



LESSON

3

Feelings & Actions Unit Grade 1 • Ages 5-7

TIME FRAME

Preparation: 15 minutes
Instruction: 30 minutes

MATERIALS

Scissors, one pair for each student

Emotions Check activity sheet, one for each student

Kindness Concept Posters:

Caring, Self-Care

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.4.1; CCSS.ELA-Literacy.W.4.2;

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 Commu-
nicating 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

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.

Emotions Check

Students will reflect on how they feel and act at different parts of the day and recognize that others may have different emotions and reactions.

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 Caring for yourself mentally, physically, emotionally and socially through your words and actions.

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

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Referencing the Feelings Images sheet from the Feelings and Behavior Kindergarten lesson.
- Seeing the How Did I Feel and Act? sheet on a document camera or smart board while the teacher describes the sheet; this would help students who have difficulty figuring out how to fill out the boxes.

Resources

Students can track their mood using a Mood Meter: <http://ruler.badgestack.net/resources-directory/level-1-anchors/mood-meter>.

Share (3 mins)

Share with a partner a time when you were having a bad day. Switch so both people get a chance to share.



Inspire (5 mins)

Activity

*Today we are going to talk more about our **feelings**. We have many **feelings**. We can **feel** happy, sad, joyful, confused and angry, and those **feelings** and **emotions** are part of who we are. It's what we do with those **feelings** that is important. We are going to do an activity where I want you to think about how you **felt** today at different times and how you acted.*

Hand out the Emotions Check sheet and complete the first question together. Allow students a few minutes to fill in any other questions they can.



Empower (20 mins)

Group Sharing (5 mins)

Divide the students into pairs, being careful to partner students with someone whom they would feel comfortable sharing. *Now that you have written down some information about your **feelings**, I want you to share one or more **feelings** you had today, when you felt that way and whether you were kind and **caring** to yourself and others. One person in the pair will share for a few minutes and then I will say "Switch!" and the other person will share.*

At about 3 minutes, tell the students to switch, so that both partners get a turn to share.

Discussion (10 mins)

After their paired discussion, have the students answer the following questions in the class:

- Did you and your partner have different or the same **feelings** today?
Did have them at the same or different parts of the day?
- Is it easy to show kindness to yourself and others when you are happy?
Why or why not?
- Is it hard to show kindness to yourself and others when you are upset?
Why or why not?

Optional Writing Extension: Have students choose one feeling and write two or three complete sentences describing how they felt, how they acted, whether they were kind to themselves and others. Invite them to add more details than what they included on the activity sheet. Have the students self edit, checking for correct punctuation, spelling, etc.



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



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 are some **feelings** you had today?
- Do you and your friends have the same **feelings** all the time?

Reflection Question

- How do your **feelings** affect how easy it is to be kind?



Act (2 mins)

Kindness Minute

*If you see someone who looks upset in the schoolyard, go talk to them and listen to their **feelings**. Share with them a time when you felt upset and what made you **feel** better.*

Kindness in Action

Complete the Emotions Check home extension activity.



NAME _____

Emotions Check: Home Extension Activity

Instructions

Directions: Think over today. Write at least three (or more) feelings you had, how you acted when you felt that way and whether you were kind to yourself and others.

Feeling	How did I act?	Was it a safe way to act? (Yes or No)	Was I kind to myself and others? (Yes or No)
When I woke up, I felt...			
When I got to school, I felt...			
At lunch, I felt...			
During recess, I felt...			
In the afternoon, I felt...			

