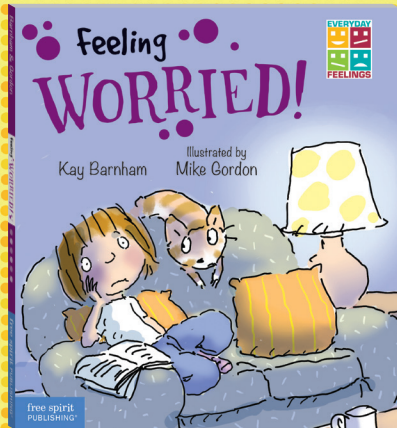
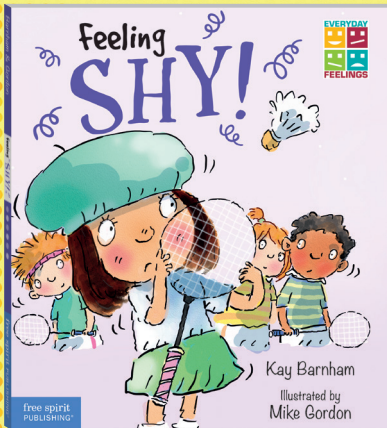
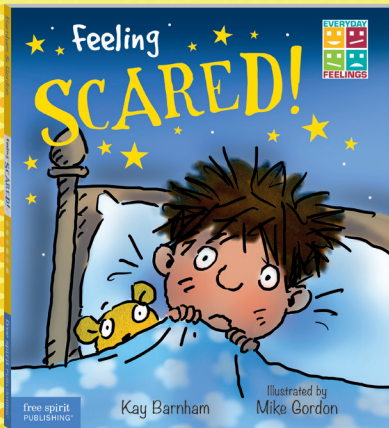
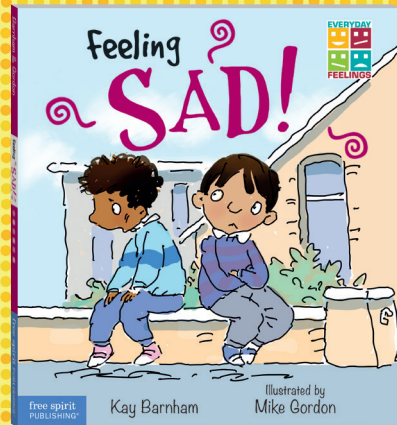
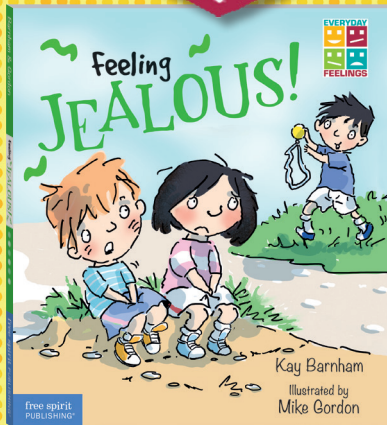
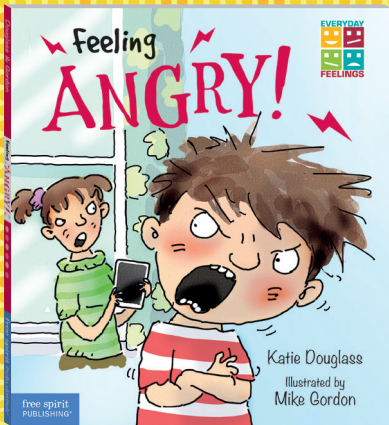


# A Leader's Guide to the Everyday Feelings Series



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# A Note to Teachers, Parents, Leaders, and Other Adults

As an adult in the lives of the children you teach, care for, or parent, your role in helping guide their emotional development is very important. Emotional health—like physical health—requires intentional work throughout our whole lives. Children need to be supported as they explore the complexities of their emotions. Learning what feelings and emotions are, understanding how and why they happen, recognizing the emotions of others, and developing coping strategies are crucial to emotional health. These skills are also necessary for building confidence, self-awareness, self-esteem, social skills, and overall school and academic success.

This leader's guide to the Everyday Feelings series from Free Spirit Publishing will help you use the six books in the series (*Feeling Angry!*, *Feeling Jealous!*, *Feeling Sad!*, *Feeling Scared!*, *Feeling Shy!*, and *Feeling Worried!*) to instill and practice these skills and create a positive climate in your setting. For each book, you'll find a lesson plan adapted for two age levels, or a lesson that is suitable for ages five through nine. These lessons offer activities and discussion questions to teach children ways to understand themselves, their feelings, and their peers better. This understanding builds empathy and compassion, which, in turn, create a more relaxed, connected, trusting, and productive learning community.

Thank you for taking the time to integrate emotional health into your curriculum. It makes a huge difference to the children you work with.

## Integrating These Lessons into Your Day

You may be wondering where to fit social-emotional lessons into a standards-based curriculum or an already busy day. Here are a few ideas for incorporating these lessons:

- Combine the lessons and books with an existing character education or social-emotional learning unit.
- Introduce the stories at the beginning of the school year to establish skills and effective personal strategies from the get-go.
- Use all or part of a lesson once a week during circle time.
- Refer to the messages of the books and lessons when teachable moments arise.
- Use the books and topics during a literacy unit and as part of reading lessons.
- Whenever you teach conflict-resolution strategies, encourage kids to discuss challenging emotions and how they affect us.

