

[KidsHealth.org/classroom](http://KidsHealth.org/classroom)

## Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

## Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to advocate for personal, family, and community health.

Your state's school health policies:  
[nasbe.org/HealthySchools/States/State\\_Policy.asp](http://nasbe.org/HealthySchools/States/State_Policy.asp)



## PreK to Grade 2 • Personal Health Series

# Feelings

Kids can have a tough time knowing how to deal with different feelings in appropriate ways. Understanding and appreciating others' feelings can be difficult, too. This lesson guide provides you with lessons you can use to help your students identify and deal with feelings.

## Related KidsHealth Links

### Articles for Kids:

#### Talking About Your Feelings

[KidsHealth.org/kid/feeling/thought/talk\\_feelings.html](http://KidsHealth.org/kid/feeling/thought/talk_feelings.html)

#### Being Afraid

[KidsHealth.org/kid/feeling/emotion/afraid.html](http://KidsHealth.org/kid/feeling/emotion/afraid.html)

#### Taking Charge of Anger

[KidsHealth.org/kid/feeling/emotion/anger.html](http://KidsHealth.org/kid/feeling/emotion/anger.html)

#### Train Your Temper

[KidsHealth.org/kid/feeling/emotion/temper.html](http://KidsHealth.org/kid/feeling/emotion/temper.html)

#### Shyness

[KidsHealth.org/kid/feeling/thought/shy.html](http://KidsHealth.org/kid/feeling/thought/shy.html)

#### Why Am I So Sad?

[KidsHealth.org/kid/feeling/thought/sadness.html](http://KidsHealth.org/kid/feeling/thought/sadness.html)

#### What Kids Say About Worrying

[KidsHealth.org/kid/feeling/emotion/poll\\_worry.html](http://KidsHealth.org/kid/feeling/emotion/poll_worry.html)

#### The Story on Self-Esteem

[KidsHealth.org/kid/feeling/emotion/self\\_esteem.html](http://KidsHealth.org/kid/feeling/emotion/self_esteem.html)

#### The Story on Stress

[KidsHealth.org/kid/feeling/emotion/stress.html](http://KidsHealth.org/kid/feeling/emotion/stress.html)

## Discussion Questions

*Note: The following questions are written in language appropriate for sharing with your students.*

1. What are feelings? Name some feelings that you have felt.
2. Name feelings that you like and feelings that you don't like.
3. What do you do when you feel happy? What do you do when you feel sad? What helps you feel better when you're feeling down about something?
4. How do your feelings affect people around you?



## Activities for Students

*Note: The following activities are written in language appropriate for sharing with your students.*

### Good Feelings Journal

#### Objectives:

Students will:

- Identify positive feelings
- List things that make them feel good
- Create a class book illustrating many of the things that make them feel good

#### Materials:

- Chart paper and markers, or chalkboard and chalk
- Paper to draw and write on
- Pencils, crayons, and markers
- Hole punch and brass paper fasteners or a binding machine
- Good Feelings Journal handout (available at: [KidsHealth.org/classroom/prekto2/personal/feelings/handout1.pdf](http://KidsHealth.org/classroom/prekto2/personal/feelings/handout1.pdf))

#### Class Time:

45 minutes

#### Activity:

There are many kinds of good feelings: You can feel happy, silly, calm, safe, relaxed, proud, or excited. What other types of feelings would you consider to be “good” feelings? What makes you feel good? Sometimes special things can make you feel good, like a vacation or birthday party. Even little everyday things can make you feel good, like playing with pet or when your friend shares toys and games with you.

Let’s come up with a list of things that make us feel good. Then, we’ll make a class Good Feelings Journal. Each of you will make one page for our journal. You’ll draw a picture of something that makes you feel good, then write a sentence at the bottom of the page describing your picture. (Preschool students can dictate a sentence for the teacher to write under their pictures. Older students can fill in the blank on the Good Feelings Journal handout or can write their own sentences under their pictures.)

#### Extension:

1. Students can make their own Good Feelings Journal in which they create at least five pages of different things that make them feel good.



