



Topics to teach: Your Feelings and Your Brain, Recognizing Feelings, How You Feel Today

Lesson: Activity Book, Pages 1, 2, & 3

Length of lesson: 30 min

Goal: Teach students that feelings come from the brain and how to recognize feelings in others and themselves.

Objectives:

- Learn that feelings come from the brain
- Identify feelings based on facial cues
- Identify personal feelings

Vocabulary:

Discuss these terms prior to the lesson:

Brain
Helpful

Unhelpful
Reaction

Materials:

1. "I Can" statement printed and cut out
2. Finding Feelings Activity book - Pages 1,2 & 3
3. Pencils and crayons
4. (Optional) Projection of lesson

"I Can" statement:

Display and read the "I Can" statements before and after lesson delivery.

I can tell where feelings come from!
I can identify feelings from pictures!
I can name my own feelings!

Attention Grabber

Tell the students to listen very carefully to the story about Rocket. You will be asking what FEELINGS he felt in the story and talk about what tools were used.

Rocket's friend was usually really good at spelling tests. He even got all the words right in his last 3 tests! But this week, he told Rocket that he was feeling a little worried. The words were getting harder and he kept mixing up some of the letters when he practiced. It seemed like the more he practiced, the less he could remember! He told Rocket that he did not sleep very well the night before, and missed 2 words on his practice test. The real test was tomorrow! He started to feel butterflies in his stomach just talking to his friend Rocket about the test and said he could not focus very well the whole day at school. Rocket told him, 'You don't look like your usual, happy self. You're so worried about this test that you can't focus on your other school work, and you may even be staying up too late studying. You know most of the words, and it's ok to get a few wrong sometimes.' Rocket's friend nodded. He knew Rocket was right. "Your brain needs enough sleep to feel calm, less nervous, and even to focus on your test and remember the words! Try to read a good book and get to bed a little early!" Rocket suggested. The next day, Rocket's friend said he felt a little less worried and could focus a lot more! This time, he only missed one word!

Ask the students to show with their face and body how Rocket was feeling. (Worried/ Nervous)

Ask students to turn to an elbow buddy and name the coping tool Rocket used (getting enough sleep)

-2nd grade: Ask students to share what kind of routines they have at bedtime to help them get restful sleep. What routines would be helpful to add in that your friends do?



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Lesson: Activity Book, Pages 1, 2, & 3

Lesson

Today we're going to talk about "Your Feelings and Your Brain". Your brain is AMAZING! It controls how you move, think, and even how you feel! It's kind of like the controller of a video game! Our brains are WORKING all the time to take in information.

This is what controls how we feel. You might be happy, or sad, mad, or worried. (Complete the Brain worksheet for the appropriate grade level) How you FEEL about something could change because of how much sleep you get, if you eat or don't eat, If something good or bad happens to you today, or how you remember something from a long time ago. When something happens around you, or when you THINK about something, your brain tells you how to feel. When you feel those feelings, your brain thinks about what to DO next, then makes a decision based on the tools that you have to deal with that feeling. Then, you do whatever your brain has decided to do to deal with that feeling. (Color page 1 in activity book and review think-feel-do as students color)

How do you feel when it's time for recess time, happy or sad? Raise your hand if you are sad, now, raise your hand if you are happy at recess. It would make me happy! I'd look like this! (Make a happy face). Show someone next to you your happy face. Now how would you feel if your friend tried to take your toy? (Respond to their facial expressions... yes that would make me mad too! Etc) when I'm mad I look like this (make a mad face at the kids, put hands on hips, lean forward, etc.) Show someone near you a mad face. Sometimes I feel nervous or worried when I take a test or have to talk in front of a class. This is what my face looks like when I feel worried. Now show me what your face looks like when you feel worried about something. Now show me how you would feel if you worked really hard on drawing a picture... and your little brother or sister tore it up... . Yeah. I would feel really sad and look like this (show sad face and body language). Can you show me your sad face? Those are all feelings we could feel every day and all day long! (Complete and color page 2 in activity book)

Now think about how you feel today. Show me with your face how you are feeling right now. (Color page 3 in activity book)

Wow! Lots of different feelings! Your feelings are never wrong. They are reactions to what happens around us. There are helpful and unhelpful ways to deal with our feelings. Now that we understand our feelings better, we can be prepared to deal with them in a healthy and helpful way!

There are a lot of ways to deal with our feelings. Some of our feelings are small, and some feelings are really big. For example, when I am feeling worried and nervous, I make sure I am getting enough sleep. This helps me think clearly and not be as worried. I learned that from Rocket.

If your feelings get really BIG, like when you are really sad, really mad, or really worried...you need to share your big feelings with an adult you can trust, like your guardians or teachers. They can help you start to feel better!

Extended Thinking

- What part of your body controls how you feel? (Your brain)
- What are some things that can change how you feel? (How much sleep you get, whether or not you have eaten, something that happens, or something that you remember)
- What are some things that could happen that make you nervous or worried?

