

# First Grade

## Topics

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## Standards of Learning

- 1) 1.3 The student will become aware of the effects of his or her behavior on others and the effects of others' behavior on himself or herself.
- 2) 1.8 The student will express his or her feelings of happiness, sadness, and anger to the teacher.
- 3) 1.9 The student will become aware of appropriate behavior to use in dealing with his or her feelings.

## Objectives:

- 1) Students will identify various emotions and discuss why these emotions are felt.
- 2) Students will develop a tool to use when they become angry in order to communicate their feelings in a respectful manner.
- 3) Students will identify their positive characteristics and recognize that each student is special in a different way.

By identifying how different situations can affect emotions, students will begin to understand that it is okay for them to feel mad or sad. They will also begin to understand that other people also experience the same emotions. This will help them react with empathy toward other students. In addition, anger management tools can help students calm down when they are angry and communicate their feelings instead of hitting, screaming, etc. By identifying positive characteristics in themselves and others around them, students will begin to see that all people are special and should be treated with respect.

## 1<sup>st</sup> Grade Session #1

### *Identifying Feelings*

#### Supplies Needed:

- Camera coloring page
- Emotion hats
- Styrofoam head
- Chatterline Stickers

#### **Introduction (5 minutes)**

Introduce yourself and explain that you are from Crisis Line of Central Virginia. Explain what we do at Crisis Line and ask students why they think it's important to help people who are feeling sad or having a tough time. Explain that people can be sad because they don't know how to express their own feelings or because someone else was mean to them when they were angry. That is why we will learn about how to talk about our feelings in good ways today.

Explain that you will be in their class today and two other times.

#### **Activity #1: Say Cheese! (Non-Verbal Communication of Feelings) (10 minutes)**

##### Discussion Flow:

Question: Ask the students if they know what feelings are.

*A: Feelings are the way our body, heart and mind feel after a certain situation.*

Q: What are examples of feelings? (Write their examples on the board.)

*A: happy, sad, scared, mad, excited, worried, etc.*

Q: What makes you feel certain ways?

*A: What people say to you. What people do to you. What you see. Etc.*

Q: Can you tell how people feel without them actually telling you? How?

*A: The look on their face, their body language, if they are crying, if they are yelling, etc.*

Hand out the camera coloring sheets. Show them a page that you have already colored.

After they have all created their cameras, call on a few students to be actors. Whisper them a feeling and tell them to act it out without words, while the rest of the class

“takes their picture”. The class then needs to guess what feeling the actor is portraying. Let this go on with however many feelings you can come up with.

Q. Is it always easy to identify someone else’s feelings?

A. *No*

Q. Why is it important to be able to identify feelings?

A. *By knowing how another person is feeling, you can tell if you are treating them with respect or not. You can also respond with empathy and understanding.*

### **Activity #2: The Hat Exercise (Identifying Feelings) (10 minutes)<sup>1</sup>**

Explain that it is important to recognize how others are feeling. It is also important to recognize how we are feeling and to be able to communicate those feelings to others. We will do an exercise where they can practice doing this.

Collect three hats to symbolize the emotions of happy, sad and mad. For example, a colorful clown wig may symbolize happy, a long stingy black wig may symbolize sad, and a pirate hat may symbolize mad.

Put the items on a table. Also put the Styrofoam head (the kind that wigs are stored on) on the table. Read the following scenarios and ask for a volunteer to choose the hat that would express how they feel. Have them pick out the hat that shows how they would feel and dress the head.

- It’s your birthday today.
- Your sister or brother broke your favorite toy.
- Someone tells a funny joke.
- You fell down and cut your arm.
- You’re watching your favorite TV show.
- Your Mom takes you to eat ice cream.
- Someone makes fun of your shirt.
- A friend invites you to spend the night at his or her house.
- You get an “A” on a spelling test.
- Your goldfish died

Explain that developing good communication skills will help the students build healthy relationships. The students should be able to trust their own instincts in response to something inappropriate. It is important to learn to communicate those feelings so other people will know what to do for you. It is also important to express yourself in a positive way so you don’t hurt others. Explain that in the next session they will learn more about how to react when they are angry.