# Lesson 1: *Feeling Angry!*

## Objectives

- ◆ Students will understand that anger is a difficult feeling to cope with and that feeling angry is normal and can happen in all types of situations.
- ◆ Students will understand that anger can lead to poor decision-making if we don't use appropriate coping strategies.
- ◆ Students will be able to identify the physical sensations of anger.
- ◆ Students will be able to identify three strategies to cope with feeling angry.

## Vocabulary from the Story

Discuss the following terms with students and define as needed.

- ◆ Temper
- ◆ Distract
- ◆ Reluctantly
- ◆ Sulking

## Suggested Materials

- ◆ Whiteboard or poster paper
- ◆ Large sheet of colored paper to cover a bulletin board
- ◆ Markers

## Activities

FOR YOUNG STUDENTS (AGES 5–6)

1. **Read** the book aloud to the group.
2. Ask students to **identify** the main character (Harry) and the five situations he was involved in.
3. Ask volunteers to **share** if they personally have been involved in any situations similar to the ones Harry faced.
4. Ask students to **brainstorm** a list of physical sensations that happen in their bodies when they feel angry. How do they know they are feeling angry? **List** their answers on the board or on poster paper.
5. Ask volunteers to **share** times when they felt angry and behaved in ways that didn't feel good. What happened afterward?
6. Using the examples from the story, **list** the strategies that Harry used to help his friends and himself deal with anger.
7. Using the stories that students shared, **brainstorm** as a group strategies that students could have used to deal with their angry feelings more appropriately.



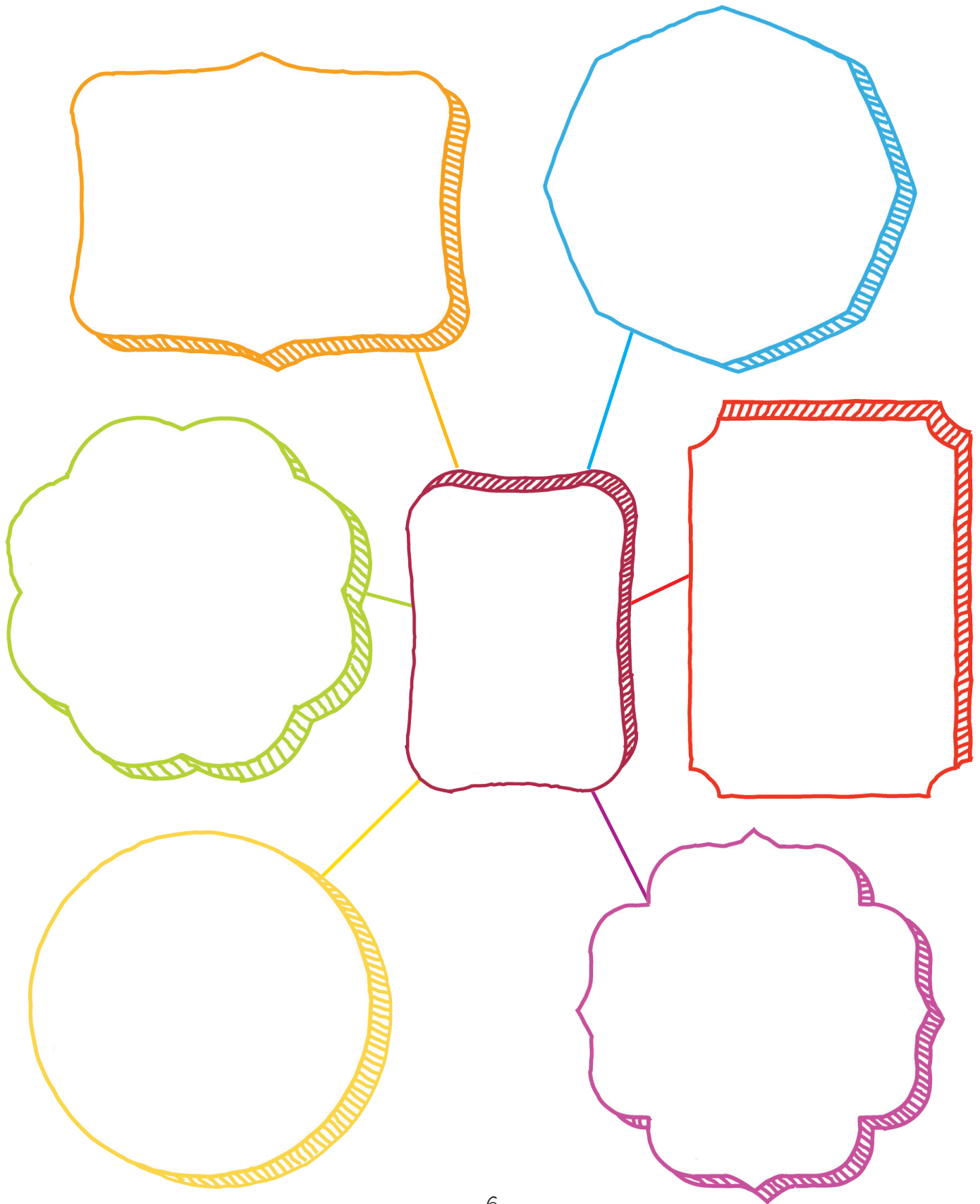
8. Create a class anger **mind map** on a whiteboard, poster paper, or colored paper for display on a classroom bulletin board. See the template on page 6. Write, “I feel angry,” in the middle, then in surrounding bubbles, fill in appropriate strategies for dealing with anger, such as counting to 10, taking deep breaths, and telling a teacher. Embellish the map using your students’ creativity. Add shapes, pictures, drawings, or whatever makes sense for the children you are working with.

