

<p><b>Unit 1 Title:</b> Friendship Is The Perfect Blendship</p> <p><b>Lesson Title:</b> Feeling Faces <span style="float: right;"><b>Lesson 4 of 4</b></span></p> <p><b>Grade Level:</b> K</p> <p><b>Length of Lesson:</b> 30 minutes</p> <p><b>Missouri Comprehensive Guidance and Counseling Big Idea:</b> PS.2: Interacting With Others in Ways That Respect Individual and Group Differences</p> <p><b>Grade Level Expectation (GLE):</b> PS.2.C.0K: Identify feelings of others.</p> <p><b>American School Counselor Association (ASCA) National Standard:</b> Personal/Social Development: A. Students will acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others.</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>Puppet  <i>4 Basic Feeling Faces</i> sheet                  Student Activity Card Strips  <i>Feelings</i> poem</p>
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**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
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	Courage	X	Compassion	X	Tolerance
X	Respect		Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will act out one feeling in response to a scenario.  
 The student will correctly identify at least five feelings as acted out by classmates.

**Lesson Formative Assessment (acceptable evidence):**

Assessment should relate to the performance outcome for goals, objectives and GLE.  
 Assessment can be question answer, performance activity, etc.  
 Students will act out and identify feelings in response to scenarios.

**Lesson Preparation**

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

**Engagement (Hook):** “Today our puppet 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 students say the poem, display each of the feeling cards as the students talk about that feeling in the poem. Say the poem with the students one more time, pointing to the feeling card as the feeling is discussed.

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
<ol style="list-style-type: none"> <li>1. Counselor says, “Emo is going to pick a friend to come up here and help. That friend must be sitting crisscross with hands in his or her lap to be chosen.” Emo whispers the name of one of the students to the counselor. Counselor says, “Emo picked _____ (say name of student) for sitting so nicely.”</li> <li>2. Counselor says to student, “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.”</li> <li>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!”</li> <li>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</li> </ol>	<ol style="list-style-type: none"> <li>1. Students are watching as the chosen student comes to the front.</li> <li>2. Students watch as the student selects a piece of paper from the bag.</li> <li>3. Students watch as Emo and the Counselor read the card and whisper what it says to the student.</li> <li>4. Students watch as the student acts out the feeling.</li> </ol>

<p>decide which of these feelings you see.”</p> <p>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?”</p> <p>6. Counselor says, “_____, act out your feeling again. Class, which feeling was it?”</p> <p>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 students.</p> <p>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 students.</p> <p>9. Counselor says, “_____ will pick another friend to come and act out the next feeling. That friend must be sitting crisscross with hands in his or her lap to be chosen!”</p> <p>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 shows how people feel.</p> <p>11. End by having the students say the poem again.</p>	<p>5. Students watch and hold up fingers as the counselor demonstrates.</p> <p>6. Students hold up the appropriate number of fingers to designate the correct feeling.</p> <p>7. Students raise their hands to answer the question.</p> <p>8. Students raise their hand to answer.</p> <p>9. Students sit correctly to be chosen.</p> <p>10. Students follow directions.</p> <p>11. Students recite the poem.</p>
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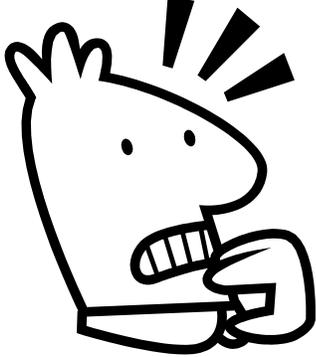
### Teacher Follow-Up Activities

Teacher may have the students illustrate a feeling of their choice. The students 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 student to use (instead of having students 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** – cut apart and place in a bag or container

<b>Your favorite toy gets broken.</b>
<b>Your friend pushes you.</b>
<b>You are having a birthday party.</b>
<b>You are going on a trip.</b>
<b>Your pet dies.</b>
<b>Your mother is sick.</b>
<b>You get a new video game.</b>
<b>You are going to a movie.</b>
<b>Your friend tells you they don't like you anymore.</b>
<b>Your teacher gives you some candy.</b>
<b>Your mom and dad get into a fight.</b>
<b>Someone hits you.</b>

## *Feelings Poem*

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  
I sing 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