



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

**PROJECT
CORNERSTONE**
A YMCA of Silicon Valley Initiative

ABC YEAR 2 LESSON #4

Today I Feel Silly and Other Moods That Make My Day

by Jamie Lee Curtis

Social Emotional Learning (Self-Awareness)

The main theme of *Today I Feel Silly and Other Moods That Make My Day* teaches students to identify, accept, and deal with their own emotions. Students learn that experiencing a wide range of feelings is a part of being human. Students will also learn to understand and identify how another person feels. Body language, facial expression, and tone of voice help us express our feelings and also indicate how other people feel. Using these behavioral clues will help students to *stop, think, and understand* how a person is feeling.

Asset Information:

This book builds assets from 5 of the 8 categories:

- **Positive Values**-#30 Responsibility and #31 Healthy Lifestyles
- **Social Competencies** -#33 Interpersonal Competence
- **Positive Identity**-#37 Personal Power
- Boundaries and Expectations-#14 Adult Role Models and #15 Positive Peer Influence
- Commitment to Learning-#24 Bonding to School

In our lesson today, our goals are:

- Name feelings and notice the feelings of others.
- Learn ways to accept and deal with feelings.
- Empower children to practice specific skills they can use to influence things that happen to them.
- View disappointment and sadness as temporary and fixable states.
- Act and *switch directions* so that the outcome of their day is changed.

TYPES OF BULLYING ADDRESSED:

Negative self-talk, the false belief that a sad or negative situation is permanent, and a fixed mindset all contribute to feeling powerless and *blue* in difficult times. In this lesson, students practice choosing how they respond to *bucket dipping* from others, and practice resisting the urge to *dip into their own buckets*. Young people need practice *putting a lid on their buckets* when faced with disappointing, sad or challenging situations. Using *positive self-talk* and *keeping a growth mindset* help youth see that most unhappy events are temporary and can be improved by building upon their own positive relationships and experiences. Although *bucket dippers* may direct negative and hurtful behaviors towards a target in hopes of *filling their own bucket*, youth can choose how to react to bullying as a way to *put a lid on their bucket* and protect the good feelings they have about themselves.

LESSON

Conversation Starter:

Option One for Grades K- 2

Act out one or two simple feelings with your body. Be happy. Have students guess how you are feeling. Now ask them to stand up and act out a feeling with no sounds. Say, "Show me how your body would express being sad. Next use just facial expressions as part of your role play. Ask students to identify the feelings. Have them show you fear. Explain that this is called body language and we use it every day to say how we feel.

Option Two for Grades 2-6

Ask students to take a feeling pulse. How are they feeling right now? Write it down on a paper or pair share with a partner. Have everyone stand up and do jumping jacks. Take your feeling pulse again. How do they feel? Discuss the results of doing a physical activity.

- 1.) What kinds of days do you have? (happy, quiet, fun, calm, sad, exciting, lonely)
- 2.) Have you ever had a bad day when you felt sad or *blue*?
- 3.) How can you tell if someone you know is having a *blue day*, a good day, or an OK day?

Read the Book:

As you read the book, ask the students to look closely at the faces and body language of each person in the illustrations. Have the children identify for you the emotions expressed on each page. You can make a list as they name them during the reading or during the questions. Ask your teacher if they have a feelings chart that you can refer to as students name different feelings.

Discussion:

1. **When are some times that you're happy? How does it feel to be happy?** (nice, good, excited, pleased, content)
2. **Have you ever been sad or *blue*? What are some things that make you blue? How does it feel to be sad?** (Answers may include lonely, unhappy, blue, disappointed, down) **What can you do to *switch directions* and cheer yourself up?**
3. **How does it feel to be angry?** (Answers may include mad, grumpy, upset, furious, cranky) **How do you show that you are angry? What can you do when you get angry?** (Identify your feeling by saying "It makes me angry when..." take deep breaths, walk away until you feel calmer.)
4. **Can we always know how someone feels? If we don't, what can we do?**
5. **How can you be a *bucket filler* and cheer up a classmate/friend?**
6. **Why do we want to understand how other people feel?**
7. **What are some times when people might want us to understand and care? Show Understand and Care Poster.** (Help children realize that they can show understanding about all types of situations and feeling, including when people are excited, impatient, worried, confused, frustrated etc.)

Say, "I would like to share with you some steps to help you change how you feel. Remember if you don't like the way you are feeling; You have the power to change how you feel. You can also help a classmate/friend whose bucket may be feeling empty to remember these steps."

