

Stage 1 | Ages 5-7 yrs



Sad



Angry



Excited



Happy



Surprised



Worried

Materials required • 6 Feeling card A4 print outs • Body Map outline (downloadable)
• post-it-notes • selected read aloud book • art supplies

These two activities are designed to help students understand more about their feelings and about the feelings of others. Understanding this helps us connect with each other which is important for our wellbeing.

1. Where do we feel our feelings? (Activity approx. 20-30 minutes)

- Teacher displays the 8 feeling cards and selects two of them, putting the others to one side. Display the first one and invite students to suggest what they notice about the expression shown (e.g. Sad). Students may suggest **the mouth curves down, teeth are hidden, eyebrows pressed into a frown**, etc.
- Teacher invites students to **copy the (Sad) facial expression**. “How does it feel to make the (Sad) face?”, “What happens to your mouth, eyebrows, eyes?”
- Teacher invites students to **show, through their face and body**, how someone might be showing that they feel (Sad). Students may demonstrate downturned mouth, frown, etc.
- Teacher invites students to **stand up, shake their arms and legs, raise their arms up and down** and gently and quietly bounce on their feet for one minute.
- Teacher asks students: “After that movement, what do you feel in your body now?”. Students may respond: “My heart is beating fast, I feel warm, I’m breathing faster”, etc. Teacher can also note when our heart rate and breathing become regular again.
- Teacher says: “We can feel our feelings in our bodies as well as show them on our faces. **If you feel sad**, where might you feel this in your body?” Suggestions may include: “My eyes cry, my heart hurts, my shoulders go down, my face goes red”, etc. Invite students to show what this might look like.
- Teacher displays the second feeling (e.g. Happy) and invites students to copy the (Happy) facial expression. “**How does it feel to make the (Happy) face?**”, “What happens to your mouth, eyebrows, eyes?” Students may demonstrate upturned smiling mouth, puffed out cheeks, etc.
- Teacher invites students to show how they might **show they feel happy in their faces, body and actions**. Suggestions may include: “My heart beats faster, I have butterflies in my tummy, I might be smiling at classmates, skipping, clapping hands”, etc.
- Teacher invites students to **choose one of the two feelings discussed** (one colour post it note for Happy, one for Sad) and place on the Body Map where they feel the feeling.
- Teacher invites students by asking **where are the (green) notes?** Suggestions may include head, throat, chest, tummy, legs, etc.
- Teacher invites students by asking where are the (yellow) notes? Suggestions may include those above.
- Teacher says: “We all feel feelings in different places” (some may feel a feeling in their tummy, others in their heart, chest, head, etc).
- Teacher highlights that not everyone will feel the emotion in their bodies in the same way because everyone is different.

2. We can help each other to feel better (30-40 mins)

- Teacher selects one of these three feeling cards: **Happy, Excited, Surprised**. Teacher invites students to share what makes you feel this feeling? (e.g. Excited)
Suggestions may include: a sunny day, my favourite breakfast, playing with a friend, helping at home or at school, painting, craft, learning, reading, soccer, running, going to the park, etc.
- Teacher selects one of these three feeling cards: **Sad, Angry or Upset**.
Teacher invites students to share what makes you feel this feeling (e.g. Upset)?
Suggestions may include: a rainy day when we can't go out to play, too much noise, when my friend is sick and not at school, when it's not my turn, when I forget something, when I'm still learning something and I can't do it yet, etc.
- **Teacher invites students to share:** *"When you feel sad, angry or upset what helps you to feel better?"* Teacher lists student suggestions using words and images, e.g. sun, smiley face, etc.
Suggestions may include: *"My friend smiling at me, or waving to me, going out to play in the sun, eating lunch, learning something new, drawing, writing, dancing around, when someone holds the door open for me, when someone lets me go first in the game"*, etc.
- Teacher notes that this is a great list. Teacher invites students to suggest which of the suggestions are **things we can do to be kind to each other**, to help each other feel better. Underline/highlight these suggestions.
- **Students are invited to** draw/paint/crayon a picture that shows what helping a classmate looks like. Teacher can make a display of these for Mental Health Month.
- **Read aloud book**-teacher reads a book about feelings. There are many great books which explore feelings. Students are able to learn more about emotion through the journey of the characters. For example, *The Feelings Book* by Todd Parr, *Tough Guys* by Keith Negley, *The Colour Monster* by Anna Llenas, *Too Many Bubbles* by Christine Peck and Mags DeRoma, or a book recommended by your school or local council librarian.
- *Before reading*, Teacher invites students to listen out for clues as to how a character feels (what did they say, feel in their body, what was their posture, movement etc).
- *After reading*, Teacher invites students to share reflections about the feelings that different characters may have felt in the story. Reflection questions could include, what did the character feel? Did they feel different at the end of the story than they did at the beginning? What happened in the story that may have changed how they were feeling?

Activity wrap up:

We all have feelings. We may show our feelings in our facial expression, our posture and the way our bodies move and through different sensations in our bodies. Knowing that we all feel our feelings differently helps us better understand ourselves and each other. Connecting with each other is important for our overall wellbeing. Teacher could invite students to share something they enjoyed doing this activity.

A little
Connection
goes a long way

I feel...



angry

A little
Connection
goes a long way

I feel...



excited

A little
Connection
goes a long way

I feel...



happy

A little
Connection
goes a long way

I feel...



sad

A little
Connection
goes a long way

I feel...



surprised

A little
Connection
goes a long way

I feel...



worried