



Created and Loved by God

Topic 3

All Kinds of Feelings

Emotion is the chief source of all becoming-conscious. There can be no transforming of darkness into light and of apathy into movement without emotion.

Carl Jung

All Kinds of Feelings

What do you do when you're happy? Do you smile and laugh? Do you jump up and down and make lots of noise? What happens when you're sad? Do you cry or rock back and forth? Do you feel angry? Do you feel scared? What about when you're excited? Do you get very quiet or do you explode like a rocket?

Everyone has feelings. We all feel happy sometimes, and sometimes, and angry sometimes. But we all have different feelings at the same way.

Remember Eddie? Eddie's best friend is John. John gets angry very easily. His face gets all red. He wants to hit something. Eddie doesn't get angry very often. But when he does, he gets very quiet and wants to be by himself.

He is another difference between Eddie and John. At the end of school, Eddie always gets nervous, and his stomach feels sick. But John never feels nervous. He feels excited and happy.

Feelings are another example of how God made us alike and different. We all have feelings, but we have different ways of showing them. And we don't all react in the same way. Something that makes you nervous or hurts your feelings might not bother someone else at all. Something that makes you feel curious might not even interest another person.

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All the different people in your class make it an exciting place to be. But things don't always go their well. Sometimes there are conflicts. That's when it's important to think about what we do with our feelings.

After dinner, Eddie finally told his parents about his fight. They were surprised he was so quiet, and they did expect to him that it was not his fault. John was trying to be a good friend, but he shouldn't have hit Adam. They talked for a while, and Eddie felt better by the time he went to bed.

One day, Eddie came home from school very upset. He went to his room and sat on his bed. He was thinking about what had happened.

Eddie and John were playing together during recess. Adam, who was in their class, was calling Eddie names, calling him names. When Eddie ignored him, Adam pushed Eddie and almost knocked him over. That's when John got very angry, and hit Adam. Now John was in trouble, and Eddie felt as if it were his fault.

We can't choose how we feel, but we can choose how we act. When we are in charge of our feelings, we stop and think about the way God wants us to treat other people. But if our feelings are in charge of us, we often do something we are sorry for later. We choose to do something we know is wrong, which is a sin. When this happens, we need to ask God for forgiveness and try to make up for any harm we have done.

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Expectations

The students will:

- describe some differences in the way in which people express feelings.
- explain why it is important for people to think about how they express their feelings.
- recognize that how our brain responds to stress can affect our feelings.
- identify ways to manage your feelings.

Note to the Teacher

Note: Use your school or Board anti-bullying program to introduce the topic of anti-bullying. An incident involving bullying is included which offers an opportunity to consider a number of issues: bullying behaviour itself, responses of those directly involved, and the role of bystanders.

Learning to understand and manage feelings is an important aspect of growing up, one that continues to be a challenge for some people in their adult years. In this topic the children are encouraged to recognize that

we all have feelings, but may express them in different ways and in response to different situations. It is important for them to begin to understand that people differ in their emotional intensity and their self-control, and to recognize that brain functioning has an impact on this.

At this age, children still act impulsively at times, particularly when they are angry or upset. Topic 3 provides an opportunity to discuss situations in which this may happen, and encourages the children to reflect on the need to make good choices and to ask forgiveness when they have deliberately caused hurt to another person. Thus, children are identifying ways to help manage their feelings. Depending on your situation, you may find it helpful to make use of examples of classroom incidents.

As in the previous grades, this topic considers a change in the family and the response of family members. At this grade level, the change is the death of a grandparent. The sense of loss is placed in the context of both family love and faith. In addition to this, students are guided in understanding that in moments of shock and surprise such as this, their brains might respond with fight, flight, or freeze. We die only to this life and go on to new life with God. The love that we shared with those who have died continues. They live in our memories. We pray for them and ask them to pray for us.

The children are encouraged to understand that sadness and anger are natural responses to death, but that these feelings can be challenging to navigate and the support of professionals can assist in processing these feelings. Family members are called to love and comfort each other when changes in the family cause suffering.

Materials/Preparation

- There are many children's books that deal with a variety of feelings. You might ask your librarian to suggest some titles or to help identify appropriate videos that deal with feelings such as anger, sadness, stress, and create a reading centre on this topic.