2nd grade: Even feelings that don't feel good could be helpful. If we feel sad after we don't do well on a spelling test, we might remember to study next time. How else might feeling sad, worried, or mad be helpful in some situations?

Standards

CASEL Competency: Self Awareness

CCSS.ELA-LITERACY.L.K.1.D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)

CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use.

CCSS.ELA-LITERACY.L.2.4.D Identify real-life connections between words and their use.



Your Feelings and Your Brain

Rocket sings a song with motions to help him remember the parts of his brain. Sing along to the tune of “Twinkle Twinkle Little Star!”

THE BRAIN SONG

Cer - e - bell - um pre - fron - tal cor - tex hip - po camp us a - magdala

tells my mood and makes my plans re - member e - very thing I can

Cer - e - bell - um pre - fron - tal cor - tex hip - po camp us a - magdala

When you say “CEREBELLUM,” tap the back of your head.

When you say “PREFRONTAL CORTEX,” tap your forehead.

When you say “HIPPOCAMPUS,” trace a u-shaped curve on the sides of your head with both hands.

When you say “AMYGDALA,” tap both sides of your head with one finger.



Your Feelings and Your Brain

CEREBELLUM



PREFRONTAL CORTEX



HIPPOCAMPUS



AMYGDALA

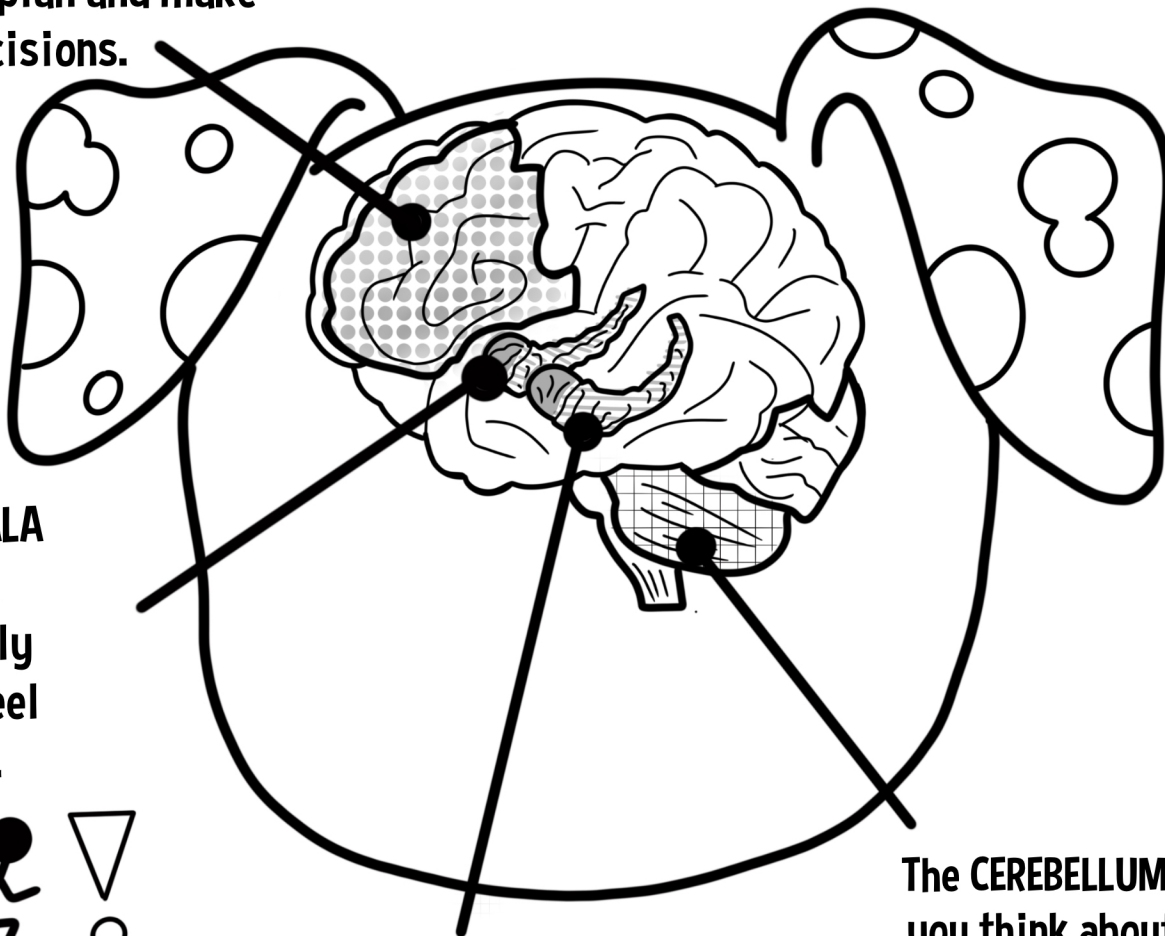
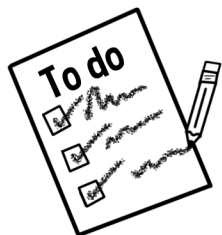




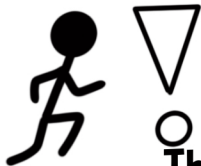
Your Feelings and Your Brain

Our brains not only think, they control the emotions (feelings) we have and our reactions (things we do) to the events around us. Our brains are the control center for emotions and reactions we are having, just like a controller in a video game!