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<sup>1</sup> Adapted from Family Resource Center Kindergarten Curriculum, Session #2, “Identifying Feelings”, 2006

**Closing (5 minutes)**

Pass out Chatterline stickers.

Remind everyone that you'll be back in their class two more times, and ask if anyone has any questions. Thank the students and the teacher and let the teacher know that if he/she needs anything to give you a call.

## 1<sup>st</sup> Grade Session #2

### ***Anger Management***

#### Supplies Needed:

- Stoplight coloring page
- Chatterline Crayons
- Andrew's Angry Words by Dorothea Lachner

#### **Introduction (5 minutes)**

Introduce yourself and ask the students if they remember where you are from and what you do at Crisis Line. Correct their answers if necessary. Explain that you will be in their class today and one more time.

Ask the students if they remember what you talked about last time. *Identifying feelings.*

Ask the students if they remember why it is important to know how someone is feeling. *So you know if you have upset them.*

#### **Activity #1: Anger Buttons (5 minutes)<sup>2</sup>**

Q. Have you ever been angry?

Q. What types of things make you angry?

*A. most responses have to do with a time when someone else does something to us or when we disappoint ourselves*

Q. How do you know when you are angry?

*A. Your face turns red, heart beats fast, your face and body clench up, you feel like you might explode, etc.*

Q. What are some things people do when they are mad?

*A. yell, cry, scream, hit, etc.*

Q. How do you feel when someone does those things to you?

*A. sad, you get angry back, etc.*

Explain that today we will discuss how to deal with our anger in positive ways.

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<sup>2</sup> Adapted from Family Resource Center, 1<sup>st</sup> Grade Curriculum, Session #2, "Dealing With Anger", 2006

### **Activity #2: Andrew's Angry Words (10 minutes)<sup>3</sup>**

Explain that you will read a book that show what happens when you take out your anger on other people.

Read Andrew's Angry Words by Dorothea Lachner.<sup>4</sup>

Q. What happened when Andrew used his angry words on his sister?

*A. He made her angry, then she made the boy angry and it kept going and going*

Q. What eventually happened to the angry words?

*A. The lady at the market threw them in the ocean and gave Andrew nice words to replace them.*

Q. What happened as Andrew gave the nice words to someone.

*A. They became happy and were nice to other people.*

### **Activity #3: The Stoplight Technique (10 minutes)**

Explain that you're going to teach them a way to act when they are very angry, called the Stoplight Technique.

First, they need to color a picture of a stoplight on the stoplight coloring page.

- RED = Stop
- YELLOW = Calm down and think
- GREEN = Pick the best solution and go with it.

Pass out the Chatterline crayons for them to use to color their pictures. Explain that they should color their picture to look exactly like yours. While they are coloring, repeat the steps: stop, calm down and go.

After they have finished coloring, read the following scenarios and have a volunteer come to the front of the class to practice the stoplight technique.

The students should take their pictures home to remind them what to do when they are angry. They should stop, calm down and then do something about their problem. If time allows, offer the following examples and ask the students what they might do if these things happened.

- Their ice cream cone just dropped on the ground

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<sup>3</sup> Adapted from Family Resource Center, 1<sup>st</sup> Grade Curriculum, Session #2, "Dealing With Anger", 2006

<sup>4</sup> Lackner, Dorothea. Andrew's Angry Words. New York: North-South Books, Inc, 1995

- Their friend just got mad and hit them in the arm
- Their favorite toy just broke
- Their parents told them they can't have dessert tonight
- They have to clean their bedroom even though they don't want to.
- Their classmates told them they couldn't play with them
- Their brother won't stop bugging them
- They lost their favorite stuffed animal

### **Activity #3 – Warm Fuzzies and Cold Prickles (5 minutes)<sup>5</sup>**

While the students are coloring, introduce them to the warm fuzzy and cold prickle.

Show them a small Styrofoam ball with toothpicks sticking out of it. Explain that this is a “cold prickle.” This is how it feels when you are mad, and that we give this to other people when we use our angry words. Walk around the room and let the students carefully touch the cold prickle.

