

Unit 1 Title: Elementary Interactions
Lesson Title: Express Yourself! Lesson 3 of 3
Grade Level: 1
Length of Lesson: 30 minutes
Missouri Comprehensive School Counseling Big Idea: SE.2: Interacting with Others in Ways That Respect Individual and Group Differences
Grade Level Expectation (GLE): SE.2.C.01: Express feelings effectively, both verbally and non-verbally.
American School Counselor Association (ASCA) Mindsets and Behaviors: Social/Emotional Development

Materials (include activity sheets and/ or supporting resources)

<i>Express Yourself</i> Song
<i>Express Yourself</i> Handout

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
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 7. Identify and apply practices that preserve and enhance the safety and health of self and others

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)

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

Lesson Measurable Learning Objectives:

Students will determine an appropriate way to express six feelings.

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 express their feelings appropriately through class discussion and a handout.

Lesson Preparation

Essential Questions: What does it mean to utilize and accept personal responsibility in relationships with others?

Engagement (Hook): Counselor will hook the students by having them in the circle singing the “Express Yourself” song to the tune of “London Bridges” and acting out the motions.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor will have the students form a circle standing up around the carpet. 2. Counselor will introduce the students to the song by letting them know it is sung to the tune of “London Bridge” and let them know that they will not only be singing but also using hand motions. The counselor will sing the first verse to the song “Express Yourself” and do the hand motions. The counselor will ask the class to repeat after her. The counselor will sing the 2nd verse and have the class repeat after her. The counselor will continue singing each verse and having the students repeat after her. 3. The counselor will then ask the students to go back to their desk/table and get out a pencil 4. Counselor will hand each student the “Express Yourself Handout”. Once each student has the worksheet, the counselor will read the directions with the class. 5. Counselor will recap with students the importance of releasing their feelings in good ways that don’t hurt 	<ol style="list-style-type: none"> 1. Students will form a circle standing up around the carpet. 2. Students will repeat each verse after the counselor and do the appropriate hand motions. 3. Students will leave the circle and go back to their desk. 4. Student will receive handout and start working on it based on the directions. 5. Students share final thoughts.

themselves/others.	
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Teacher Follow-Up Activities

Teacher will follow up with students when she sees them having difficulty expressing their feelings.

Counselor reflection notes (completed after the lesson)

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Express Yourself Song

Written by Annie Moffatt

(Sung to the tune of "London Bridges Falling Down")

When I feel sad I write in a journal, write in a journal, write in a journal, when I feel sad I write in a journal; whenever I feel sad.
(Counselor and students pretend like they're writing in air)

When I feel happy, I like to smile, I like to smile, I like to smile, when I feel happy I like to smile; whenever I feel happy.
(Counselor and students put a big smile on their faces)

When I feel worried, I think good thoughts, I think good thoughts, I think good thoughts, when I feel worried, I think good thoughts; whenever I feel worried.
(Counselor and students point to their temple on their head)

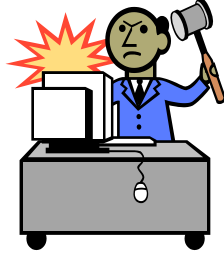
When I feel proud, I pat myself on the back, pat myself on the back, pat myself on the back, when I feel proud I pat myself on the back; whenever I feel proud.
(Counselor and students pat themselves on their own backs)

When I feel mad, I count to 10, count to 10, count to 10, when I feel mad, I count to 10; whenever I feel mad.
(Counselor and students count to 10 with their hands)

When I feel loved, I give good hugs, give good hugs, give good hugs, when I feel loved, I give good hugs; whenever I feel loved.
(Counselor and students give themselves their own personal hug)

Express Yourself Handout

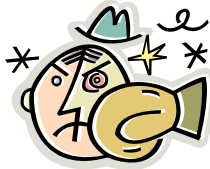
Please circle the best way to express yourself for each feeling



If you're feeling mad, you should

or Count to 10

1,2,3,4,5,6,7,8,9,10



If you're feeling loved, you should

or



If you're feeling sad, you should

or



If you're feeling happy, you should

or

Smile

Laugh in class



If you're feeling worried, you should

or