



LESSON 4

Feelings and Emotions Unit Grade 3 • Ages 8-9

TIME FRAME

Preparation: 15 minutes
Instruction: 30 minutes

MATERIALS

Three large self-adhesive poster sheets from last lesson, with these phrases written, one on each sheet: Hurtful Ways to Respond; Ways to Calm Down and Focus; Working Through Anger

Ways to Respond to Anger or other Hurtful Feelings, from last lesson

Go Feelings! Stoplight, cut apart and assemble before class – or use a stoplight you already have in class

One clothespin for stoplight

[Kindness Concept Posters:](#)
Responsibility, Self-Discipline

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d, 2, 3, 6 Colorado: Comprehensive Health S.3, GLE.1, EO.f; S.3, GLE.2, EO.a; S.4, GLE.2, EO.c; Reading, Writing and Communicating S.1, GLE.1, EO.b, f, g; S.1, GLE.2, EO.a,b,c;

[Learning standards key](#)

Go Feelings!

Students will identify helpful strategies they can use when they feel angry or upset and practice having kind responses in situations where they are feeling angry.

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.

RESPONSIBILITY Being reliable to do the things that are expected or required of you.

SELF-DISCIPLINE Controlling what you do or say so you don't hurt yourself or others.

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

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Having copies of the Focusing Strategies during the activity.
- Partnering students to do the activity, particularly if a student has a difficult time doing activities like this alone.
- Providing copies of the Go Feelings! Stoplights for students to keep at their desks; have them write in words or phrases that describe how they feel when they are in the different moods.

Resources

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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.



Share (3 mins)

As a class discuss if there were any ideas about about how to tell how someone is feeling.

Inspire

Discussion (5 mins)

Take out your Ways to Respond activity sheet from the last class. Have students share if they or someone they know used any of the green strategies this week.

Empower

Go Feelings! (15 mins)

Now, we are going to do an activity called Go Feelings! to help us think about how we can respond when we are angry or hurt. Let's start with a question: What do the lights on a stoplight tell us? Allow students to respond. What do we do when we see red? Yellow? Green?

Point to the Go Feelings! stoplight: When we look at our lists from the last class, do you think we would get very far if we only used the things under the red list? No! We'd be stopped and no one would feel good or go anywhere with that behavior. What about the Yellow list? How about green?

*So when we are **feeling** sad or angry we may feel like yelling or hurting someone or ourselves with our body or words, let's call this being in the RED (move the arrow to the red area on Go **Feelings** stoplight). When we are in the YELLOW ZONE (move the arrow to the yellow area), we might be upset but are trying to calm down and focus so that we don't feel angry anymore. We can get along with others, but it's still not great. When we are in the GREEN ZONE (point to the green area) we have figured out how to talk through a problem and are ready to interact with others. Does that make sense? We all have times when we are in the red zone, and when we are, it's important to stop for a little while but then we need to figure out ways to get back to the green zone.*

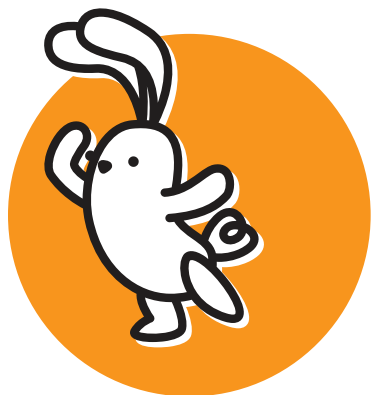
Take down the posters. I am going to read a sentence from the posters and one volunteer at a time will walk to the Go Feelings! stoplight and move the clothespin to the red, yellow or green zone. If I read a "red" response, suggest another way that someone could act. For example, if I read: "Yell at the person" is that a RED, YELLOW or GREEN response? Why? What's another way to respond? What can you do to move to a yellow or green and respond in a way that is kinder to yourself and others?

Ask for a volunteer to come forward and read a sentence to them from the Ways to Respond posters or from the sheet provided. Student should walk to the Go Feelings! stoplight posted on the board, move the clothespin to the red, yellow or green zone. Have the class come up with a way to respond in a kinder way if the sentence is in the red zone.

Play the game as long as you like.



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



Wrap Up (5 mins)

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

Evaluation Questions

- *What does it mean to have a red response to something? Yellow? Green?*
- *Is it OK to have a red response?*
- *Why do we want to work our way back to the green responses?*

Reflection Questions

- *Do you know people that you feel like you are always in the red with? What about the green?*
- *How do you think you can help other people get to yellow or green?*
- *What happens if you feel angry, but always stay in the green?*

Summary

Today we talked about reactions that stop us and ones that move us forward. We want to keep moving with our friendships and our relationships at home and with ourselves! It's ok to be in the red or yellow, but we want to keep moving and get back to the green! This allows us to treat ourselves and others with kindness.



Act (2 mins)

Kindness Minute

Think of something you did that you're not proud of. Try your best to forgive yourself! We all make mistakes and act in the red zone sometimes, but what's important is to move back to the green zone. Say out loud. "It's OK self, I forgive you."

Kindness in Action

This week, pay attention to when you are in the green with your friends and family. Write what happened and what green strategy you used below.



