

# 7

## *Unit Seven*

### *Expressing Emotions – Ages 5-8*

Total Time: 1 Hour, 15 Minutes

**PART 1:** Ice Breaker

**PART 2:** The Way I Feel

**PART 3:** Mad, Sad, Glad, and Scared

**PART 4:** Managing Feelings and Behavior

**PART 5:** Follow-Up Activities

**ANNEXURE 1:** Animals and Emotions

**ANNEXURE 2:** “Feeling” Masks

**ANNEXURE 3:** I Feel...

**ANNEXURE 4:** What to do When You’re Feeling Angry

**ANNEXURE 5:** Evaluation

**ANNEXURE 6:** Chain of People

## *Part 1: Ice Breaker*

**Time:**

15 Minutes

**Objective:**

Participants will take part in an activity to become energized and ready to learn.

**Materials:**

(Depending on Option)

Option Two:

- Annexure 1: Animals and Emotions (cut into squares)

**Techniques:**

Ice Breaker

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**TRAINER INSTRUCTIONS:**

1. Welcome the participants and tell them that we want everyone to feel energized and ready to learn so we are going to take part in a fun activity to get things started. Lead an ice breaker activity from the options below:

Option One: “Simon Says” with Feelings – Tell the children that they are going to play “Simon Says”, but instead of following your instructions to move, they will act out the feeling behind your statement. No one will “go out” but if a child gets the feeling wrong, correct them gently and show them the appropriate actions. The following are a few sample statements; add others as time permits.

- You fell down and hurt your arm.
- Your friend surprises you with a special gift they made for you.
- A huge ugly bug is crawling across the floor right in front of you.

- Your team won the football game.
- Someone stepped on your toy and broke it.
- It's your birthday today.

Option Two: Animals and Emotions – Place the cards from Annexure 1 in a bag, bowl or basket. Ask the children to pull out a card, one at a time, and act out the animal's emotion. (Read the card to the younger children.) Invite the other children to guess the emotion.

## *Part 2: The Way I Feel*

### **Time:**

15 Minutes

### **Objective:**

Participants will be introduced to the concept of emotions and feelings.

### **Materials:**

- Book: "The Way I Feel" by Janan Cain

### **Techniques:**

- Group Activity
  - Discussion
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### **TRAINER INSTRUCTIONS:**

1. Gather the children in a circle and introduce the topic of emotions/feelings by asking:
  - Does anyone know what "feelings" are?
  - Can you name feelings that you have had?
2. Explain that everyone has feelings, all feelings are important, and none are bad.
  - Though some feelings are certainly more pleasant than others, all feelings are important and none of them are bad.
  - *Behavior* can be unacceptable, but *feelings* are just indicators of how we experience the world.
  - Our feelings tell us what brings us pleasure and pain, who we can trust, what feels safe, and what should be avoided because it may be dangerous.

3. Read the book to the children, pausing to discuss the various feelings, and allowing the children to offer examples of when they felt that emotion.

## *Part 3: Mad, Sad, Glad, and Scared*

### **Time:**

20 Minutes

### **Objective:**

Participants will learn to identify and put a name to the basic feelings.

### **Materials:**

- Annexure 2: “Feelings” Masks
- Annexure 3: I Feel...
- Music

### **Techniques:**

- Group Activity
- Discussion

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### **TRAINER INSTRUCTIONS:**

1. Explain that the book you just read discusses many types of emotions, but most feelings fall into the categories of Mad, Sad, Glad and Scared. To keep things simple we will focus on these four feeling groups for this activity.
2. Hold up each “feeling” mask from Annexure 2 and have the children describe which feeling is being portrayed.
3. Place a “feeling” mask in each corner of the room. (Glad in one corner, Sad in another corner, etc.)
4. Read a statement from Annexure 3. Invite the children to run to the corner with the appropriate mask.

5. For each statement ask a few children:
  - What is the feeling?
  - How do you know?
  - Have you ever felt this way?
6. Finish the exercise by playing music and allowing the children to demonstrate emotions through dance while the trainer holds up the various masks. (Stomping while mad, soaring while glad, feeling heavy while sad, etc.)

## *Part 4: Managing Feelings and Behaviors*

### **Time:**

25 Minutes

### **Objective:**

Participants will learn positive methods to manage and express emotions.

### **Materials:**

- Annexure 4: What to do When You're Feeling Angry
- Music
- Annexure 5: Evaluation

### **Techniques:**

- Discussion

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### **TRAINER INSTRUCTIONS:**

1. Gather the children in a circle and discuss:
  - Why do we have to have unpleasant feelings?
    - Wouldn't it be better to just feel good all the time? Actually, it wouldn't because you wouldn't know you needed to change something in your life. Feelings give us the motivation to do the things we need to do.
  - Feelings are just feelings. We often can't control how we feel, and there is nothing wrong with having a feeling *whatever* it is. However, we can control what we do with that feeling. Our feelings are not right or wrong, but our actions can be.

