



## Grade 1 Sample Lesson Plan

### Emotions

#### Objectives/Goals

- Students will compare and contrast emotions that may make a person happy and emotions that may make a person feel unhappy or mad.
- Students will identify appropriate ways a person may express the emotions of happy, unhappy, or mad
- Students will demonstrate ways to express emotions appropriately.

The contribution teachers make to the social and emotional development of students is affected by how teachers themselves role model pro-social and emotional regulation skills; supportive interaction with students by educators, health, and counseling staff; and the larger community, school and classroom climates - perhaps even more than implementation of any specific focused lesson. Mental Wellness and Social Emotional Skills are developed in concert with the other skills and experiences, - e.g., healthy relationships and violence prevention, ATOD, and health promotion - that intersect with components of social and emotional development of students - i.e., their ability to experience, express and manage their emotions; to communicate, collaborate, resolve conflicts; and to otherwise develop and maintain positive, supportive relationships with others

#### Steps

1. Have students create posters of people's faces with a variety of expressions and have them identify the emotions.

2. Have students make up a story about a person in the poster. Ask for suggestions as to why the person may feel happy, sad, anger, guilty, or fearful, and what might help to make that person feel better.
3. Ask students to identify and discuss situations at home or at school that have made them feel emotions and how they expressed their emotions.
4. Have students read a story about sharing feelings in healthful ways with friends
5. Incorporate kindness into every class. For example:
  - Fuzzy Feeling Chair (Gr. K-5)  
[http://www.educationworld.com/a\\_tsl/archives/03-1/lesson026.shtml](http://www.educationworld.com/a_tsl/archives/03-1/lesson026.shtml) : Position a special “chair” (beanbag, stool, chair that is used for this activity only) in the classroom. Each day, ask a different student to sit in the chair and have the other students take turns saying nice and positive things about that student. The student in the chair can only say “Thank You” and nothing else. At the end of the activity, ask the student sitting in the chair how it felt to have others saying nice things about her/him. Over time, students will become comfortable with being complimented, and complimenting others, trusting and expressing their feelings.)
  - Treasured Comments (Gr. K-5)  
[http://www.educationworld.com/a\\_tsl/archives/06-1/lesson026.shtml](http://www.educationworld.com/a_tsl/archives/06-1/lesson026.shtml) : As an activity to help students move away from negative criticism to positive thoughts. Provide students with enough brightly colored strips to write down one kind and positive comment about another student in the class (e.g., you really know your addition facts well; your laughter makes me happy). The students then put each strip into the recipient student’s “treasure box.” Students can then take the treasure boxes home and share the positive messages with their families.
6. Engage in activities that support Mindfulness. Per Kellie Edwards, Kids Activities Blog <http://kidsactivitiesblog.com/60980/5-mindful-games-kids> , mindfulness is about paying attention to the here and now; rather than being distracted– slowing down and experiencing stillness to quiet the mind. The benefits to children include: improving observational skills and concentration; allowing a time to regroup and wind down – giving brains and bodies time to renew; feeling steady and safe; soothing emotions; feeling kind and connected. Following are examples of activities that contribute to mindfulness:
  - Blowing bubbles – encourage students to breath in deep and out slowly, and focus on the bubbles’ gentle movements.
  - Pinwheels – encourage students to breath in deep and out slowly and focus on the pinwheels ‘movements.
  - Playing with balloons – each child pushes a balloon gently into the air and tries to keep it afloat and within reach.
  - Texture bag – place a sampling of small, familiar objects of various textures (e.g., rock, stick, leaf, acorn, marble, squishy toy, fluffy toys) into a bag; have students

- take turns touching and feeling the items in the bag without taking them out, describing how the object feels, and guessing what the object is.
- Blindfolded taste test – depending on the school’s policies related to food items, students take turn being blindfolded and then feeling and tasting a variety of fruits, vegetables, or other foods . In turn, students describe how the food items feel and taste and then remove their blindfolds and describe what they see.

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