

<p><b>Unit #1 Title:</b> A Newer, BETTER, Older Me</p> <p><b>Lesson Title:</b> I'm Just a Bag of Feelings <span style="float: right;"><b>Lesson</b> 1 of 2</span></p> <p><b>Grade Level:</b> 1</p> <p><b>Length of Lesson:</b> 20-30 minutes</p> <p><b>Missouri Comprehensive School Counseling Big Idea:</b> SE.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p><b>Grade Level Expectation (GLE):</b> SE.1.A.01 Identify a variety of feelings.</p> <p><b>American School Counselor Association (ASCA) Mindsets &amp; Behaviors</b> Social/Emotional Development</p>
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**Materials (include activity sheets and/ or supporting resources)**

<p>A fancy bag (may be paper or material—just decorated)</p> <p>10 note cards with names and/or pictures of different feelings (go beyond the 4 basic feelings of happy, sad, mad, and scared)</p> <p><i>Feelings Thermometer</i> worksheet (attached)</p> <p>Stickers</p>
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**Show Me Standards: Performance Goals (check one or more that apply)**

	Goal 1: Gather, analyze and apply 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 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

**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	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	

	Fine Arts	
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**Enduring Life Skill(s)**

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

**Lesson Measurable Learning Objectives:**

Students will identify at least eight feelings on the *Feelings Thermometer* worksheet.

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

**Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.**  
 Students will complete a *Feelings Thermometer* worksheet.

**Lesson Preparation**

**Essential Questions:**  
 Why do I need to know about different kinds of feelings?

**Engagement (Hook):** The counselor comes into the classroom, holding the fancy feelings bag. Counselor shakes the bag mysteriously, asking the students to guess what’s in the bag. Students offer guesses. Counselor tells group that this is a special bag that contains many different feelings. There are as many different feelings as there are different people, and all feelings are okay.

**Procedures**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Counselor explains that 10 students will have a chance to pull a feeling from the fancy bag. The student is to act out the feeling on the card. The class will have three tries to guess the feeling being acted out.</li> <li>2. After each role-play, counselor asks students for suggestions of when people might feel that way.</li> <li>3. Explain that every person has many different feelings, and not all people will feel the same way in the same situations. This is okay because our feelings are our own...which makes them all ok.</li> <li>4. Counselor explains the <i>Feelings Thermometer</i> worksheet.</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students listen to the directions. Chosen students will pull a feeling from the bag, and act it out. Counselor should help students having difficulty reading card and/or thinking of acting ideas. Students guess the feeling.</li> <li>2. Students offer examples.</li> <li>3. Students listen.</li> <li>4. Students work on the assignment.</li> </ol>
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<p>5. Students are directed to hold up their thermometers and look around to notice that responses may vary.</p> <p>6. Counselor should collect these to look for any unusual patterns.</p>	<p>5. Students hold up their Feelings Thermometers and look around at other's worksheets.</p> <p>6. Students hand in their worksheets.</p>
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**Teacher Follow-Up Activities**

Teacher should consult with counselor as necessary if particular students are having difficulty with feelings displayed in the classroom.

**Counselor reflection notes (completed after the lesson)**

# Feelings Thermometer

Mark each column to indicate your feelings about each statement

				How I feel playing with my friends
				How I feel when I lose a game
				How I feel working by myself
				How I feel when someone says something mean to me
				How I feel when I finish my work
				How I feel when someone sits next to me
				How I feel when I have to do my chores
				How I feel when I am at home