2. Discuss the following strategies for managing and expressing emotions:

### Managing Anger (“Mad”) – The Turtle Technique

(Taken from Mental Health Foundation of Australia- Embrace the Future.org)

While anger is a useful feeling to have sometimes, **we** need to rule it instead of the other way around.

1. Instruct the children in the Turtle Technique, which can be used when you’re feeling angry and might lose your temper.
  - Think STOP, go into your shell, take some deep breaths and think some calming thoughts. Then when you’re feeling calmer, come out of your shell and think of some solutions to the problem.
  - Practice the Turtle Technique with the group.
  - Ask the children, “What are some other things you can do when feeling angry?”
    - Discuss the importance of expressing feelings appropriately. Consider how your actions will impact others around you. For example, if you yell at someone, they will feel sad, hurt, frustrated, angry, etc
  - How could you better express your feelings? Brainstorm strategies with the children and use Annexure 4. (Keep the poster in a prominent place after the training session.)

### Overcoming Fear (“Scared”)

Fear is an important emotion. It tells us when a situation is not safe, and protects us from hurting ourselves. It is ok to be afraid.

- Discuss the following strategies:
  - Identify what is making you scared
  - Talk about it. (Who are your support people?) There might be a good reason for your fear.
  - Learn about what is scaring you. Fear will subside when you understand how it works and what to expect. (eg, spiders, snakes, dark room)

### Experiencing Sadness (“Sad”)

Some feelings hurt, but it is important to express them in a productive way and not deny them or hold them in.

Discuss the following things you can do when you are sad:

- Talk to someone about how you're feeling. Just talking often helps.
  - Draw or paint a picture of your sadness. Is it a monster? A big gray rain cloud? Or something else...
  - Don't be afraid to cry. Crying releases the sadness.
  - Do something you would normally love to do, even if your sad mood makes you feel like you wouldn't enjoy it. Doing nothing usually makes you feel worse.
  - Be with friends.
  - Exercise. Being active releases special chemicals in your brain that help to make you feel happier.
  - End this part of the session by having the children do jumping jacks or other physical activity to some energizing music and watch the smiles appear.
3. Distribute Annexure 5 and invite the children to complete the evaluation form regarding this Unit.

Explain that they are to circle the appropriate smile face for each part of the Unit, as well as for the Unit overall. (Circle the smile if they liked it, circle the straight mouth if it was ok, or circle the frown if they didn't like it.)

- Briefly recap what was covered in each part so their memory is fresh when evaluating.
- Solicit comments from the group and write them on the back of your form. The older children are welcome to write comments on the back of the form if desired. Instruct them to be as specific as possible in their comments.
- Items to consider include:
  - Did you understand the topics covered? If not, what was confusing?
  - Was there enough time to cover the material?
  - Was the presentation interesting?
  - Were the handouts/power points helpful?
  - Gather the completed evaluations and include them in your trainer report.

## *Part 5: Follow-Up Activities*

### **Time:**

Varies by Activity

### **Objective:**

Participants will have the opportunity to practice the skills learned in this session.

### **Materials:**

**(Depending on Option Selected)**

Option One:

- Two Puppets

Option Two:

- Movie “Inside Out” (Disney/Pixar)

Option Three:

- Book, “My Feelings are Mine to Have” by Melissa Moreno, LCSW
- Paper, crayons

Option Four:

- Paper, crayons, markers
- Annexure 4

Option Five:

- Book, “My Many Colored Days” by Dr. Seuss
- Annexure 6: Chain of People

### **Techniques:**

- Applying learning to daily life

## TRAINER INSTRUCTIONS:

1. **Note to Social Worker/Caregiver:** It is critical that you reinforce learning daily by using everyday situations to help the children identify their feelings and discuss effective ways to express these emotions. Refer back to the lessons in this training session and praise the children when they make progress in identifying and expressing their emotions.
2. Choose one of the options below for the first week. Additional activities will be assigned in the following weeks.

Option One: Puppet Role Play - Use puppets to demonstrate the scenarios listed below in front of the children. (Add your own scenarios if desired.) Ask the children to identify feelings the puppets may be experiencing. Then invite the children to help the puppets decide what to do with those feelings. Use the puppets to show appropriate ways to express their feelings and handle the situation. (You may also use the puppets to show **inappropriate** ways to express their feelings to make a point.)

- Puppet #1 took the last biscuit from the plate and puppet #2 didn't get one.
- It was puppet #1's turn in the game, but puppet #2 stepped in front and took the turn.
- Puppet #1 has been waiting for a turn on the swing, but puppet #2 refuses to get off.
- Puppet #1 sits next to puppet #2 at lunch and keeps bothering him/her.

