

LESSON 4

Feelings & Actions Unit Grade 1 • Ages 5-7

TIME FRAME

Preparation: 15 minutes
Instruction: 30 minutes

MATERIALS

[Kindness Concept Posters:](#)
Caring, Self-Care

Ahn's Anger by Gail Silver, Plum Blossom Books: California, 2009, or watch read-aloud version on YouTube

LEARNING STANDARDS

Common Core: Common Core: CCSS.ELA-Literacy.SL.1.1, 1a-c, 3, 4, 6; CCSS.ELA-Literacy.L.1.1, 2; CCSS.ELA-Literacy.W.1.3, 5
Colorado: Comprehensive Health S.3, GLE.1, EO.a,b; Reading, Writing and Communicating S.1, GLE.1, EO.a,c,d; S.1, GLE.2, EO.a,c; S.3, GLE.1, EO.c,d; S.3, GLE.2, EO.a,b

[Learning Standards Key](#)

Calming our Mind and Bodies

Students will identify strategies they can use to regulate their emotions.

Lesson Background for Teachers

This lesson builds on previous lessons in this unit.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

CARING Feeling and showing concern for others.

SELF-CARE Taking care of yourself through kind words, actions and thoughts.

FEELING OR EMOTION How we feel in our body and our heart when something is happening around us.

EMOTION REGULATION Controlling our emotions.

STRESS Something that makes you feel worried or anxious.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

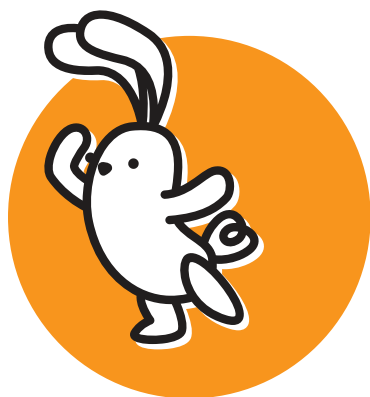
- Referencing the Feelings Images sheet from the Feelings and Behavior Kindergarten lesson.
- Having their own copy of the book to follow along.
- Speaking quietly with the teacher about their feelings if they are feeling sensitive to the material.

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Resources

Read about other relaxation strategies for students
<http://kidsrelaxation.com/?cat=13>

Share (2 mins)

*Ask a couple of students to share, What have you learned about your **feelings**? Do you think they affect how you act? If you did the **Emotions Check**, ask: What did you and your family talk about doing at home to help you work through angry, sad or confused **feelings**?*

Inspire

Discussion (5 mins)

*Today we are going to talk more about how we can control our **feelings**. It's normal to feel happiness, sadness, excitement and other **emotions**, but there are things we can do to help manage or **regulate** the way that we are **feeling**. Think about a time when you were **stressed**. Share with a partner the types of **emotions** that you felt when you were **stressed/worried**.*

Book Reading (10 mins)

Read the book *Anh's Anger* by Gail Silver.

Empower

Discussion (5 mins)

We all feel **stressed**, worried, upset or mad from time to time. That's fine to feel those things, but sometimes we need to control our **emotions** so we act in a kind and **caring** way to ourselves and others. There are different strategies, or ways, we can help control the **emotions** we are feeling. Sometimes this is called "**emotion regulation**."

Ask students:

- What are some ways you can relax when you are feeling upset, mad or **stressed** out? (Write student responses on the board.) ex. Deep breathing, counting to ten, resting on a pillow, separating with physical space, drawing, thinking happy thoughts, talking to a friend, talking to an adult, exercising, playing a game, petting their pet, etc.
- How did Anh relax himself when he was **feeling** upset/angry?
- What are some other ways that Anh could have calmed himself?

Activity (5 mins)

Have students sit on the floor or on their chair in a relaxed position with their arms to the sides. Ask them to have their legs uncrossed and close their eyes. In a quiet voice, ask them to imagine their bodies are very heavy and are being pulled towards the floor. Guide them through a relaxation activity where you ask them to tighten different body parts and then slowly release (ex. Focus on tightening your toes and hold for 1, 2, 3 and now release). Move from toes to head. Now tell students they are on an island at the beach relaxing in the sun. Once students have calmed their bodies, they can open their eyes.

It is important we use **self-care** by using kind words, actions and thoughts with ourselves to help control our emotions.

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What does control your **emotions** mean? Why would we do this?
- What are some ways you can control your **emotions**?

Reflection Questions

- What are some **emotions** you might need to control?
- Do you think everyone has the same strategies to control their **emotions**?

Summary

*Everyone has different ways they can use to manage their **emotions**. When you are feeling angry or upset, remember to take deep breaths, count to 10, take 3 steps backwards or use another strategy that works for you. This is important to make sure we are being kind to ourselves and to our friends.*



Act (2 mins)

Kindness Minute

Share with a family member one way they can relax when they feel upset or stressed. (Ex. Taking 3 deep breaths or counting to 10 when they feel upset.)

Kindness in Action

Share with someone at home the technique you used today to relax when you are feeling strong emotions. Write down what you talked about.