- ✓ **Accept and name** your feelings. Say to yourself: "I am sad." "I am scared." "I am angry." "I am embarrassed."
- ✓ **Remind yourself that this feeling is temporary.** You will feel happy again. Look to caring peers and adults for support. Take steps to *put a lid on your bucket*. Do not allow yourself to *dip into your own bucket*. Use *positive self-talk* to remind yourself of the ways you have overcome difficult times in the past.
- ✓ **Relax and take a time out** before you act. Take slow deep breaths and relax all of the muscles in your body. Get ready to choose the way you respond.
- ✓ **Think** about ways to help move out of your mood. Use *positive self-talk* to help make a plan. Thinking helps you make positive decisions about how to *keep a lid on your bucket*.
- ✓ **Do something to switch directions and change the way you feel.** Take control of how you respond the feeling blue by doing something you enjoy. Talk to a caring adult or friend about how you feel, or play an active game (Physical activity releases endorphins that make you feel better!)
- ✓ **Be there for a classmate needing support.** *Filling buckets* is a great way to change a *blue* day to a great day. When you *fill the buckets* of others, your bucket fills, too! Talk, spend time, or interact with someone who is feeling *blue*. Help them *switch the direction* of their day. You can *fill their bucket*, and fill yours, too!

GROUP ACTIVITIES:

Choose one activity that you feel will work best with the students in your class. *Activities marked with an * may be especially suitable for students in grades 1-3.



Name My Feelings

Grades K-2

Materials: mirrors, drawing paper, crayons, pencils

1. Talk about the feelings shown in the book.
2. Use the emotions list created during the discussion or make a list on the whiteboard or a large sheet of paper.
3. Play a game to name feelings. Whisper in their ears, one of the feelings and ask students to put on a "feeling face". Have other students guess the feeling.
4. Pass out mirrors and ask students to practice making different expressions. Say, "Show me a sad face, a silly face, a blue face etc."
5. Have students move to their desk. Ask students to look at the list and choose one feeling, and think about a time when they felt that way.
6. Pass out a sheet of paper, and tell them to write the word for their feeling at the top of the paper.
7. Draw a picture of a time when they felt that way, and write a sentence at the bottom of the page that completes the sentence, "I feel _____ when _____."
8. Have them share their picture with the group reading the sentence with feeling.

*Mood Meter

Materials for Grades K-1: 1 large poster board with mood meter template drawn but blank, a brad to connect the spinner

Have students brainstorm different feelings that can be put in the pie slices. You can fill in similar feelings in each slice such as angry, mad, frustrated can be on one slice. On the slice directly opposite, fill in ideas of what they can do to feel better. Post this in the classroom to be used as a tool for the rest of the year.

Materials for Grades 2-6: Make copies of the Mood Meter handout on construction paper or heavier paper for each student.

In the wedges under "When I feel" have the students write feelings of a *blue day*: sad, lonely, angry, anxious, grouchy, etc. On the other side directly across the circle, they write an activity or tool that they can do to feel better.

Mount the arrow with the brad in the center of the circle, and the arrow should point to both the mood and the corresponding activity.

***My Feelings Tool Kit**

Grades 2-6

Materials: a copy of the "tool kit" booklet for each student, fun singing and dancing music

Before you begin the project, brainstorm with students all the different types of feelings.

- Make a list of their feelings.
- Talk about what they do when they have these feelings.

Play the fun music.

Have students title the book, "My Feelings Toolkit".

Have the students complete the sentence, "When I am _____, I can _____" on each page. Some feelings will have celebratory activities and some will have coping strategies.

Illustrate each page.

Students can keep these booklets in their desks and refer to them as needed.



Role Play Activities*

Grades K-6

Look at the list you made during the discussion. Have students act out the items on the list. Pretend to take a nap, sing a song, put on dance music, look at the world upside down, etc. Then divide the group into small groups and have them act out what they would do to *fill someone's bucket* that is looking like they are having a *blue day*:

- A classmate arrives at school without his/her backpack.
- You notice someone playing alone at recess.
- The person sitting at the desk next to you keeps putting their head down and looks sad.
- You keep thinking about a mistake you made yesterday. You just can't get it out of your mind. How can you stop *dipping in your own bucket*?

Write one of the following scenes on an index card:

- Children on the bus were calling Willie names.
- Maureen just learned how to ride a two-wheel bike.
- Lakisha's friend was invited to a party, but Lakisha wasn't invited.
- A child walked by and messed up the puzzle Rufus was putting together.
- Carlos is starting a new school, and two children asked him to play with them.
- Susie was carrying the plate of cookies to the backyard, but tripped and dropped them.

Have a child pick a card, and read it aloud.

- Say: "Imagine this happened to you. How would you feel?"
"How could you show you *understand and care* if you saw this happen to another person?"
- Have the child act out how they would respond to the scenario they choose or to one they came up with. Remind them not to use anyone's real names.

