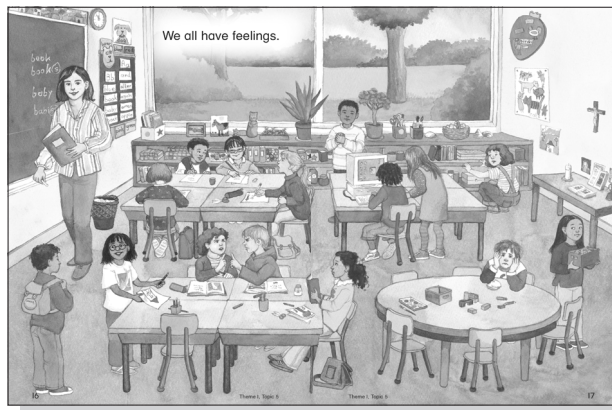




Our Feelings

*For everything there is a season,
and a time for every matter under heaven...
a time to weep, and a time to laugh,
a time to mourn, and a time to dance*

Ecclesiastes 3:1,4



Expectations

The students will:

- identify and name some common feelings.
- recognize that everyone has feelings.
- understand that mental health is a part of overall health and reflect on the things that can be done to appreciate and take care of physical, social, emotional, and spiritual selves
- understand that thoughts, feelings, and behaviours can affect mental health

Note to the Teacher

In this topic, the journey of self-discovery continues with a focus on the child's feelings. As children move through the primary school years, their sense of identity tends to become more complex and tends to include descriptions of feelings and ideas. Along with this comes the recognition that other people have feelings that may be different from theirs, as well as an understanding of the distinction between feelings and actions.

Most of the children in your class are at the beginning of this process. What is important at this stage is for children to understand that feelings are a natural part of being a person, and that all people, both children and adults, have feelings. You may find it helpful to share a personal experience, such as arriving at a new school to teach, and tell the children about the feelings you experienced.

The journey of self-discovery includes taking care of our mental health comprised of our physical, social, emotional, and spiritual selves, and understanding that our thoughts, feelings, and behaviours contribute to our mental health.

Materials/Preparation

- several musical selections that evoke different emotional responses (related activities). If your school has a music teacher, you may want to involve her or him in this activity.
- paper plates for art work (related activities)

Program Resources

- Feelings (Big Book p. 5)
- Student Book, pages 16 – 18
- Family Connections (We All Have Feelings)
- Coene, MaryTheresa & Tratnyek, Paul. (2017). Christian Meditation. *Curriculum Series: A Catholic Perspective*. The Institute for Catholic Education
- BLM #6.1 — Be Kind to Your Mind

Curriculum Connections

This topic about feelings provides a connection to Lesson #4, Grade 1, *Aids: A Catholic Education Approach to HIV*.

We Experience

Display the Big Book page, “Feelings,” and tell the children the story of Joey’s first day at a new school. You might tell them that they will be meeting Joey again later in the program. As you read, encourage the children to find the details in the picture that illustrate various feelings.

Joey’s First Day

When Joey walked into the classroom he felt lonely and sort of scared. His family had just moved to a new home and he didn’t know anyone — not even the teacher.

From just inside the door he could see that it was a big classroom and there were lots of children.

At one table, two children were working together, but they seemed to be having an argument. They both looked angry.

At another table, most of the children were working happily together. They were smiling. But there was one girl at the table who was scowling. She was copying some words from the chalkboard, and she kept on making mistakes.

Joey saw a boy who was crying, and Joey wondered why he was sad.

He saw a boy and girl at a computer. They looked like they were working hard.

A girl from the class came up to Joey. She was smiling and Joey thought she seemed very friendly.

“Hi,” the girl said. “My name is Teresa. Come and sit at my table and see what I made.”

Then the teacher came to greet him. “Welcome, Joey! We’ve been waiting for you, and we’re glad you’re here.”

Joey smiled at Teresa and his new teacher, and he didn’t feel so scared anymore.

We Discover

Explore the story with the children, and record the names of the various feelings on a chart with the title “Feelings.” You may want to add to the chart over the next few weeks as other feelings come up in the classroom.

- How did Joey feel when he arrived at school? (lonely, scared, nervous, worried) Why did he feel that way? Have you ever felt like Joey? (You might point out that many people feel nervous in new situations.)
- How did the two children who were arguing feel? (angry, mad at each other) How can you tell that they're angry? (Explain that our faces and bodies often show how we feel.) What makes you angry? What does your face look like when you're angry?
- How did the girl who was having trouble with her work feel? (frustrated, cross, grumpy) What makes you feel frustrated?
- How did the boy who was crying feel? (sad, unhappy, upset, miserable) What do you think made him cry? (someone in the class was unkind to him; he didn't feel well and wanted to go home; the teacher scolded him for not doing his work, and so on) What makes you cry?
- How did Joey feel when the teacher welcomed him and Teresa smiled at him and invited him to sit at her table? (happy, relieved, pleased) What does your face look like when you're happy?

Draw the children's attention to the words on the Big Book page, "Feelings." As you explore the meaning of the title and the story of Joey's first day at school, draw out the significant points, and record them on a chart. Use the children's contributions (rewording and summarizing as necessary), and encourage them to expand on their ideas to get at any important points that did not emerge in the discussion:

- Everyone has feelings — children and adults.
- Our feelings are part of being a person. They are a gift from God.
- Understanding our feelings helps us to understand ourselves and other people.

When the chart is complete, read it with the children and invite their comments. Is there anything that should be added? Removed? Ask them to suggest a title for the chart.

