

<p><b>Unit 1 Title:</b> Following Personal Safety Rules</p> <p><b>Lesson Title:</b> My Feelings <span style="float: right;"><b>Lesson:</b> 1 of 3</span></p> <p><b>Grade Level:</b> 1 (This lesson can be adapted to other grade levels K-5)</p> <p><b>Length of Lesson:</b> 30-40 minutes</p> <p><b>Missouri Comprehensive School Counseling Big Idea:</b> SE.3: Applying Personal Safety Skills and Coping Strategies</p> <p><b>Grade Level Expectations (GLEs):</b> SE.3.A.01: Identify steps of problem solving and decision making for personal safety. SE.3.B.01: Identify personal safety strategies.</p> <p><b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b> Social/Emotional Development</p>
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**Materials (include activity sheets and/ or resources)**

<p>Feelings cards (attached)  <i>Feelings Thermometer</i> worksheet (copies for each student)                  SMART Board or chart paper and markers</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 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on one’s own experience in preventing or solving problems
X	Goal 4: Make decisions and act as responsible members of society 2. Recognize 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.**

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	
	Science	
X	Health/Physical Education	2. Principles and practices of physical and mental

		health (such as personal health habits, nutrition, stress management)
	Fine Arts	

**Enduring Life Skill(s):**

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

**Lesson Measurable Learning Objectives:**

The student will identify four basic feelings everyone has and demonstrate how one feeling looks by role playing.

**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 be able to identify the four basic feelings in a feelings game and demonstrate how each looks while it is being experienced.

**Lesson Preparation:**

**Essential Questions:** How does someone feel when someone is not in a safe place or situation? How might someone react when put in an unsafe situation?

**Engagement (Hook):** Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a Feelings Thermometer Sheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the Feelings Thermometer Sheet. Students share and discuss their feelings briefly.

**Procedures:**

<p><b>Instructor Procedures/Instructional Strategies:</b></p> <ol style="list-style-type: none"> <li>1. Draw a feelings thermometer on the board. Share with students that we all have a feelings thermometer or meter inside us. The thermometer helps us figure out how we feel when something happens to us. Give each student a <i>Feelings Thermometer</i> worksheet. Explain the directions on the sheet. The counselor reads sheet to the students and has the students complete the <i>Feelings Thermometer</i> worksheet. Students share and discuss their feelings briefly. Help students become aware that</li> </ol>	<p><b>Student Involvement/Instructional Activities:</b></p> <ol style="list-style-type: none"> <li>1. Students participate in completing feelings thermometer sheets.</li> </ol>
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<p>each of them feels differently in those situations.</p> <ol style="list-style-type: none"> <li>2. After the sheet is completed the counselor asks the students if they can identify the four basic feelings that everyone has at different times or in situations (happy, sad, mad, scared).</li> <li>3. The counselor writes the four basic feelings on the board. Students brainstorm what each feeling means.</li> <li>4. The counselor tells the students that all other feelings that they have can fall in the same category as one of the feelings on the board. (Example: lonely is a sad feeling so you would write lonely under the sad category.). Some feelings may fall into two categories.</li> <li>5. The counselor instructs the students that they're going to play the Feelings Game. The instructor cuts up the cards and uses the feelings cards to help students understand different feelings.             <ol style="list-style-type: none"> <li>a. The counselor asks students to volunteer to come forward and draw a card. The student identifies the feeling privately and role-plays for the other students to guess the feeling.</li> <li>b. After role-playing the student or counselor selects a classmate to share time when they felt that way.</li> <li>c. That student selects a different classmate to identify the category it would fall under. The counselor would write the feeling under the right category.</li> <li>d. Continue until all cards have been used. Make sure different students are</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>2. Students respond (happy, sad, mad and scared).</li> <li>3. Students brainstorm ideas. Example: A person is happy when something good happens like a birthday. A person feels sad when someone dies. A person feels mad when another person hits them. A person might feel scared when they are in a dark room.</li> <li>4. Students listen to teacher examples.</li> <li>5. Students are selected to carry out the steps of the Feelings Game.             <ol style="list-style-type: none"> <li>a. Students role-play the feelings.</li> <li>b. Another student identifies a time they felt that way.</li> <li>c. A student identifies the feelings category of happy, sad, mad or scared.</li> </ol> </li> </ol>
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<p>given the opportunity to participate in the above activities. If there are not enough feelings then the counselor or student can make up their own.</p> <p>6. After the game the counselor will let students know they will continue discussing this topic and other information during the next class.</p>	<p>6. Students listen for next session information.</p>
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**Teacher Follow-Up Activities:**

The students share their Feelings Thermometer Sheet with the teacher. The teacher will help students identify and share their feelings throughout the week during different situations.




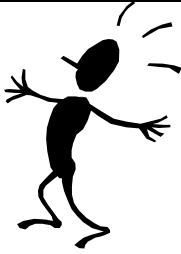




**Counselor reflection notes (completed after the lesson):**








# 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

*Cut cards for Feelings Game.*

 <p><b>Angry</b></p>	 <p><b>Frustrated</b></p>
 <p><b>Confused</b></p>	 <p><b>Surprised</b></p>
 <p><b>Depressed</b></p>	 <p><b>Loved</b></p>
 <p><b>Frightened</b></p>	 <p><b>Funny</b></p>

<p><b>Make up your own.</b></p> 	<p><b>Make up your own.</b></p> 
<p><b>Make up your own.</b></p> 	<p><b>Make up your own.</b></p> 
<p><b>Make up your own.</b></p> 	<p><b>Make up your own.</b></p> 
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