



## LESSON PLAN B

# Thoughts & Feelings

**Time Frame:** Four 40-minute sessions

### Learning Objectives:

- Learn to recognize their emotions.
- Identify many different feelings.
- Begin to develop strategies for managing their behavior.
- Demonstrate healthy ways to communicate needs, wants and feelings.
- Reflect on how the decisions we make have a positive or negative impact on our health.

### Materials for Lesson Plan:

- Copies of “Draw Your Feelings” worksheet
- Copies of “Make Your Own Emojis” worksheet
- Pencils, colored pencils, black and colored markers
- Paper for writing exercise in extension (Grade 2)
- Colored construction paper: Red, Blue, Yellow, Green
- Stapler and tape
- Books (see individual activities)

### Overview:

We can promote good physical health through exercise, diet and sleep. How do we promote mental health/wellness? We can start during the elementary school years to build a strong foundation and to encourage students to talk about their feelings. We can teach key social and emotional skills that have a positive effect on mental health. These social and emotional competencies include our self-esteem, relationship skills, and coping skills or self-regulation (to manage our emotions).

### Part A. Express Your Feelings (Grades K–1)

**Time Frame:** 40 minutes

### Materials for Lesson Plan:

- Book: *Feelings* by Todd Parr (one copy for read-aloud)
- Copies of “Draw Your Feelings” worksheet
- Pencils and colored pencils

Children need to learn how to identify their feelings before they can learn how to manage them. Reading one of these recommended books is a great way to start.

**Instructions:**

**Part 1. “Feelings” Book Read-Aloud**

Read the book aloud to the class one time. Be sure to hold up each page while reading so children can see the pictures. Then read it a second time but stop after the word “feel” on each page and ask the students to fill in the blanks by saying the words out loud.

*Feelings* by Todd Parr

- Sometimes I feel silly.*
  - Sometimes I feel cranky.*
  - Sometimes I feel scared.*
  - Sometimes I feel like standing on my head.*
  - Sometimes I feel like reading a book under the covers.*
  - Sometimes I feel like celebrating my birthday (even though it’s not today).*
  - Sometimes I feel brave.*
  - Sometimes I feel like looking out the window all day.*
  - Sometimes I feel like dancing.*
  - Sometimes I feel like making mud pies.*
  - Sometimes I have a tummy ache.*
  - Sometimes I feel like holding hands with a friend.*
  - Sometimes I feel lonely.*
  - Sometimes I feel like yelling really loud.*
  - Sometimes I feel like staying in the bathtub all day.*
  - Sometimes I feel like trying something new.*
  - Sometimes I feel like dressing up.*
  - Sometimes I feel like doing nothing.*
  - Sometimes I feel like camping with my dog.*
  - Sometimes I feel like crying.*
  - Sometimes I feel like eating pizza for breakfast.*
  - Sometimes I feel like kissing a sea lion.*
  - Sometimes I feel like a king.*
- No matter how you feel, don’t keep your feelings to yourself. Share them with someone you love.*

**Part 2. Draw Your Feelings**

Now pass out copies of the “Draw Your Feelings” worksheet. Tell students to draw faces in each square. For the two blank ones, they can choose whatever emotion they like.

Sometimes I feel happy.	Sometimes I feel scared.	Sometimes I feel _____.
Sometimes I feel sad.	Sometimes I feel mad.	Sometimes I feel _____.

Draw Your Feelings

See full-size version in “Worksheets & Downloads” at the end of this lesson plan. This worksheet can be used with other books as well, or on its own.



**Other Recommended Books:**

*Today I Feel Silly: And Other Moods That Make My Day* by Jamie Lee Curtis  
Helps kids explore, identify and even have fun with their ever-changing moods.

(Grade Level: Pre-K–3)

*Visiting Feelings* by Lauren Rubenstein

(Grade Level: K–3)

*Listening to My Body: A guide to helping kids understand the connection between their sensations (what the heck are those?) and feelings so that they can get better at figuring out what they need* by Gabi Garcia (Grade Level: K–5)

**Part B. Make-Your-Own Emojis (Grades 1–2)**

**Time Frame:** 40 minutes

**Materials for Lesson Plan:**

- Copies of “Make Your Own Emojis” worksheet
- Pencils, colored pencils and markers
- Paper for writing exercise in extension (Grade 2)

**Instructions:**
**Part 1. Draw and Color**

Draw a set of emojis to describe a range of different feelings. Use the samples of different emojis on the worksheet as a guide to create your own unique images. When you finish, color them in and create more detail with markers or colored pencils. Take pictures of your favorites with a class camera or your own [optional: teacher’s discretion].

