



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

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

ABC KINDERGARTEN LESSON #5

Understand and Care

By Cheri J. Meiners, M.Ed.

21st Century Skills: Communication and Creativity

Common Core Standards: The following standards are taught through the reading and activities for *Understand and Care*. Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades. R. 1., 3., 6., 10. a., b. and Speaking and Listening 1., 2., 3.

Social and Emotional Learning- Self-Awareness

Understand and Care focuses on explaining empathy to children. Empathy denotes a deep emotional understanding of another's feelings or problems. This lesson will teach students to identify emotions and to understand how another person feels. In order to be able to understand and care, children need to be able to name, identify, and recognize feelings. Knowing and recognizing how others feel will help children develop friendship skills. *Learning to walk in someone else's shoes* promotes respect and caring for others.

Asset Information:

- # 3: Other Adult Relationships
- #26: Caring
- #33: Interpersonal Skills
- #37: Personal Power

LESSON

Learn to wait after asking a question before answering it yourself. Students need a "wait time" to process the question and think of the answer. Count to five or ten in your head before speaking again, and encourage more students to raise their hands by saying, "Two people have their hands up, so keep thinking! I'll wait a few more seconds."

Conversation Starter:

Greet students by name. Introduce yourself. Remind the students about not using anyone's names during discussions. Sing the Project Cornerstone song, (One Little Finger). Put a little twist to The Finger Song:

- Tell the students, "We will sing it with a feeling! Everyone get your fingers ready to sing those ones. We're going to sing the ones like we're angry. Sing. Now the twos like we're very, very, sad."
- Pick other emotions for the rest of the song- happy, excited, scared, or sleepy.

Ask if anyone remembers what we talked about last month? That's right we talked about our feelings. Remember we practiced belly breathing or "smell the flowers and blow out the candles" Do this with the students.

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Move or have your puppet bag shake a bit, hmm look who's here! Here is a sample dialogue you can use with your puppet:

Reader: Let's bring out our good friend _____!

Puppet: Good morning, everybody! How you doing today?

Reader: Doing well _____. It's great to see you.

Puppet: So, what are we doing today?

Reader: Well, today we are going to talk about feelings and how we can understand what other people are feeling.

Puppet: So how do you understand what others are feeling?

Reader: Well, you could ask the person or you could read their body language.

Puppet: What is body language?

Reader: We sometimes send out messages about how we are feeling with our bodies without saying a word or making a sound.

Puppet: I don't think I get it.

Reader: Let me give you an example then. Okay everyone, I'm going to say something just using my body, not my words or any sounds, and I want you to guess what I'm saying. Just shout it out. (Put out your hand and make a Stop motion.)

Puppet: You said stop with your hand!

Reader: Yes, I didn't say the word stop, but everyone understood what I was saying.

Puppet: Oh, this is cool! I want to do body language!

Reader: Well, I'm not sure you can, as a name of animal your puppet is, you don't have arms or legs.

Puppet: I want to do body language please! I can do it!

Reader: What do you think everyone should we have _____ do body language and guess what he's saying? Just shout out the answer. Go ahead _____.

Puppet: (Puppet nods head up and down) (Yes)

Reader: Wow, you can do body language. Great job!

Puppet: I want to do another.

Reader: Okay.

Puppet: (Shakes head back and forth) (No)

Reader: That's great _____. We all understood you were saying "No" just by using your body.

Puppet: (sing song) I did body language. I did body language. I've got one more, but I need to whisper to you.

Reader: Okay. (Puppet whispers in your ear). Tell the students, " _____ says for this guess pretend that his tail is a finger."

Puppet: (Tail in front of his mouth) (Shhh) You guessed it! I love body language!

Reader: I'm glad you had fun. Thanks for all your help. Now it's time to read our book and find out about other ways your face and body can show how you are feeling. Say, I mean use your tail and wave goodbye.

Puppet: Waves tail and then says-Good bye everyone! See you next time!

Read the book:

Show the book. It is by the same author, Cheri J. Meiners, and the same illustrator, Meredith Johnson. The name of this book is *Understand and Care* published by Free Spirit. Ask the students what *understand and care* means. Look at the cover for a clue. *Understand and care* here means the ability to know how someone else is feeling and making room in your heart for someone and their feelings. (Show the students the Understand and Care Sign.)

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. At the end of the lesson review the Understand and Care Sign:

- Watch and listen to the person.
- Remember when you have felt the same way.
- Imagine how you might feel.
- Ask what that person is feeling.
- Show you care.