#### FOR OLDER STUDENTS (AGES 7–9)

1. **Read** the book aloud to the group, or ask for volunteers to read aloud each situation that Harry is involved in.
2. In pairs or small groups, have children **recall** the five situations from the story.
3. **Discuss** the coping strategies used in the book.
4. Have students **share** what it feels like in their bodies when they feel angry.
5. In pairs or small groups, have children **share** personal stories of feeling angry and behaving in ways that didn’t feel good. How could they handle similar situations more positively in the future?
6. Create a class anger **mind map** on a whiteboard or on poster paper. See the template on page 6. Write, “I feel angry,” in the middle, then in surrounding bubbles, fill in appropriate strategies for dealing with anger, such as counting to 10, taking deep breaths, and telling a teacher. Embellish the map using your students’ creativity. Add shapes, pictures, drawings, or whatever makes sense for the children you are working with. If you like, you can also hand out copies of the Anger Mind Map and have students complete them individually.



# ANGER MIND MAP



# Lesson 2: *Feeling Jealous!*

## Objectives

- ◆ Students will understand that jealousy is a difficult feeling to cope with and that feeling jealous is normal and can happen in all types of situations.
- ◆ Students will understand that jealousy can lead to poor decision-making if we don't use appropriate coping strategies.
- ◆ Students will be able to identify the physical sensations of jealousy.
- ◆ Students will be able to use the strategy of “looking on the bright side” as one way to cope with jealous feelings.

## Vocabulary from the Story

Discuss the following terms with students and define as needed.

- ◆ Jealous
- ◆ Deafening

## Suggested Materials

- ◆ Whiteboard or poster paper
- ◆ Markers
- ◆ Story card text (page 9)
- ◆ Index cards
- ◆ Glue or tape (optional)



## Activities

FOR YOUNG STUDENTS (AGES 5–6)

1. **Read** the book aloud to the group.
2. Ask students to **identify** the main character (Lucy) and the four situations she was involved in.
3. Ask volunteers to **share** if they personally have been involved in any situations similar to the ones Lucy was involved in.
4. Ask students to **brainstorm** a list of physical sensations that happen in their bodies when they feel jealous. How do they know they are feeling jealous? **List** their ideas and answers on the board or on poster paper.
5. **Discuss** what it means to practice “looking on the bright side.”
6. **Read the story cards** to the group. Ask for volunteers to share ways to “look on the bright side” in each scenario.

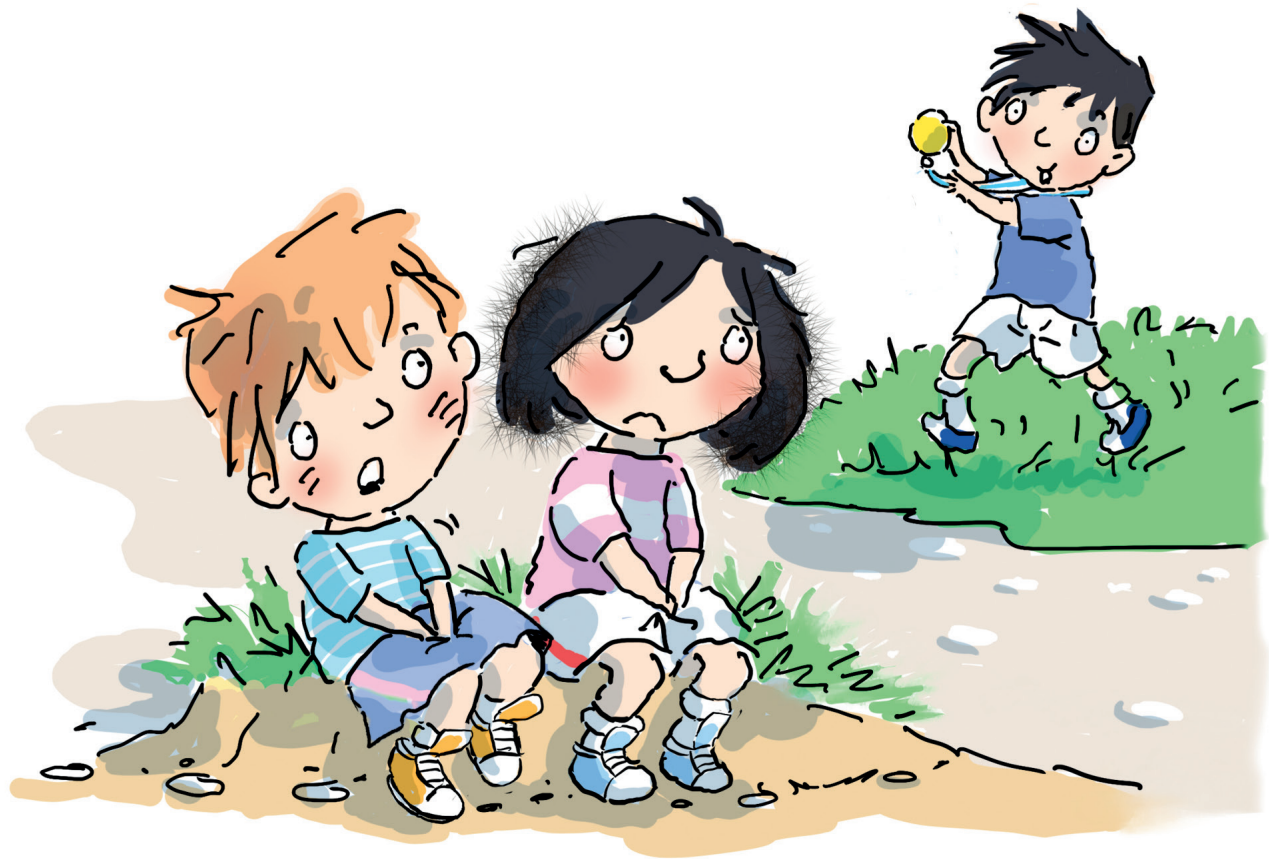
## FOR OLDER STUDENTS (AGES 7–9)