Show the students a fuzzy ball or small stuffed animal. Explain that it is a “warm fuzzy”, and it reminds us how we feel inside when someone is nice to us. Explain that when they use their spotlight they can give people warm fuzzies. Walk around the room and let the students pet the warm fuzzy.

Explain to the students that when they hurt someone else, even when they are angry, they are giving them a cold prickle. Encourage the students to remember the spotlight technique because this will help them give only warm fuzzies to others.

### **Conclusion (5 minutes)**

Remind everyone that you'll be back in one more time and you will talk about how it is important to feel good about yourself. Ask if anyone has any questions. Thank the students and the teacher and let the teacher know that if he/she needs anything to give you a call.

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<sup>5</sup> Adapted from Family Resource Center 1<sup>st</sup> Grade Curriculum, Session #1, “Identifying Feelings”, 2006

## 1<sup>st</sup> Grade Session #3

### ***“A Handful of Unique Children”***<sup>6</sup>

#### Supplies Needed:

- The Practically Perfect Pajamas by Erik Brooks
- White Paper
- Construction Paper
- Glue Sticks
- Post Tests

#### **Introduction (5 minutes)**

Introduce yourself and ask the students if they remember where you are from and what you do at Crisis Line. Correct their answers if necessary. Explain that you will be in their class today and one more time.

Ask the students what you talked about last time. *Anger.*

Ask the students if they remember what you should do when you are angry. *Stop, Calm Down, Do the Right thing.*

#### **Activity #1: Being unique (10 minutes)**

Explain to the students that today you will talk about how we are all unique. Ask if anyone knows what the word “unique” means. Being unique means being your own person.

Is it always easy to be yourself? Sometimes do you try to change yourself to “fit in” with the rest of the class?

Explain that you will read a book about what happens when someone tries to change themselves to be like everyone else. Read The Practically Perfect Pajamas by Erik Brooks to the class. Ask the students the following questions.

What was different about Percy? *He liked to wear pajamas*

Do polar bears usually wear pajamas? *No*

What does Percy do when his friends pick on him? *He stops wearing his pajamas*

Does that make him happy? *No*

Explain that we are often pressured to change ourselves to fit in with others, but we will not be happy unless we are ourselves.

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<sup>6</sup> The Berenstain Bears See, Think and Do Activity Guide, Socio-Emotional Development

### **Activity #2: How Are You Different? (10 minutes)**

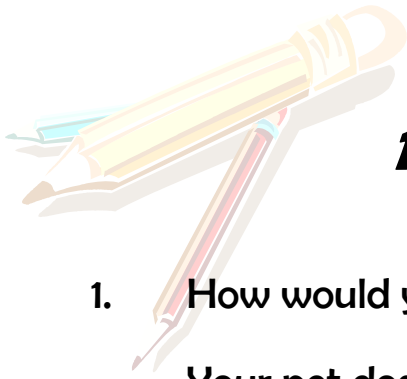
Explain to students that we are all different. We should have the courage to be ourselves. Rather than expecting other people to change to be like us, we should accept them as they are. Ask the students what it would be like if everyone wore the same clothes, had the same hair styles or liked the same food.

Have the students make hand-pictures by tracing an outline of their hand onto white paper, cutting it out, and pasting it toward the top of a piece of colored construction paper.

After this is done, ask the students to write their name at the top of the page. Then, underneath their hand-print, they should either write or draw three things that make them unique. Offer suggestions such as a special interest, skill, hobby or talent, etc.

### **Conclusion (5 minutes)**

Remind the students that because we are all unique and valuable, we have to treat others with respect. Remind them that during the first class they learned how to recognize feelings so they can be aware of how others are doing. Remind them that during the second class they learned how to react when they are angry. Now, they can see that they are a valuable person. Thank the students for letting you come to their class.



# 1<sup>st</sup> Grade Post Test

1. How would you feel if?

Your pet dog ran away?



Your brother broke your favorite toy?



Your friend asked you to spend the night?



2. What is the first thing you should do when you are angry?

\_\_\_ Stop

\_\_\_ Yell

\_\_\_ Hit

3. What is one thing that makes you unique?

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