## PreK to Grade 2 • Personal Health Series

# Feelings

### Feelings and Faces

#### Objectives:

Students will:

- Define these feelings: angry, embarrassed, worried, excited, surprised, sad
- Identify and discuss how they'd feel if they were involved in a variety of scenarios provided by the teacher
- Demonstrate the ability to listen to and appreciate other kids' opinions and feelings

#### Materials:

- Feelings and Faces (available at: [KidsHealth.org/classroom/prekto2/personal/feelings/handout2.pdf](http://KidsHealth.org/classroom/prekto2/personal/feelings/handout2.pdf))
- Tape and index cards (one for each child with his/her name on it)

#### Class Time:

45 minutes

#### Activity:

Look at these six faces. What feeling do you think each of these faces is showing? They are angry, embarrassed, worried, excited, surprised, and sad. Have you ever felt any of these feelings before? If so, when? Today, I'm going to share some short stories with you and you're going to think about how you'd feel if you were in each story. After you decide how you'd feel, you'll come up to the board and tape your name card under the face that shows how you'd feel. After reading each scenario, ask the following questions: Why would you feel that way in that story? Do you think it's OK for other people to feel different than you would? Why or why not? Continue reading as many of the short scenarios as your class time allows.

#### Extensions:

1. Kids can make up other scenarios and share them with the class.
2. Kids can work in small groups to role-play each of the scenarios.

### Reproducible Materials

#### Handout: Good Feelings Journal

[KidsHealth.org/classroom/prekto2/personal/growing/feelings\\_handout1.pdf](http://KidsHealth.org/classroom/prekto2/personal/growing/feelings_handout1.pdf)

#### Handout: Feelings and Faces

[KidsHealth.org/classroom/prekto2/personal/growing/feelings\\_handout2.pdf](http://KidsHealth.org/classroom/prekto2/personal/growing/feelings_handout2.pdf)



KidsHealth.org is devoted to providing the latest children's health information. The site, which is widely recommended by educators, libraries, and school associations, has received the "Teachers' Choice Award for the Family" and the prestigious Pirelli Award for "Best Educational Media for Students." KidsHealth comes from the nonprofit Nemours Foundation. Check out [www.KidsHealth.org](http://www.KidsHealth.org) to see the latest additions!



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Good Feelings Journal

Instructions: Draw a picture of something that makes you feel good, then write a sentence at the bottom of the page describing your picture or tell your teacher what to write for you. You and your classmates can put all the pages together to create a Good Feelings Journal for the class.




---

---

---

---











What safety signs do you see around your school or neighborhood?  
Find them and fill out the chart!

Name: \_\_\_\_\_

1. Take a walk with a grown-up around the school or neighborhood.
2. Look for the safety signs listed in the chart.
3. Describe what the signs mean and where you found them.
4. Add other safety signs you see in the chart.

Sign	What it Means	Where I Found It
	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____
	_____ _____	_____ _____