1. **Read** the book aloud to the class, or choose individuals to read the story aloud.

2. **Put students in pairs** to answer the following questions:

- Who is the main character?
- What four situations does this character face?
- What does it mean to “look on the bright side”?
- What does it feel like in our bodies when we are jealous?

3. Combine the pairs from the previous step to create small groups of up to four students. Pass out the **story cards** to groups. Have each group list two or three ways to “look on the bright side” in each scenario. Students can either write down their ideas and turn them in, or the large group can share and discuss everyone’s ideas.





# Story Cards

Cut out the scenarios and glue or tape them to index cards, or copy the text onto index cards.

## FOR YOUNG STUDENTS (AGES 5–6)

.....

Your neighbor already knows how to ride his bike without training wheels. You practice and practice but just can't seem to get it.

.....

Your sister can go across the monkey bars with no problem. But you always seem to fall off at the fourth bar.

.....

You didn't get invited to a classmate's birthday party, but your best friend did.

.....

You've wanted a toy for a long time, and your friend got it for his birthday.

.....

A classmate asked your friend to play but not you.

.....

## FOR OLDER STUDENTS (AGES 7–9)

.....

You didn't get chosen for a team you tried out for, and your friend did.

.....

Your best friend gets to go on trips with his family all the time, but your family doesn't take vacations.

.....

You really wanted a bike for your birthday, but you didn't get one. Later you see your neighbor with the same bike you wanted.

.....

Your friend brought her new puppy to school for show-and-tell. You really want a pet, but your parents keep saying no.

.....

Your brother is really good at math and says it's easy, but you think math is hard and don't always do well on tests.

.....

# Lesson 3: *Feeling Sad!*

## Objectives

- ◆ Students will understand that sadness is a difficult emotion to cope with and that feeling sad is normal and can happen in all types of situations.
- ◆ Students will understand that sadness can lead to poor decision-making if we don't use appropriate coping strategies.
- ◆ Students will be able to identify the physical sensations of sadness.
- ◆ Students will understand how to put sadness into words and/or pictures.

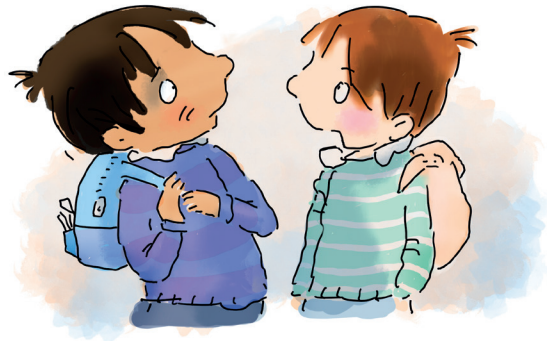
## Vocabulary from the Story

Discuss the following terms with students and define as needed.

- ◆ Miserable
- ◆ Beamed

## Suggested Materials

- ◆ Whiteboard or poster paper
- ◆ Markers
- ◆ Copies of “I Feel Sad” handout (pages 12–13)



## Activities

FOR YOUNG STUDENTS (AGES 5–6)

1. **Read** the book aloud to the group.
2. Ask students to **identify** the main character (Rio) and the four situations he was involved in.
3. Ask volunteers to **share** times when they faced situations similar to the ones Rio was involved in.
4. Ask students to **brainstorm** a list of physical sensations that happen in their bodies when they feel sad. How do they know they are feeling sad? **List** their ideas on the board or on poster paper.
5. Because different people show sadness in different ways, have students **draw pictures** of what they believe their faces may look like when they feel sad. Have students share their pictures with each other to see how different people might look when they feel sad. Explain that this can help them notice sadness in friends, family members, and other people so they can offer help.
6. **Define** *self-soothe* for your students. Discuss the ways that Rio practiced self-soothing. For example, he played his guitar to pass the time while waiting for his dad to return.

**7. Distribute** the “I Feel Sad” handout and have students draw or write about situations when they have felt sad as well as four ways to practice self-soothing. Invite students to share their responses with partners or with the group.