Program Resources

- All Kinds of Feelings (Big Book, p. 4)
- Student Book, pages 10 – 13
- Family Connections (Our Feelings)
- BLM #6 — What Happens Next? (2 pages)

Curriculum Connection

This topic offers a connection to Lesson #10 of Aids: A Catholic Approach to HIV.

We Experience

Display the Big Book page, “All Kinds of Feelings,” and read the text together. Invite the students to identify some of the feelings that are captured in the photographs. (Have the students start a class chart of words for feelings and invite them to add to it during the day as they think of others.) You might ask them:

- What tells you how these people feel? (the expressions on their faces, the way their bodies look)
- What do you think might have happened to make them feel the way they do?
- What other feelings can you think of? (lonely, frustrated, surprised, excited, embarrassed, jealous, proud, frightened, etc.)
- What do you do when you’re happy? Angry? Sad? Worried? Stressed?

Discuss with students that if our brain senses that we are worried about a stressful situation, threat, or danger, it sets off an alarm to alert us by making us feel that something is not okay – it might make our heart beat a little faster, or our stomach might feel upset. This alarm can be very important in getting us ready to take action. But sometimes, like a real alarm, the ‘alarm’ in our body can be too sensitive and we may experience a ‘false alarm’ – we get nervous feelings in our body, even when there is nothing really to be afraid of. There are three main ways that our bodies can respond to feelings of stress and possible threat or danger: We can FIGHT it; we can get away from it (FLIGHT); or we can FREEZE.

Ask students to think about what happened the last time they surprised someone. How did that person react? Some people respond by jumping back or turning away, which we recognize as a FLIGHT response. Others move forward and might even get angry or look angry, which is a FIGHT response. Others may just stand frozen, speechless, and/or shocked. We call this a FREEZE response. Reinforce that fight, flight, freeze are normal, immediate, automatic responses to stressful situations and that everyone copes differently.

Generate a classroom chart with some possible examples of the FIGHT, FLIGHT, and FREEZE responses. You may wish to brainstorm additional reactions to stressful situations with your students.

Possible FIGHT responses	Possible FLIGHT responses	Possible FIGHT responses
<ul style="list-style-type: none"> • Feeling angry; wanting to punch, rip, stomp, kick 	<ul style="list-style-type: none"> • Feeling trapped; wanting to get up and run away 	<ul style="list-style-type: none"> • Feeling frozen, numb, and stuck; can't move or talk; holding breath
<ul style="list-style-type: none"> • Yelling or screaming 	<ul style="list-style-type: none"> • Restless and fidgety body; not sitting still 	<ul style="list-style-type: none"> • Mouth open, eyes wide, unblinking
<ul style="list-style-type: none"> • Body tenses, hands clenched in fists 	<ul style="list-style-type: none"> • Backing up or moving away 	<ul style="list-style-type: none"> • Mind goes blank
<ul style="list-style-type: none"> • Glaring, angry look 	<ul style="list-style-type: none"> • Big, darting eyes 	<ul style="list-style-type: none"> • Knotted stomach, butterflies, tummy ache

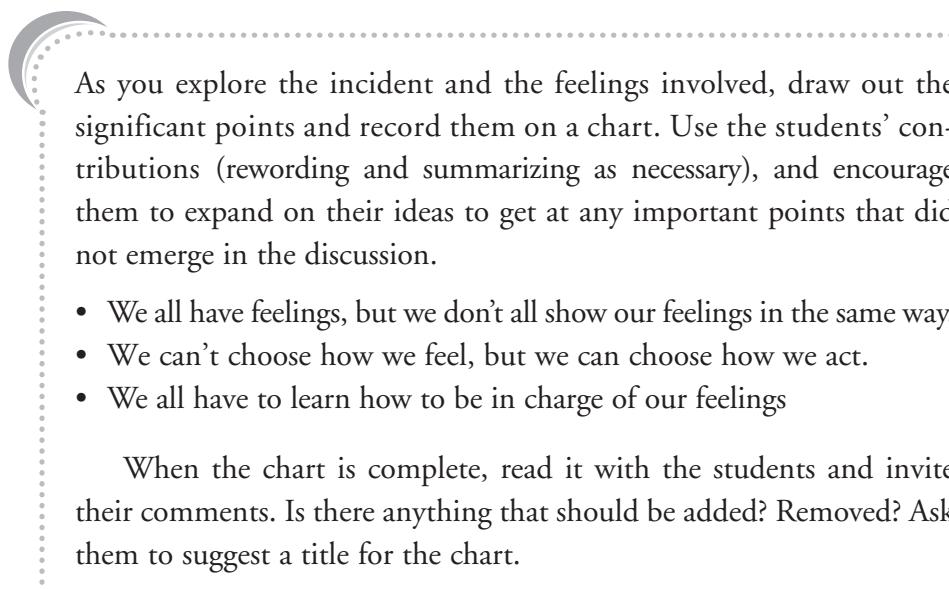
Read page 11 of the student book together and explore the differences between Eddie and John. Are they more like Eddie or more like John?