Continue the discussion of feelings by exploring student book page 18 with the class, and adding any new words for feelings to the class chart. How do the children in these pictures feel?

- Christmas scene (excited, impatient)
- Boy who is being excluded (unhappy, hurt, sad, angry)
- Girl riding a bike (happy, carefree, cheerful)
- Child reading with mother (happy, content, peaceful, interested)
- Boy who has been shoved (angry, scared, embarrassed)

Continue the discussion by noting that everyone has feelings. Our feelings are part of being a person. They are a gift from God and we are God's special creation. We know these are gifts because Jesus experienced a range of similar feelings. Understanding our feelings helps us to understand ourselves and other people. Learning how to care for our feelings helps us to be healthy and well. Some of the ways we take care of our feelings are: to try to think positive thoughts, to be grateful for the gifts God has given us, and to learn how to calm ourselves down when we are sad, upset, frustrated, or angry. We can also do this by eating healthy foods, making sure we get enough sleep, and exercising regularly. All of these things together are what we call mental health: our thoughts, our feelings, our behaviours, and our connection to God.

- What are some of the things you do to take care of your mental health?

Further the discussion by saying that there are other ways to keep our mental health strong besides caring for our body. How we think, how we feel, and the actions we take can help. The way we *think* about something can change the way we *feel* about it. For example, when you think that someone took a toy you were playing with on purpose, you might feel sad or angry. But if you think instead that maybe the person didn't know you were in the middle of using it and took it by mistake, you might feel more okay about it. Also, how we *feel* – our feelings or emotions – can change the way we *act*. So, if you are angry because you think the person took the toy on purpose, you might yell at them. If you feel less upset because you think it was an accident, you might just tell them you weren't finished using the toy and ask for it back. The second way would probably make things go better. So, our thinking can change our feelings or emotions, and our emotions can change our actions. When we think well, we feel well, and we can act in ways that make us, and others, feel good.

- Let's try this with another example. If someone bumps into you when you are in line for the water fountain, what are some thoughts you might have?

Finish by saying that we have learned about our physical and mental health, ways that we take care of our body to feel well, and how we appreciate what our body can do. Part of our mental health includes taking care of a special part of our body: our brain. Our brain helps us to think, to feel, and to act. When we can think, feel, and act in ways that make us happy most of the time, and help us get along well with others, we have positive mental health. Other people think about mental health as having all parts of yourself in balance – your body, your head, your heart, and your mind.

Just as with our physical health, it is important for us to do things to make sure that our mental health stays strong.

- What are some things that you do that make you feel good and that can also help you take care of your mental health? You might think of things like playing with your friends, taking a deep breath, practicing Christian Meditation, praying to God, resting when you feel tired, or spending time with your family or community.
- What helps you take care of your mental health?

Students: “I like to work on puzzles. It makes me feel relaxed to put the pieces together, and I feel good when I finish one.” “I like it when Uncle takes me out on the land. I feel good when I hear the birds and feel the earth.” “I like it when our teacher leads us in Christian meditation or contemplation exercises. It helps me feel calm.”

We Respond

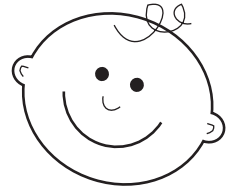
Invite the children (alone or in pairs) to demonstrate with their faces and bodies one of the feelings listed on the class chart. You may want to suggest some simple scenarios: for example, getting a present for your birthday that you really wanted; losing a race that you were sure you would win; not being invited to a birthday party; being praised by your teacher for good work.

Using BLM #6.1, Be Kind To Your Mind, create a second chart that generates a list of the ways that students in the class take care of their mental health. Alternatively, have students cut and paste pictures from magazines that show people taking care of their mental health.

We Explore (related activities)

- **Family Connections** — Send home the Family Connections sheet (We All Have Feelings) so that the children can share with their families what they have been learning.
- **Music and Me** — Have the children listen to a variety of instrumental musical selections (lively, slow, discordant and loud, and so on) Ask them to describe the feelings they experience when they listen to the music. Give them an opportunity to listen to the music a second time, then ask them to express their feelings on paper with crayons or coloured pencils. (**Curriculum Connection:** The Arts, Music, see Appendix B, page 198)

- **Happy Face, Sad Face** — Have the children draw a happy face on one paper plate and a sad face on another. These can then be glued together and mounted on a sturdy straw or stick. The children can use their paper plate puppets for role plays. You may prefer to copy a variety of emojis for the same purpose. Discuss with students the emotions they represent.
- **Classroom Feelings** — Ask the children to choose one of the feelings from the chart the class developed, and draw or paint a picture of something that shows that feeling. (**Curriculum Connection:** The Arts, Visual Arts, see Appendix B, page 199)
- **Christian Meditation** — Lead the students in Christian Meditation. Continue this practice over the course of the year. Comprehensive Teacher Resources are available on the Institute for Catholic Education (ICE) website under resources/monographs/curriculum&educational practices.



Dear _____ Date _____

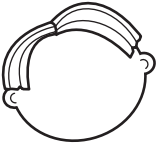


At school, we have been talking about different kinds of feelings, and the words we use for those feelings. Here is what we have been learning:

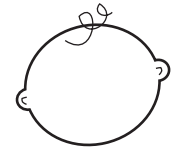


We All Have Feelings

- Everyone has feelings — children and adults.
- Our feelings are part of being a person. They are a gift from God.
- Understanding our feelings helps us to understand ourselves and other people.



Let's talk about this list together. Is there anything we should add to the list?



-
-



Love, _____



Name _____ Date _____

Be Kind to Your Mind