#### FOR OLDER STUDENTS (AGES 7–9)

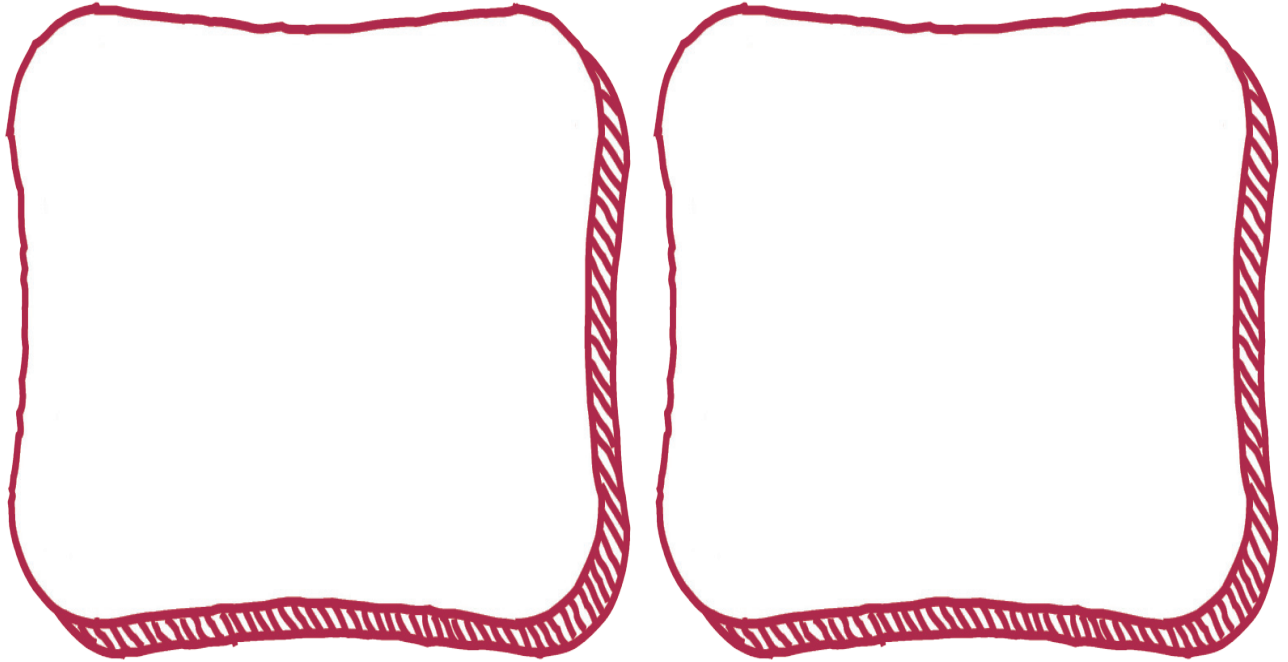
- 1. Read** the book aloud to the group, or select individuals to read it aloud.
- 2. Place students in pairs** to talk about who the main character is and what four situations he dealt with. Also ask students to discuss what sadness feels like in their bodies.
- 3. Define *self-soothe*** for your students. Discuss the ways that Rio practiced self-soothing. For example, he visited with his grandma to pass the time while his dad was away.
- 4. Distribute** the “I Feel Sad” handout and have students draw or write about situations when they have felt sad as well as four ways to practice self-soothing.
- 5. Have students *share*** their responses in small groups or ask for volunteers to share with the large group.



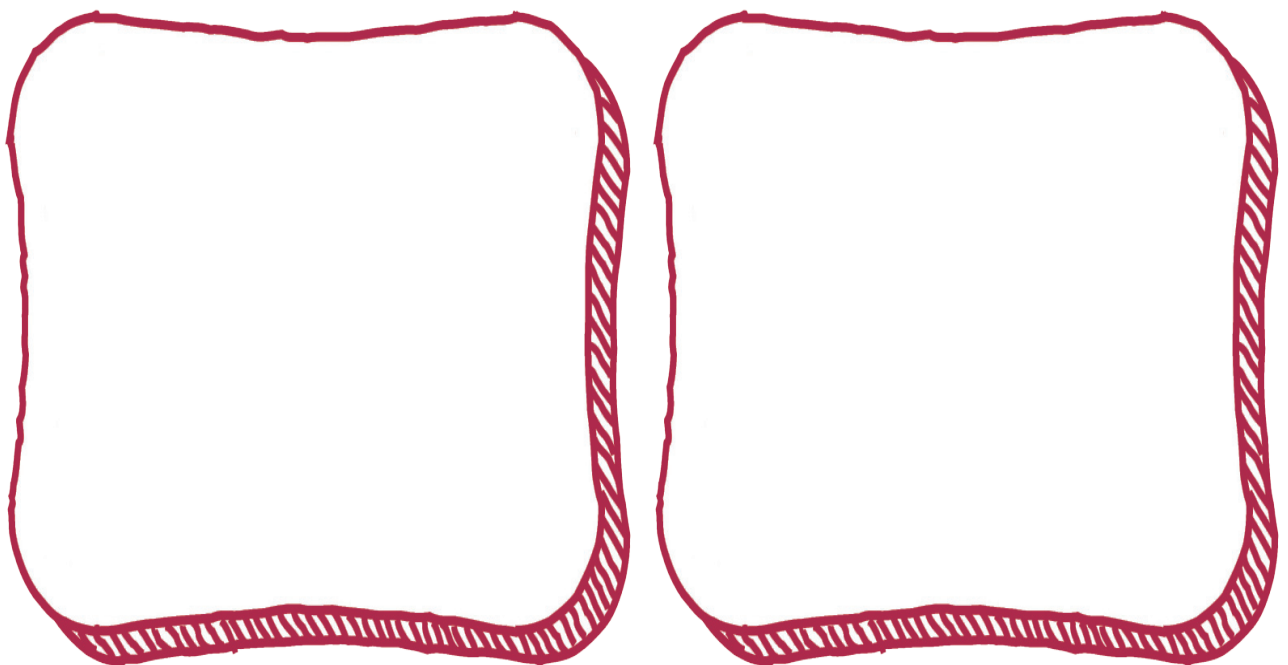
# I FEEL SAD

Draw or write your responses in the spaces.

