The scary thoughts are in my head.

On days when I am feeling mad,
Everything seems really bad,
When my temper gets real hot,
I want to fight but I must not!

Watch my face and you will see
Feelings deep inside of me
Happy, scared, or mad, or blue
My face it always gives a clue