This part of your brain helps you plan and make decisions.



The AMYGDALA helps you react quickly when you feel in danger.



The HIPPOCAMPUS helps you remember things.



The CEREBELLUM helps you think about your language and mood.



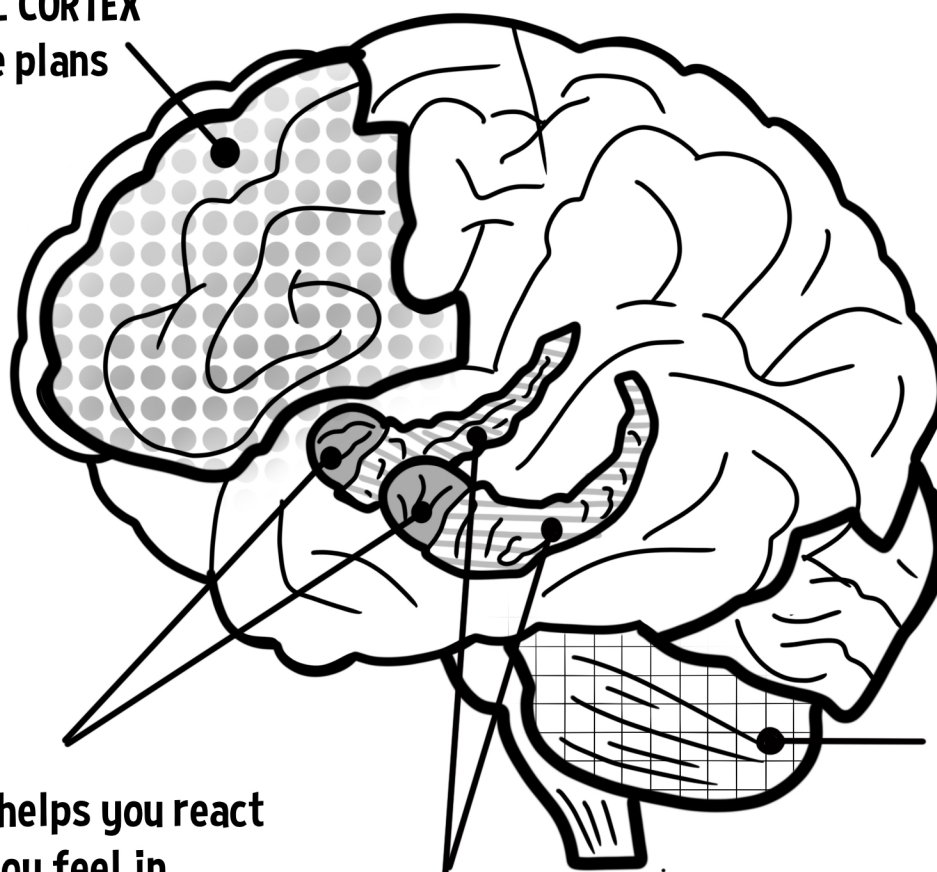
Color the PREFRONTAL CORTEXT YELLOW Color the AMYGDALA BLUE. Color the HIPPOCAMPUS ORANGE. Color the CEREBELLUM GREEN.



Your Feelings and Your Brain

Every day, we have emotions (feelings) and reactions (things we do) to the events around us. Our brains are the control center for emotions and reactions we are having, just like a controller in a video game!

The **PREFRONTAL CORTEX** helps you make plans and decisions.



The **AMYGDALA** helps you react quickly when you feel in danger. This part of your brain helps with your “sixth sense”

The **HIPPOCAMPUS** helps you remember things.

The **CEREBELLUM** helps you think about your language and mood.

Color the **PREFRONTAL CORTEX** **YELLOW** Color the **AMYGDALA** **BLUE**. Color the **HIPPOCAMPUS** **ORANGE**. Color the **CEREBELLUM** **GREEN**.



I can tell where
feelings come from!

VOCABULARY

Brain
Helpful

Unhelpful
Reaction



I can name my
own feelings!



I can identify
feelings from
pictures!

Congratulations!



For Completing the lesson

**Your Feelings and Your Brain, Recognizing Feelings,
How You Feel Today**

**You're a Rocket Finding Feelings
Super Star!**

Instructor signature _____

Signature Rocket  **Date** _____