**Part 2. Discussion: “When you’re feeling blue, what can you do?”**

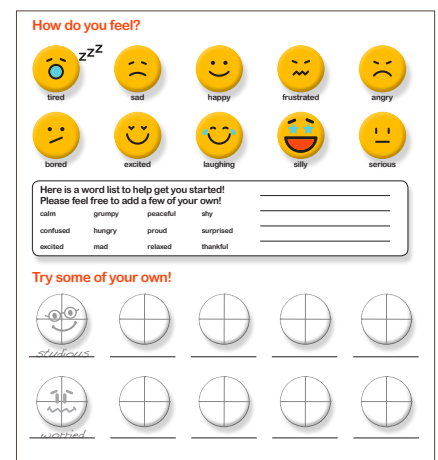
Lead the class in a brainstorming session to come up with ideas about how to deal with different feelings.

Begin with this phrase: When I feel \_\_\_\_\_, I can...

Write down a list of ideas for each emotion on the board. Give prompts from these examples.

Example: When I feel sad, I can...

- Draw in my sketchbook
- Play with my cat/dog
- Talk to a friend or family member
- Listen to happy music
- Go for a walk
- Watch a funny TV show
- Dance, jump rope or jog in place



Make-Your-Own Emojis

When I feel angry, frustrated or upset, I can...

- Count to 5 (or count to 10)
- Close my eyes and take 3 deep breaths
- Stop and think before I speak
- Walk away from the situation
- Ask for help
- Get a drink of water
- Squeeze a stress ball
- Go for a run
- Dribble a basketball

**Extension:**

Write this phrase at the top of the piece of paper, fill in the blank, and then draw a picture to illustrate your ideas.

**Part C. Color Monster / Mood Meter Board**

**Time Frame:** 40 minutes

**Materials for Lesson Plan:**

- Colored construction paper: Red, Blue, Yellow, Green
- Stapler and black marker
- Photocopies of students’ emoji sheets or “Draw Your Feelings” worksheets from Activities A and B
- Book: *The Color Monster: A Pop-Up Book of Feelings* by Anna Lienas

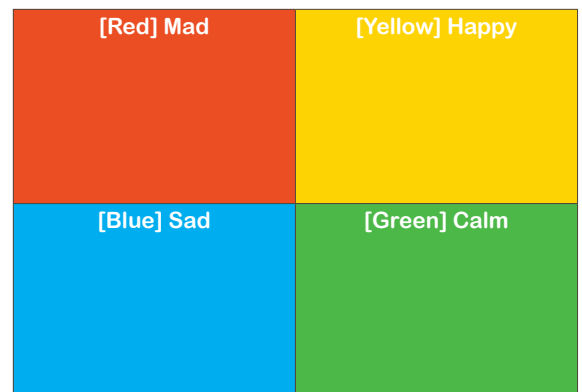
**Part 1. Make a Mood Meter Bulletin Board**

**Teacher Notes:**

If you don’t have room available on your bulletin board, make a poster instead. Some teachers may already use mood meters in their classrooms. Some may follow a system like the RULER one developed at Yale Center for Emotional Intelligence, where others may use a less formal one. RULER helps teachers and students to Recognize, Understand, Label, Express and Regulate emotions.

**Teacher Preparation:**

Make this simple bulletin board/poster before class. Write these four words as main titles for each square, leaving room to add related feelings words in smaller print.



**Instructions:**

1. Explain the four colors of the bulletin board and how they reflect different moods.
2. Add a few more words to the board, like “Tired” (blue), “Worried” (red), “Excited” (yellow) and “Content” (green).
3. Then ask, “How are you feeling today?”
4. Pass out copies of student’s worksheets from Activities A and B and ask them to choose one face that shows how they’re feeling today. Ask them to cut out the picture and tape or glue-stick it on the bulletin board.

## Part 2. “The Color Monster”

Read *The Color Monster* book aloud to the class. Take time to show each picture to the students. Follow with discussion questions, using the suggested ones below as a guide.