Discussion:

(You may want to read through the book once and then go back and ask the questions, or it may seem more natural to ask them as you go. In case they are having a hard time paying attention, the more important questions are in **bold text**.)

1. On page 3, what does the word imagine mean?
2. **When are some times that you're happy? How does it feel to be happy?** (Nice, good, excited, pleased, content)
3. On page 7, how does the boy show the girls that he understands? What else could he do to let them know he cares?
4. **Have you ever been sad? What are some things that make you sad? How does it feel to be sad?** (Answers may include lonely, unhappy, blue, disappointed, down)
5. **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.)
6. Can we always know how someone feels? If we don't, what can we do?
7. On page 25, the narrator says, "Listening shows that I respect the person". What does respect me?
8. **Why do we want to understand how other people feel? What are some times when people might want us to understand and care?** (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.)

GROUP ACTIVITIES:

Choose one of the following activities for the class.

Feeling Tree

Materials: Large tree out of felt or poster board, felt or paper hearts with feeling words written on each heart, box or bag for hearts, heart cut out for each child from Feeling Tree handout.

When the children come to the circle have the tree on the felt board, poster board or bulletin board and the hearts in a box. Call up 3 children to the front. Give them each a heart. See if they can read the word or picture on the heart. If they can't, offer to help by whispering what it says in their ears. Have them think about this feeling and how they might express it. When they are ready, ask them to act out the feeling. Have the class show they *understand and care* by naming this feeling. Students then put their heart on the tree.

Imagining How I Might Feel

Materials: Index cards, some with prewritten scenes (see Material Section of website) and some blank, bag

Preparation:

Print out the handout and cut the different scenarios. Put in a bag.

Activity:

Have a child pick a card, and read it aloud. It might say:

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

Say:

- a. "Imagine this happened to you. How would you feel?"
- b. "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.



Our Body Talks!

Have the students stand up and stretch. Explain that you are going to use your bodies to talk to one another but not use your voices. (It may take a few times to practice this.) You can also use your puppet to demonstrate this or lead the group.

- hands only to say "stop!"
- heads to say yes and then no.
- shoulder to say "I don't understand."
- eyes to say "I don't understand."
- ear to say "I hear something."
- feet to say hurry up.
- finger to say come here or be quiet.

Now change the game a bit and have them use their bodies to show emotions. How would your body show?

- fear-whole body
- joy-using your arms and hands only
- love-arms
- happiness-hands
- anger-feet
- loneliness-shoulders

At the end, ask the children if they have seen other people do this? Let's watch for this and when you see someone use their body to express themselves, what can we do to show we *understand and care*?



My Feelings

Materials: mirrors, pictures from magazines that express feelings, drawing paper with lines, crayons, pencils

Activity:

1. Talk about the feelings shown in the book. Show students pictures from magazines that express different emotions such as loneliness, anger, fear, sadness, excitement, etc.
2. Make a list of them on the whiteboard or a large sheet of paper of these feelings.

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3. Ask students to put on a "feeling face" from the poster and have other students guess the feeling. Or pass out mirrors and ask students to practice making different expressions.
4. 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.
5. Pass out a sheet of paper, and tell them to write the word for their feeling at the top of the paper.
6. Draw a picture of a time when they felt that way, and write a sentence at the bottom of the page that explains their picture.

They can share their pictures and story with the table or large group. You can send home the papers, post on the bulletin board with the title "Our Feelings" and the list of feelings, or make them into a classroom book. If you make a book, you may want to have a title page, publication page, and dedication page.

Heart Garland

Materials: large hearts cut out of construction paper, 2 holes punched in top on each side, large strand of yarn, crayons

Give students a heart and have them draw a picture of understand and care or a feeling word. When done, have them write or dictate their feeling word on the heart. String the hearts on the yarn garland and hang on the wall for all to see.

Three Minute Huddle





Face Phone Gram

Have students sit in lines or a circle. Have students close their eyes. Start with one child and whisper feeling word into their ear. Then they tap the person next to them, they open their eyes, and the students acts out the feeling. Then they tap the person next to them, and pass the feeling on. When the feeling gets to the last student, they act it out and the group names it. Check to see if it is the same feeling that you started. This is a fun way to practice reading body language and naming emotions.

If You're Happy and You Know It Song

Sing the song, *If You're Happy and You Know It*. Act out the different actions.

End with the Project Cornerstone cheer, 5, 4, 3, 2, 1 Project Cornerstone!!!!

21 st Century Learning Skills	
 <p>Collaboration</p>	 <p>Communication</p>
 <p>Critical Thinking</p>	 <p>Creativity</p>