I feel sad when:



I feel sad in these situations because:



Here are four ways I can help myself feel better:

Four hand-drawn red square boxes arranged in a 2x2 grid. Each box has a thick red border and a diagonal hatching pattern on the right and bottom edges, suggesting they are intended for writing or drawing.

# Lesson 4: *Feeling Scared!*

## Objectives

- ◆ Students will understand that fear is a difficult emotion to cope with and that feeling scared is normal and can happen in all types of situations.
- ◆ Students will understand that feeling scared can lead to poor decision-making if we don't use appropriate coping strategies.
- ◆ Students will be able to identify the physical sensations of fear.
- ◆ Students will be able to identify certain thoughts associated with fear.

## Vocabulary from the Story

Discuss the following terms with students and define as needed.

- ◆ Trembling
- ◆ Electricity
- ◆ Furiously
- ◆ Ogres

## Suggested Materials

- ◆ Whiteboard or poster paper
- ◆ Markers
- ◆ Colored construction paper
- ◆ Glue or tape
- ◆ Large box with separate compartments for items (you can create your own or use a craft organizer or tackle box)
- ◆ Craft materials and objects of your choice, such as smooth rocks, coins, felt, feathers, fabric, yarn, googly eyes, or clay



## Activities

FOR YOUNG STUDENTS (AGES 5–6)

1. **Read** the book aloud to the group.
2. Ask students to **identify** the main character (Diego) and the four situations he was involved in.
3. Ask volunteers to **share** if they personally have been involved in any situations similar to the ones Diego faced.
4. Have students **brainstorm** a list of physical sensations that happen in their bodies when they feel scared. How do they know they are feeling scared? In what circumstances or situations do they often feel scared? **List** their responses on the board or on poster paper.

5. **Make a list** of strategies that Diego used to combat his and his friends' scared feelings.
6. **Share** with the group that you are going to make a "feeling scared" box of comfort items that kids can use when they feel afraid or worried. These objects can serve as distractions, which can be helpful for combatting scary thoughts. Ideas for ready-made comfort items can include rocks, coins, or other soothing objects that students can hold on to while practicing deep breathing. In addition, have students use craft materials to design and create their own comfort items to go in the box. These might include "safety buddies" or "worry pets" made with fabric, eyes, glue, and other craft supplies; homemade stress balls; or homemade weighted items filled with beans or popcorn kernels. (You can look online for guidance in creating these objects, if necessary.)

#### FOR OLDER STUDENTS (AGES 7–9)

1. **Follow** the *Feeling Scared!* lesson plan for five- and six-year-olds.
2. If desired, have students **collaborate** to create "feeling scared" boxes together in small groups.
3. As time goes by, **check in** with students on how the items work for self-soothing. Which ones do they like best and why?
4. **Help others.** Many organizations accept donated blankets. To link this lesson to community service, have students make small weighted blankets to give to organizations that support children with autism.



# Lesson 5: *Feeling Shy!*

## Objectives

- ◆ Students will understand that shyness can be difficult to cope with but that feeling shy is normal and can happen in all types of situations, to all kinds of people.
- ◆ Students will understand that feeling shy can sometimes interfere with opportunities for fun.
- ◆ Students will be able to identify the physical sensations of shyness.
- ◆ Students will be able to identify certain thoughts associated with shyness.

## Vocabulary from the Story

Discuss the following terms with students and define as needed.

- ◆ Ignoring
- ◆ Badminton
- ◆ Bellowed

## Suggested Materials

- ◆ Whiteboard or poster paper
- ◆ Markers

## Activities

FOR ALL STUDENTS (AGES 5–9)

1. **Read** the book aloud to the group or invite volunteers to read the story aloud.
2. Ask students to **identify** the main character (Lily) and the four situations she was involved in.
3. Ask volunteers to **share** if they personally have been involved in situations similar to the ones Lily was involved in.
4. Have students **brainstorm** a list of physical sensations that happen in their bodies when they feel shy. How do they know they are feeling shy? In what circumstances or situations do they often feel shy? **List** responses on the board or on poster paper.
5. **Make a list** of strategies Lily used to combat the shy feelings that she and her friends had.
6. Have each student find a partner. **Review** the scenarios from the book and assign each pair a scenario to **act out** in front of the group. Students can use their own names and coping suggestions, or they can act out the situation exactly as it is in the book.





**7. Discuss** how it felt to act out the situations and what skills students can see themselves using personally or with friends in the future. One important point to consider is how to cope with being new. We all have to be new at various points in our lives. Talking about the feelings that come with being new can help alleviate anxiety over being new to a group, class, sport, or other situation. Also discuss ways to reach out to someone who is new.