*The Color Monster: A Pop-Up Book of Feelings* by Anna Lienas

By illustrating such common emotions as happiness, sadness, anger, fear and calm, this sensitive book gently encourages young children to open up with parents, teachers and daycare providers. (Grade Level: Pre-K–Grade 2)

### Discussion Questions:

- This monster has a lot of strong feelings. How many can you name?
- Which of those feelings do you like? Which of those feelings do you *not* like?
- What do you do when you feel happy? What do you do when you feel sad?
- What helps you feel better when you’re feeling sad, mad or worried about something?
- At the end of class ask students: How are you feeling now? Are you feeling different than when you started class? Would you like to choose a different face to put up on the board?

### Extension:

Ask students to choose a feeling word and illustrate it in their own way. They can make their own monster, choose a setting like home or school, and show how it expresses its emotion. Then they may display it on the Mood Meter board if they like.

## Part D. I’m Okay, You’re Okay

**Time Frame:** 40 minutes

### Materials for Activity:

- Book: *It’s Okay to Be Different* by Todd Parr
- Paper and pencils for students
- Whiteboard, blackboard or chart paper for teacher

Social skills, empathy and kindness can all be nurtured in the classroom through thoughtfully planned activities. Social awareness, which is about respecting others from diverse backgrounds, can be fostered through team-building exercises and by choosing books and resources that open children’s eyes to the wider world around them.

## Part 1. “It’s Okay to Be Different” Read-Aloud

Read this book aloud to the class:

*It’s Okay to Be Different* by Todd Parr

(Theme: Social awareness and acceptance of others)

*It’s okay to need some help.* (blind girl with seeing-eye dog)

*It’s okay to have a different nose.* (elephant with trunk)

*It’s okay to be a different color.* (different color stripes)

*It’s okay to have no hair.*

*It’s okay to have big ears.* (rabbit)

*It’s okay to have big wheels.* (boy in wheelchair)

*It's okay to be small, medium, large or extra-large.*  
*It's okay to wear glasses.*  
*It's okay to talk about your feelings.*  
*It's okay to eat macaroni and cheese in the bathtub.*  
*It's okay to say no to bad things.*  
*It's okay to come from a different place. (alien in flying saucer)*  
*It's okay to be last. (finish line at race)*  
*It's okay to dance by yourself.*  
*It's okay to have a pet worm.*  
*It's okay to be proud of yourself.*  
*It's okay to have different moms, it's okay to have different dads.*  
*It's okay to be adopted.*  
*It's okay to have an invisible friend.*  
*It's okay to do something nice for someone.*  
*It's okay to lose your mittens.*  
*It's okay to get mad.*  
*It's okay to do something nice for yourself.*  
*It's okay to help a squirrel collect nuts.*  
*It's okay to have different kinds of friends.*  
*It's okay to make a wish.*  
*It's okay to be different. You are special and important just the way you are.*

## **Part 2. Discussion: Diversity and Acceptance of Others**

All of us share differences and similarities. In our classroom and across the world, let's see what makes us different from one another, and what makes us the same.

- Raise your hand if you're left-handed.
- Raise your hand if you're right-handed.
- Raise your hand if you wear glasses.
- Raise your hand if someone in your family wears glasses.
- Raise your hand if you have a pet worm.
- Raise your hand if you know someone who speaks a different language.
- Raise your hand if you've ever helped someone who felt different or left out.
- Can you share your example?
- Which part did you like best?
- Which part reminded you of you?
- What makes us all different?
- What makes us all the same?

## **Part 3. Brainstorming Exercise: Similarities and Differences**

1. Divide the class into four small groups.
2. Have two groups brainstorm and make a list of **differences** — things or characteristics that make people different.
3. Have two other groups make a list of things of **similarities** — things or characteristics that make people the same.
4. Spend a minute or two with each group, helping to facilitate their brainstorming and to write down their ideas.
5. Have all groups come together to present their list to the class. Make a master list of all the ideas on a board or flipchart.

**Teacher Reference:**

Video: ["It's Okay to Be Different"](#)

**Additional Book Recommendations:**

[Listening with My Heart: A story of kindness and self-compassion](#) by Gabi Garcia

In today's hypercompetitive world, kids often internalize the message that their worth is attached to their accomplishments and that messing up is something to be ashamed of, rather than a normal part of life, which can lead to critical self-talk. *Listening with My Heart* reminds us of the other golden rule—to treat ourselves like we would treat a friend. When we do this, we are practicing self-compassion. (Grades K–5)

**Extension:**

Explore diversity and differences through food! The following book and video are a wonderful way to open up discussion and open students' eyes to the rich cultural diversity of foods and traditions in our country.

