Unit #1 Title: The Many Faces of Me

Lesson Title: Happy, Sad, Scared and Mad: All Belong To Me **Lesson** 1 of 2

Grade Level: K

Length of Lesson: 20-30 minutes

Missouri Comprehensive School Counseling Big Idea:
SE.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Grade Level Expectation (GLE):
SE.1.A.0K Identify basic feelings.

American School Counselor Association (ASCA) Mindsets & Behaviors:
Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

Drawings or pictures from magazines of basic feelings (happy, sad, mad, scared)
Construction or card stock paper
Markers
Worksheet: *Feelings* worksheet (attached)

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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions, and ideas while recognizing the perspectives of others
	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	
	Science	
	Health/Physical Education	
	Fine Arts	

Enduring Life Skill(s)

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

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

Lesson Measurable Learning Objectives:

The student will identify and draw the four basic feelings.

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 draw the four basic feelings.

Lesson Preparation

Essential Questions:
What are feelings?
Why is it important to understand feelings?

Engagement (Hook):
Counselor explains that the class will be discussing feelings. There are 4 cards on the floor. With each card held up, the students will identify the feelings and demonstrate what that feeling looks like. Counselor participates with the group.

Procedures

Instructor Procedures/Instructional Strategies:	**Student Involvement/Instructional Activities:**
1. Counselor tells students that today they will be talking about feelings. Each of the cards on the floor has one of the four feelings being talked about today.	1. Students are sitting in a circle on the floor.
2. Counselor randomly chooses a card, and shows it to the group. "Tell me the feeling that is on the card. Now, show me how your face would look if you were feeling this way."	2. Students respond accordingly.
3. "What are some reasons that you might feel this way?"	3. Students give examples.
4. "What are some different ways that a person might show this feeling?" (Counselor should focus discussion on appropriate ways of expressing the feelings.)	4. Students give examples.
5. Repeat steps 2-4 for each feeling.	5. Allow every student a chance to respond.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

6. "Why is it important for us to express our feelings?"	6. Students respond.
7. Students will complete the *Feelings* worksheet. Counselor may need to lead the students in completion of the worksheet.	7. Students draw their responses.

Teacher Follow-Up Activities

The classroom teacher would compliment appropriate expression of feelings, and redirect any inappropriate expressions. The teacher and counselor would collaborate/consult on students having difficulties in any area.

Counselor reflection notes (completed after the lesson)

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.

FEELINGS

Happy	**Sad**
Mad	**Scared**

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.