We Discover

Read together the story about Eddie and John (student book pages 11 and 12) and invite the students' response.

- Why do you think Adam was bothering Eddie? (he knew that Eddie didn't like to fight and thought he could push him around; he wanted to hurt Eddie's feelings by calling him names; he didn't know how to be a friend so he bullied other people)
- Why did Eddie ignore Adam? Which response did his brain have (fight, flight, or freeze)? (Eddie had a flight or freeze response; he didn't want to fight; he thought Adam would leave him alone if he ignored him; he was scared of him)
- Why did John hit Adam? What response did John's brain have (fight, flight, or freeze)? (John had a fight response; he was angry because Adam was bothering his friend; he lost his temper; he was trying to defend Eddie)
- Did John do the right thing? Why? Why not?
- Why did Eddie think it was his fault that John was in trouble? (John was just trying to help him; Eddie thought he should have done something himself to make Adam leave him alone)

- What could each character do to help them manage, or be in charge of their feelings? (e.g., stop and think about the consequences, apologize, give it a bit of time, then talk to the other person, take time alone, talk with a teacher or other trusted adult)
- Why do we need to be in charge of our feelings? (when we're angry or upset, we might say or do something hurtful) Be sure to point out that everyone, both adults and children, has to think about what they do with their feelings.
- What can we do when we have hurt someone else? (ask God for forgiveness; tell the person we hurt that we are sorry and ask for forgiveness; ask God for help to be in charge of our feelings)



We Respond

Distribute copies of BLM #6, What Happens Next?, to students, and read the scenarios together. They could work in pairs or in small groups to answer the questions. When they have completed their work, invite them to share their responses with another group of children or as a class. If there is time, they could also role play the situations for the class.

We Explore (related activities)

- **Family Connections** — Send home the Family Connections sheet (Our Feelings) so that the students can share with their families what they have been learning.

- **Role-Plays** — Brainstorm with the students ideas for other scenarios involving feelings and actions. For example:
 - borrowing an item from another person and losing it
 - promising to play with someone at recess and forgetting your promise
 - telling someone a secret, and the person tells the secret to other people
 - saying something mean to someone because you're in a bad mood
 - teasing someone about his or her new glasses
 - letting someone into line or butting into line
 - always rushing to be first, without considering other people

Have the students work in small groups and prepare a role-play of the scenario to present to the class. Ask the groups, as part of the preparation, to consider the feelings and actions of each character and what they think would happen next.

When the groups are ready to present their role-plays, the class could ask questions about each character's point of view and the choices they had as to what happened next. (**Curriculum Connection:** The Arts, Drama and Dance, see Appendix B, page 210)

- **Letters** — Have students choose one of the three boys involved in the incident in their book — Eddie, John, or Adam — and write a letter to him. They could express their opinions about the incident and offer their advice. (**Curriculum Connection:** Language, Writing, see Appendix B, page 212)
- **Feelings Words** — Invite the students to choose one of the feelings listed on the class chart, and write a short description of the feeling. Questions they might think about include: In what situation might someone have this feeling? What would their face and body look like? What might they say or do? Is it easy or difficult to be in charge of this feeling? Why?



Dear _____ Date _____

In school, we have been talking about feelings and why it is important to think about what we do with our feelings. Here is what we have been learning.

Our Feelings

- We all have feelings, but we don't all show our feelings in the same way.
- We can't choose how we feel, but we can choose how we act.
- We all have to learn how to understand and deal with our feelings.

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

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Love, _____