[Everybody Cooks Rice](#) by Norah Dooley

A child is sent to find a younger brother at dinnertime and is introduced to a variety of cultures through encountering the many different ways rice is prepared at the different households visited.

Video: ["Let's Eat Dinner"](#) | Everyday Learning

It's fun to try new foods with a friend! Follow our narrator as she tries traditional dinners with families from Kenya, Japan, and Lebanon. This animation teaches students about friends and foods from other world cultures, helping them recognize that diversity exists, and that people differ in language, dress, food, and more!

**Family Connection:**

Start a "Feelings Journal" at home for writing and drawing. Watch this for inspiration:

Video: [Exploring Feelings](#) | Adventures in Learning, PBS Kids

If your child is hesitant to talk about their feelings, ask them to draw you a picture instead. Creative activities like drawing can help your child express and manage difficult emotions. After asking, "How was your day?" ask, "Can you draw me a picture about your day, too?" Here are some other prompts:

- What helps you feel brave?
- What helps when you are sad?
- What helps you when you are worried?
- What makes you feel happy?

**Community Connection:**

Draw pictures of flowers, rainbows and other cheerful things and deliver them to a local senior center or community outreach center. Bring some Wellness Wands as well!

**Additional Resources | "Thoughts & Feelings" Lesson Plan:**

What Every Child Needs For Good Mental Health | Mental Health America

[www.mentalhealthamerica.net/every-child-needs](http://www.mentalhealthamerica.net/every-child-needs)

**Standards Alignment | Students will:****National Health Education Standards**

Standard 1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 3. Students will demonstrate the ability to access valid information, products, and services to enhance health.

Standard 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5. Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 8. Students will demonstrate the ability to advocate for personal, family, and community health.

## **Common Core Standards > English Language Arts > Reading: Literature**

### **Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.K.K.1 - With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.K.2 - With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.K.3 - With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.2.3 - Describe how characters in a story respond to major events and challenges.

**Craft and Structure:**

CCSS.ELA-LITERACY.RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

### **Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.

### **Range of Reading and Level of Text Complexity:**

CCSS.ELA-LITERACY.RL.K.10 - Actively engage in group reading activities with purpose and understanding.

## **Common Core Standards > English Language Arts > Speaking & Listening**

### **Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1 - Participate in collaborative conversations with diverse partners about grade appropriate topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### **Presentation of Knowledge and Ideas:**

CCSS.ELA-LITERACY.SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.





Worksheets & Downloads:

# “Draw Your Feelings” Worksheet

Sometimes I feel happy.	Sometimes I feel scared.	Sometimes I feel _____.
Sometimes I feel sad.	Sometimes I feel mad.	Sometimes I feel _____.



# Make-Your-Own Emojis Worksheet

How do you feel?



tired



sad



happy



frustrated



angry



bored



excited



laughing



silly



serious

Here is a word list to help get you started!  
Please feel free to add a few of your own!

- |          |        |          |           |
|----------|--------|----------|-----------|
| calm     | grumpy | peaceful | shy       |
| confused | hungry | proud    | surprised |
| excited  | mad    | relaxed  | thankful  |

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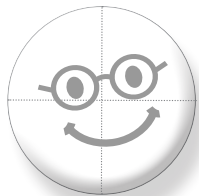


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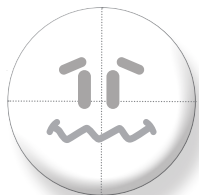
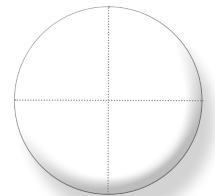
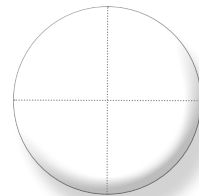
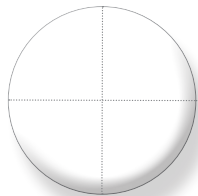
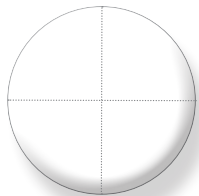


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Try some of your own!



*studious*



*worried*