# Lesson 6: *Feeling Worried!*

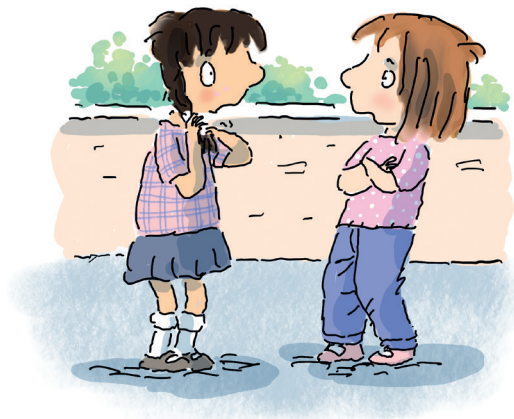
## Objectives

- ◆ Students will understand that worry and anxiety are difficult emotions to cope with and that feeling worried or anxious is normal and can happen in all types of situations.
- ◆ Students will understand that feeling worried can lead to poor decision-making if we don't use appropriate coping strategies.
- ◆ Students will be able to identify the physical sensations of worry.
- ◆ Students will be able to identify certain thoughts associated with worry.

## Vocabulary from the Story

Discuss the following terms with students and define as needed.

- ◆ Divorce
- ◆ Australia
- ◆ Glumly
- ◆ Churning
- ◆ Patient



## Suggested Materials

- ◆ Whiteboard or poster paper
- ◆ Markers
- ◆ Colored construction paper
- ◆ Glue or tape
- ◆ Craft supplies, such as felt, feathers, googly eyes, buttons, and beads
- ◆ Containers, such as empty cups, cans, or small buckets

## Activities

### FOR YOUNG STUDENTS (AGES 5–6)

1. **Read** the book aloud to the group or invite volunteers to read it aloud.
2. Ask students to **identify** the main character (Ava) and the four situations she was involved in.
3. Ask volunteers to **share** if they personally have been involved in any situations similar to the ones that Ava faced.
4. Have students **brainstorm** a list of physical sensations that happen in their bodies when they feel worried. How do they know they are feeling worried? When are times that they often feel worried? **List** their responses on the board or on poster paper.
5. **Make a list** of strategies that Ava used to help her friends combat worrying feelings. For example, Ava suggested that Bahar ask questions about what was worrying her. Seeking information about situations can help reduce or dissolve worrying thoughts.

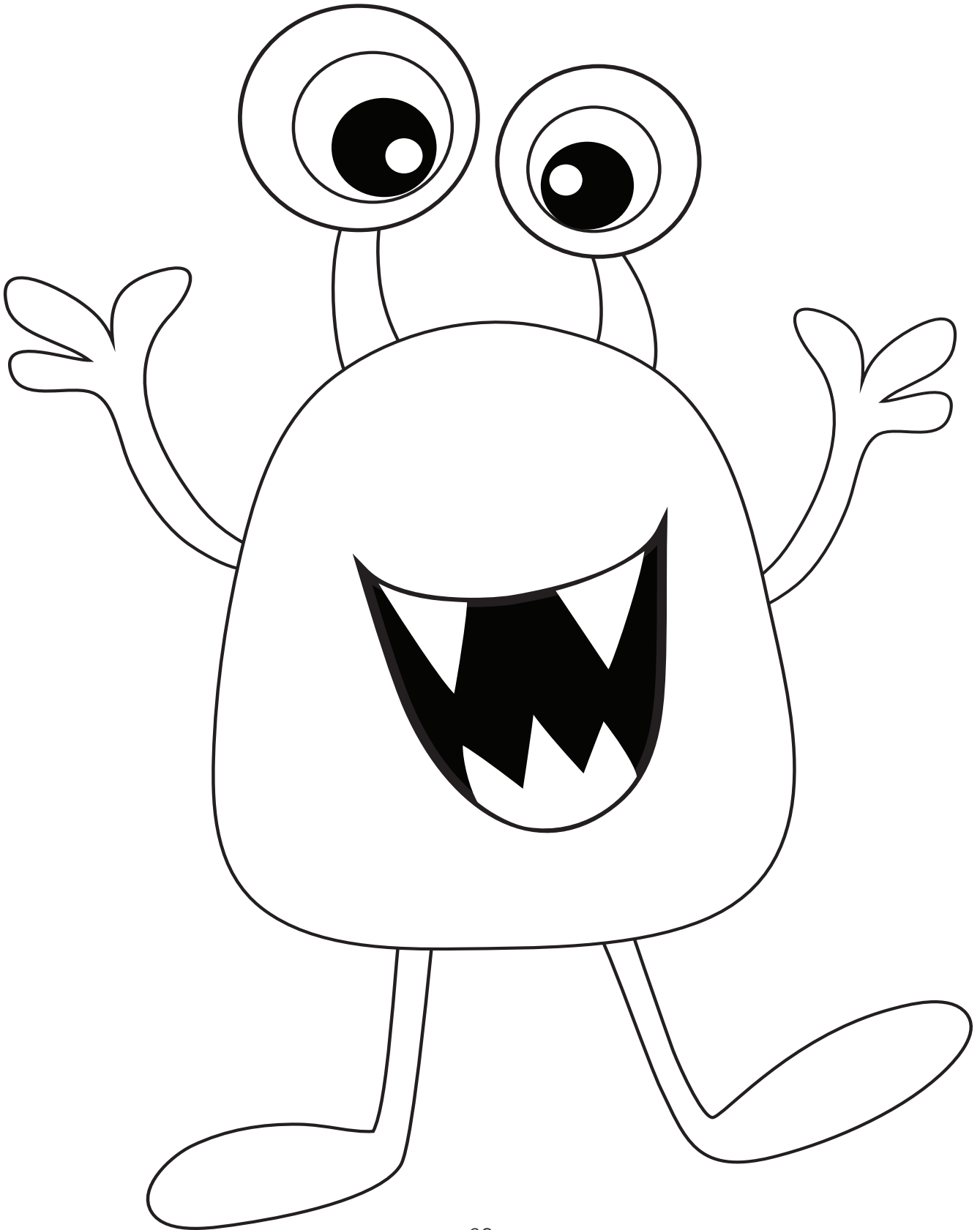
- 6. Tell** children that worry and anxiety can often lead to repetitive “what if” thinking. These “what if” thoughts can build on each other and be upsetting, even if they aren’t true and even when there’s nothing we can do about them. Ask a few students to **share** “what if” thoughts they’ve had recently. For example, “What if my friend doesn’t want to play with me?” **Ask them** if they remember hearing any “what if” statements in the story. For example, Ava worried, “What if the dentist wanted to poke at her teeth?”
- 7. Have** each child **draw** and decorate a “What If” critter, or use the template on page 20. Attach each drawing to a container, such as an empty can, cup, or ice-cream bucket. Then have children draw or write their worries or “what if” thoughts on small pieces of paper. They can now “feed” these to their critters, putting their “what if” thoughts aside and allowing them to focus on learning and having fun. Remind children that talking about their worries is also helpful. Students can keep their critters on their desks or take them home as a reminder to work on managing worrying thoughts.

