

INTRODUCTION TO FEELINGS*

DURATION: 20 minutes

OBJECTIVE:

- To identify and name feelings and the situations that cause them.
- To learn and expand a feeling word vocabulary.
- To use words, not actions, to communicate feelings.

MATERIALS:

- Copies of *Feelings Situations* (See *Classroom Handouts*, Grade 4 - p. 4.)
- A soft object to toss such a plush toy, Nerf ball, etc.
- Whiteboard/Chart paper with the following list of feelings:

excited	happy	mad
embarrassed	jealous	surprised
proud	pleased	sad
upset	angry	lonely
disappointed	worried	scared
frustrated	lazy	important

PROCEDURE:

1. Explain to students that talking about our feelings can help to make a situation better, especially if we have angry or hurt feelings. It's important to let others know how we feel by **telling** them, not by **showing** them (hitting, calling names). Showing them may **cause** conflicts or make the situation worse.
2. Review the feeling words on whiteboard/chart paper to insure that students understand their meaning.
3. Hand out *Feelings Situations* worksheets and tell students that you will be asking them to match the feeling words to the situations described on the worksheet.
4. Toss the soft object to one of the students in the group and ask that student to read the first sentence fragment and complete it with one of the words from the feelings list. Next, that student tosses it to another student who will complete sentence #2. Continue this process until all the

sentences have been completed and/or everyone has had a turn.

NOTE: At times students may give unexpected responses, such as “When my mother spends time with me, I feel sad.” Rather than judging or exploring the reasons for such feelings, just accept them. Unless the child is “acting smart,” responses should not be questioned or challenged. An important message to be conveyed is that all feelings are okay to have and to talk about.

REINFORCEMENT:

1. Post the feeling words on the wall and refer to them often. Ask students to use them in describing how they feel and in describing how others are feeling.
2. Ask students how characters in stories are feeling.
3. Do regular check-ins with students. For example: First thing in the morning or after lunch, conduct a “survey,” asking each student how he or she feels and why. Ask them to choose one of the words on the list.
4. Read books with “feelings” themes to them such as:
 - *The Feelings Box* by Randy M. Gold
 - *I’m Frustrated (Dealing with Feelings)* by Elizabeth Crary
 - *A-Z-Do You Ever Feel Like Me?: A Guessing Alphabet of Feelings and Other Cool Stuff* by Bonnie Hausman and Sandi Fellman

*Adapted with permission from Weissberg, R., E.L. Gesten, Nancy L. Liebenstein, Kathy Doherty Schmid, and Heidi Hutton. *The Rochester Social Program*, pp. 82-90, Rochester, NY: Primary Mental Health Project, 1980.

Feeling Situations

1. When someone pushes me, I feel _____.
2. When someone calls me a name, I feel _____.
3. When someone won't share with me, I feel _____.
4. When I make a mistake, I feel _____.
5. When people ask me to play with them, I feel _____.
6. When there is a horror movie on TV, I feel _____.
7. When I get a star on my homework, I feel _____.
8. When someone hits me, I feel _____.
9. When I get in trouble, I feel _____.
10. When someone likes me, I feel _____.
11. When I wear new clothes, I feel _____.
12. When my new clothes get dirty, I feel _____.
13. When no one will let me play, I feel _____.
14. When I get lost, I feel _____.
15. When I lose something, I feel _____.
16. When someone doesn't answer me after I say hello, I feel
_____.

Pick three of your answers from above and draw a face that shows that feeling.