*Blue Day into New Day Masks

Grades K-3

- Materials: a piece of heavy white paper for each student. Check with the teacher about art supplies in the classroom – you can have the students use crayons or paint. Or 2 paper plates per student stapled together but with room left to slide hand in.
- Have the students make a two-sided mask – one that is sad or *blue* and one that is happy and cheerful. When they are done, ask the whole class to hold their *blue* day mask up over their face. On the count of 3, ask them to quickly turn their masks around to the happier side.
- Reinforce that just like these masks; they can take control over how they feel about their day. They can also look for signs that their classmates are having a *blue day* and use their tools in their tool kits to help them have a new day.

Fortune Teller

Grades 2-6

Materials: Instructions for Fortune Teller, paper, and pens

- Brainstorm ways to cure a *blue day* or *angry day*.
- Have students make their own fortune teller by folding and filling in the words.
- Have them pair share what they wrote.
- A blank one could be sent home to do as homework with families.

Digital Citizenship Role Play

Ask students to share examples of how to be clear and respectful of others when you are talking. Some responses could be:

- Talk and explain things clearly
- Repeat directions or rules
- Listen
- Take turns talking
- Use a calm tone
- Use *bucket filling* words
- Check for understanding

Face to face talking allows us to see the body language and hear the tone of voice of the other person. It makes it easier for us to see if the other person understands us, is confused, happy, sad, hurt or angry.

For example: Why aren't you eating your carrots.

This simple sentence can be said in lots of different tones and carry lots of different meanings.

In the digital world, we write with short texts and emails, and cannot see the body language or hear the tone of voice of the other person. This can lead to lots of confusion and hurt feelings. We must be very careful when using email and text so our meaning is not misunderstood.

Let's role-play the following scenarios on being *digital UPstanders*:

Scenario 1

Your friend in a different school texts you to say he is having a *blue day*. How do you respond?

Scenario 2

You receive an email from your grandma. She sounds sad and lonely. How do you respond?

Scenario 3

Your friend sends you a text that says he is really lonely in his new school. How can you help?

As the students do their role-plays, offer advice on how to be clear in their messages. Jokes, sarcasm and upper case writing can all be tricky in the digital world. Avoid sending a mixed-message by being clear, thoughtful and showing respect. Encourage them to act out re-reading or waiting before they hit send.

<http://www.commonsemmedia.org/educators/lesson/show-respect-online-2-3>

CLOSING

Three Minute Huddle (Led by ABC Volunteer)

Have everyone close their eyes and think for a minute about one thing they learned from the book about their feelings. Have them take a feeling pulse. Do they have some tools to switch directions and turn a _____ *day* into a *new day*. Ask them to open their eyes and pair-share with someone sitting next to them. Ask two or three volunteers to share their ideas with the class.

SCHOOL WIDE EXTENSIONS

Acrostic Poem: Mascot Name

Create a school poem using the school mascot. Individual classrooms can create their own. Student Council can combine the poems into one final product. Have students make posters of the final poem and teach it at a pep rally.

- As *UPstanders*, we have the chance every day to cheer people up when they are feeling *blue*.
- Use the name of your school or class mascot to write an *UPstander* acrostic poem about things an *UPstander* can do to help make somebody's day better.
- Use "Group Think" to generate ideas.
- Ask students for things someone can *say or do* as prompts for the poem's content. Record responses on chart paper.

➤ The goal of this activity is to create a shared vision of the responsibility of an *UPstander*. For example: BRONCOS

B- Be "there" for others!

R- Remind them that their sad feelings are temporary.

O- Offer help!

N- No one is alone. We are all Broncos!

C- Caring starts with ME!

O- One person can make a difference!

S- Say *Something!*

Listening Posts

Ask retired community members to become listeners 2-3 times a week on campus at lunchtime recess. Set up the *listening post* in a comfortable, quiet area. Adults can have drawing materials, story books, simple games etc. to help start conversations. Introduce the idea to each classroom. Volunteers are here to listen to students and share their experiences. You can talk, draw pictures, listen to a story, or interview them on their life. The volunteers can meet individually or with small groups.

Before starting your *Listening Post*, offer a short asset building training to explain ways to interact with the students and volunteer requirements at your school.

EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)

The lesson today may stir up some complex feelings that may not be apparent right away. Observe your students carefully to see if someone appears to be affected by the feelings discussion. If the topic of depression went deep, here are some signs of depression that indicate a need for seeking help from colleagues or talking to parents:

- Crying, feeling sad, helpless or hopeless
- Feeling discouraged or worthless
- Loss of interest or pleasure in others or most activities
- Fatigue and loss of energy nearly every day
- Bad temper, irritable, easily annoyed
- Fearful, tense, anxious
- Repeated rejection by other children
- Drop in school performance
- Inability to sit still, fidgeting or pacing
- Repeated emotional outbursts, shouting or complaining
- Doesn't talk to other children
- Repeated physical complaints without medical cause (headaches, stomach aches, aching arm or legs)
- Significant increase or decrease in appetite (not due to appropriate dieting)
- Change in sleep habits

Classroom Enrichment

Feeling Scarf

Materials: book, yarn, shoebox or dowels

A great follow-up book for teachers to share with their students is *Grandpa Bear's Fantastic Scarf* by Gillian Heal. Grandpa bear shares with his grandson how he created his favorite scarf. He explains how he has woven bits and pieces of his life into the scarf, using dull and coarse yarn for sad or grumpy times and bright, fuzzy materials for happier memories. Have many different colors of yarn. Let children weave their own feeling scarf with the yarn. Have the students make a simple loom with the shoebox or use the dowels as if making an ojo de Dios (eye of God).

Color of my Days

Materials: book, paper to make color-feeling book, crayons, pastels, paints or markers

Another good follow-up book about feelings is *My Many Colored Days* by Dr. Seuss. After the teacher reads this book to the children they can return to the *The Blue Day Book for Kids*, and discuss the color each animal might be and his/her feeling at the time the photo was taken. Some of the colors and feelings differ in the Dr. Seuss book. Talk about this and the use of color to depict feelings. Students can make their own color and feeling book.

* *Blue Day and Happy Day*

Materials: white art paper, blue and yellow paint, sponge or brush

Dilute the blue paint with water. Have the students use a brush or sponge to paint the paper. When dry, put a yellow wash on the other side. Let that dry. At the bottom of the blue paint, have the students write, "I feel blue when _____". And on the yellow side, "I feel happy when _____". This is a 3 day project.

* *Cheer You Up When Having a Blue Day*

Materials: digital camera, worksheet, crayons, markers, white tag or construction paper

Tell the students you want to take their picture and paste it on the frame. This will be a gift for them to give to someone who needs cheering up. Tell them you will need them to practice making a goofy, funny face that will make someone laugh.

Cut the tag or construction paper into half. Pass out the worksheet cut in half. Ask them to cut and paste the paper onto the construction paper or simply write the title and decorate a half inch around the frame. Paste the student's picture on the frame. Send home for students to give to parents. It will cheer them up when they are having a *blue day*.

Comic Strip

Materials needed: copies of the funny pages, cartoon starter worksheets, pencils or pens, or computers

Lots of the animals in the book use humor to cheer themselves up. One form of humor that we enjoy as human beings is the daily funny pages and our favorite comic books. Break the students up into groups of three or four. Give them the funny pages and cartoon starter worksheets. Read the directions and challenge them to create their own original comic strip from what they learned today. Students can do this individually or as a small group.

This could also be done at computers. Students can go to this website and email you their final product: www.MakeBeliefsComix.com

Homework

Ask the students to interview the adults in their home and make a list of things that they use to *switch directions* and make their (*blue or mad*) days better.

RESOURCES

Books:

- *Understand and Care* by Cheri Meiners (Kindergarten series)
- *Grandpa Bear's Fantastic Scarf* by Gillian Heal
- *My Many Colored Days* by Dr. Seuss
- *Building Resilience in Children and Teens* by Kenneth R. Ginsburg, MD, MS Ed. FAAP

Websites:

- www.common sense media.org for more information on digital citizenship. The link below will take you directly to the lesson used in this lesson.
<http://www.common sense media.org/educators/lesson/show-respect-online-2-3>

Video:




- Madagascar Movie

Song:

- *Don't Worry, Be Happy* by Bobby McFaran
- Sesame Street Song sung by Elmo:
<http://www.bing.com/videos/search?q=videos+on+feelings&view=detail&mid=1CF6B0986ED6F7E581AB1CF6B0986ED6F7E581AB&first=0&FORM=NVPFVR>
- Sesame Street Elmo Feelings through Dance
<http://www.bing.com/videos/search?q=videos+on+feelings&view=detail&mid=DAA BB4C8394E62A1C9CFDAABB4C8394E62A1C9CF&first=21&FORM=NVPFVR>
- Disney Small Potatoes
<http://www.bing.com/videos/search?q=videos+on+feelings&view=detail&mid=AD7974CE5CE78D9B920AAD7974CE5CE78D9B920A&first=0&FORM=NVPFVR>

21st Century Skills:

Here is a key to the 21st Century skills used in this lesson:

21 st Century Learning Skills	
	Collaboration
	Critical Thinking
	Communication