#### FOR OLDER STUDENTS (AGES 7–9)

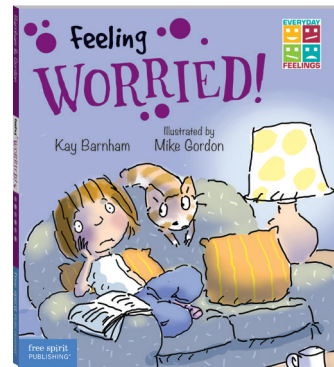
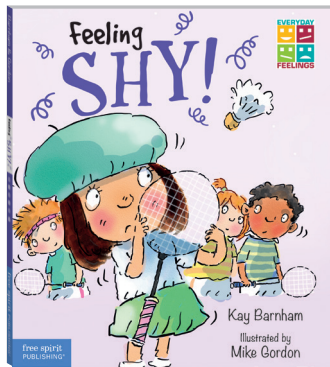
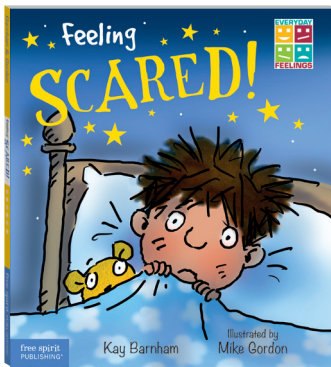
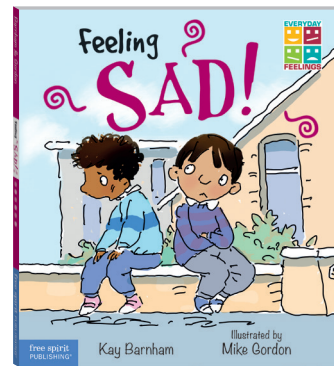
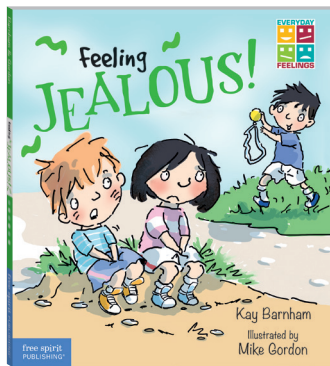
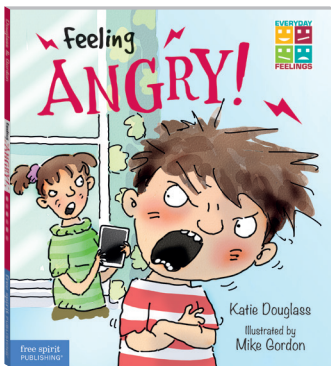
- 1. Follow** the *Feeling Worried!* lesson plan for five- and six-year-olds.
- If you like, have the group **vote** for the most creative critter (or top three) and offer small prizes to the winners.
- 3. Make one extra critter** for the whole group and put it somewhere in your space. Invite students to put “what if” thoughts into the class critter (anonymously, if they wish). Once a week, collect the worrying thoughts from the critter and discuss coping strategies as a group.



# “WHAT IF” CRITTER



**EVERYDAY**  
**FEELINGS**  
**SERIES**



Young children face many strong feelings, some of which can be difficult to handle. This series uses humor and compassion to show children how to help others—and themselves—feel better when dealing with challenging emotions. Lively art illustrates the stories with charm and energy. At the end of each book, a special section for adults presents ideas for helping children deal with feelings in healthy ways, as well as a list of recommended books for further reading.

**Each book:** 32 pp., color illust., HC, 7½" x 8¾".

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