### Option Two: Expressing Emotions

Watch the movie "Inside Out" as a group and lead discussion around the following:

- Identify the emotion(s) the characters are feeling, and how they know that
- Discuss how they might feel in the scenario, and if they have ever felt that way
- Based upon the emotions identified, ask the children to offer suggestions for how the character and they could express their feelings using the techniques they learned in this unit. (You will need to review the Turtle Technique, Poster for Expressing Anger, etc.)
- Invite them to practice that technique as a group (eg, take deep breaths, use turtle technique, etc)
- What do you do when you're feeling \_\_\_? What could you do?

### Option Three: My Emotions Book

Read the book “My Feelings are Mine to Have” to the group, pausing to discuss each feeling. Invite the children to talk about when they’ve had the same feelings and what made them feel that way. How do they express that feeling? How could they express it in a healthy way?

Then, invite the children to create their own emotions book with a “Happy” page, “Sad” page, “Angry” page and “Scared” page. Instruct them to draw about things that make them happy on the Happy page, things that make them sad on the Sad page, and so on. Ask for volunteers to share their books with the group.

*Suggested Discussion Questions for Trainer:* Was it hard to think of things to include on any of the pages? Did anyone else put the same thing on their pages?

### Option Four: Creating Your Own Poster “What to Do When I’m feeling Angry”

Using Annexure 4 for reference, invite the children to create their own poster showing what they could do when they are feeling angry. Ask them to select a few techniques from Annexure 4 and draw a picture representing those methods. When the children are finished, invite them to present their poster to the group. You may also ask them to demonstrate the technique if desired.

### Option Five: My Many Colored Days

Read the book, “My Many Colored Days” to the group. Discuss how people have many different feelings, they often feel more than one feeling at a time or in a day, and sometimes the feelings get mixed together. Distribute Annexure 6 and ask the children to color in the different body shapes with the different feelings they have.

# 7

## *Unit Seven Annexures*

### *Expressing Emotions – Ages 5-8*

**ANNEXURE 1:** Animals and Emotions

**ANNEXURE 2:** “Feeling” Masks

**ANNEXURE 3:** I Feel...

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**ANNEXURE 5:** Evaluation

**ANNEXURE 6:** Chain of People

## *Annexure 1: Animals and Emotions*



**Happy Horse**



**Angry Monkey**



**Frustrated Snake**



**Cheerful Chicken**



**Proud Goose**



**Scared Flamingo**



**Excited Elephant**



**Worried Alligator**

*Annexure 2: Feelings Masks*





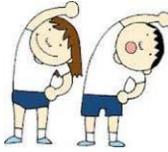




### *Annexure 3: I Feel...*

- When someone takes something of mine I feel...
- When I'm eating my favorite food I feel...
- When I see a spider I feel...
- When I dance I feel...
- When I have a nightmare I feel...
- When I can't solve a problem I feel...
- When I make someone laugh I feel...
- When I get to play with my friends I feel...
- When someone teases me I feel...
- When I learn something new I feel...
- When I make someone smile I feel...
- When someone yells at me I feel...
- When I have to do something I don't enjoy I feel...

## Annexure 4: What to do When You're Feeling Angry

<p>When I'm angry, I can... BREATHE DEEPLY</p> 	<p>When I'm angry, I can... COUNT TO 10</p> 	<p>When I'm angry, I can... DRINK WATER</p> 
<p>When I'm angry, I can... GO TO THE QUIET SPOT</p> 	<p>When I'm angry, I can... GET AN ADULT TO HELP</p> 	<p>When I'm angry, I can... DRAW A PICTURE</p> 
<p>When I'm angry, I can... SING A SONG</p> 	<p>When I'm angry, I can... WRITE ABOUT IT</p> 	<p>When I'm angry, I can... HAVE THINK TIME</p> 
<p>When I'm angry, I can... WALK AWAY</p> 	<p>When I'm angry, I can... IMAGINE A PEACEFUL SPOT</p> 	<p>When I'm angry, I can... TAKE A BRAIN BREAK</p> 
<p>When I'm angry, I can... REMEMBER A HAPPY TIME</p> 	<p>When I'm angry, I can... TALK TO A FRIEND</p> 	<p>When I'm angry, I can... SMILE ANYWAY!!!</p> 

## Annexure 5: Evaluation

Unit 7 – Expression Emotions	 Liked It	 It was OK	 Didn't Like It
Ice Breaker			
The Way I Feel?			
Mad, Sad, Glad and Scared			
Managing Feelings and Behaviors			
Overall Score			

*Annexure 6: Chain of People*