# Safety Signs Notebook

---

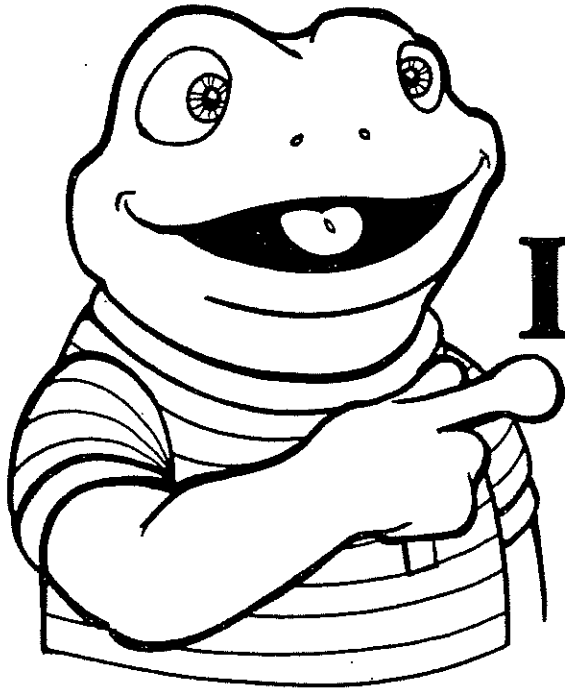
Name \_\_\_\_\_

**1. What do signs do?**

**2. How do signs keep us safe?**

**3. How do signs use colors and shapes?**

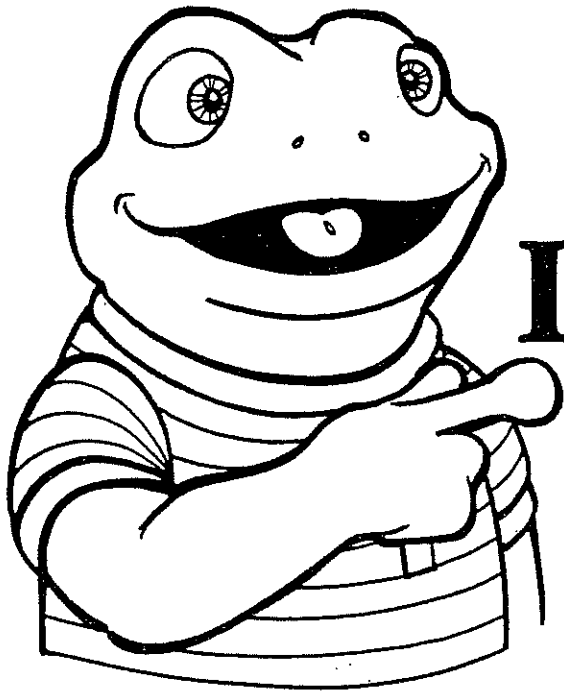
2.2 A1



**I wil**

2.2 A1

Draw a picture of who you go to at school if  
you feel angry.



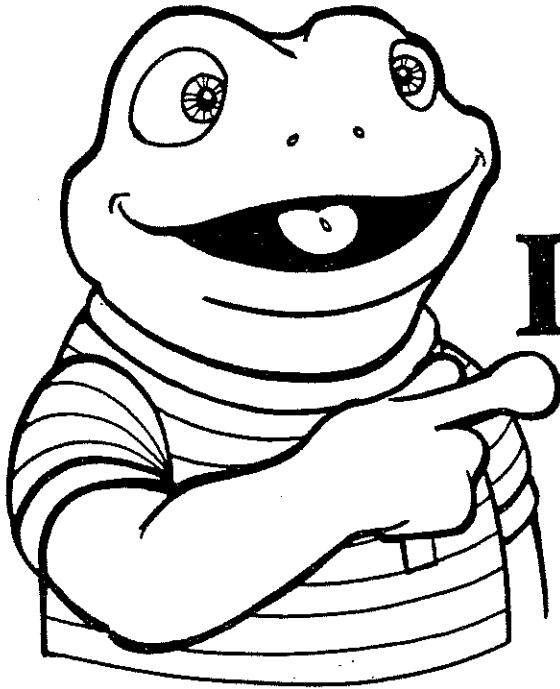
# I will ask . . .

---

Draw a picture of who you go to at school if  
you are bullied.

A large empty rectangular box for drawing a picture.



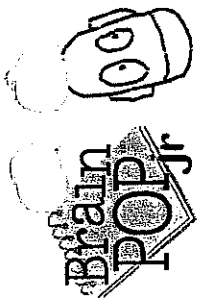


# I will ask . . .

---

Draw a picture of who you go to at school if you get sick.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of who they go to at school if they get sick. The box occupies most of the lower half of the page.



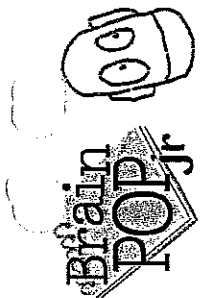
# Draw About It: Losing a Tooth

Show how you take care of your teeth.

Name: \_\_\_\_\_

CC 2.1.A

CC 2.1.A



# Draw About It Washing Hands

When is it a good time to wash your hands? Draw an example.

Name: \_\_\_\_\_

CC 2.1.A

CC 2.1.A