

Us Time

Feelings

Spark Meaningful Classroom Conversations
To Promote Social and Emotional Development



sparkler

Find songs, videos, and more for this unit at www.PlaySparkler.org/ustime

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Introduction

Let's Grow Kids' Big Hearts!

People need “big hearts” (also known as social and emotional skills) to understand themselves and manage emotions and to connect and cooperate with others. Sparkler Learning — an early learning and family engagement organization — created Us Time to help educators working with children ages 2 through 6 help students explore the ideas of:

- ♥ Me (identity, feelings, self regulation)
- ♥ You (awareness of others, appreciation of diversity)
- ♥ Us (relationships, working with others)

What is Us Time?

Us Time is a framework for classroom community meetings for young students, encouraging educators to use activities, songs, and stories from Sparkler and our partners to grow kids' hearts. This is an action-oriented guide that teachers can print and use. It will help:

- ♥ Build multi-session curriculum lessons;
- ♥ Address classroom conflicts; and
- ♥ Stretch and support the hearts, minds, words, and bodies of young students.

Us Time will invite children to embark on the life-long discovery of how to be with ourselves and each other in the world. It will also help educators

engage parents and caregivers, tapping into activities, tips, songs, and interactive tools available from Sparkler Learning and its partners. Each lesson can be pared down — or expanded — to meet the needs of your classroom. Find the interactive version online at playsparkler.org/ustime.



Who Made This Guide?

Sparkler Learning is a nonprofit organization that works with educators and other providers serving young children to engage and support families. Our goal: Sparking healthy early childhood development and helping every child get a strong start! Sparkler also collaborated with Noggin — Nick Jr.'s early learning service — and other partners to create a social and emotional learning campaign called Big Heart World, available online at www.bigheartworld.org, which provides free resources to help parents, caregivers and educators grow kids with big hearts.

Us Time Elements

Each Us Time lesson is designed to be customized to suit the needs and established structures of your classroom. Us Time lessons should begin with the "Us Time" song, followed by a group meeting to introduce the main ideas and review the community agreements, and conclude with the "Thank You" song. Everything that happens in between is up to you! You can choose to do one or several supporting activities per day. Activities can be done during the Us Time meeting, or as an extension activity during another part of your day. You may choose to include Us Time meetings in your daily schedule, or just a few times per week. Whatever you choose, it is recommended to keep your Us Time schedule consistent to help children know what to expect and learn the routines and expectations of Us Time. Below is a list of all of the Us Time elements that you will find throughout the lessons.



A Place to Gather, Plus Materials

During Us Time, students gather together on a rug or in a corner of the classroom. If materials are required (or optional) we let you know.



Opening Song

An opening song helps establish a tone of joyful participation, and gives Us Time a feeling of ritual. We know that Us Time has started because we just sang the song! You can access the song online at playsparkler.org/UsTimeSongs.



Voice and Body Breaks

Voice and Body breaks provide a break from sitting and waiting your turn. These moments can also be opportunities to reinforce big ideas through our bodies. Putting all our hands together, following the leader, building a giant machine with our bodies, stepping around the room in unison: these are all chances to practice working as a group, listening to each other, and expressing ourselves.



Discussion

Discussion is the heart of Us Time, when children get to share their own experiences, brainstorm ideas, and articulate lessons. Discussion can also be a good time to learn vocabulary to help children express their big ideas. If children have a lot to say, you can encourage them to turn to their partner to chat, instead of speaking as a full group together.



Activity

This is when children solidify their understanding through song, activity, or dramatic play. This helps them build a visible and physical manifestation of the lesson.



Story Time

Read together to explore the theme.



Vocabulary

Sometimes we will share vocabulary words, which educators and students can use during Us Time. These are never meant to be used as a list for memorizing, but rather as ways to increase shared community understanding of key terms and phrases.



Play

We incorporate videos of songs and examples to enhance learning. You can access songs online playsparkler.org/UsTimeSongs.



At Home Resources

Each lesson is paired with take-home resources that summarize the lesson and the language of the meeting, and share some ideas for at-home activities to reinforce lessons.

Learn more: www.playsparkler.org/ustime

Please email with questions/feedback or to get on the list for new releases:
support@playsparkler.org

Us Time: Feelings Unit

Angry! Happy! Frustrated! Silly! Scared! Sad!

Every person on the planet has a range of emotions, and children's feelings are just as real and important for them as adults' emotions are to us. Babies express their feelings through smiles and cries. Toddlers start to experience a greater range of feelings and, with help, can start to identify their feelings. Before children's language and regulation skills develop, they will use their facial expressions and bodies to express their feelings. This might include crying, stomping, or even hitting. It takes time to learn how to manage feelings. Children learn about their feelings — and how to control them — by watching their teachers, parents, grandparents, and caregivers. So remember: the kids are watching!

It can take years of practice for people to learn to express big feelings and to gain the language skills necessary to express themselves verbally. Remember: All the hard work will pay off. Identifying feelings and managing emotions helps children to develop empathy and independence. It helps them learn to tolerate frustration and navigate relationships with others, now and as they grow up.

The Us Time Feelings Unit

In this unit, children will practice: naming feelings, talking about feelings, recognizing feelings in others, "coming down" from big feelings, and building empathy — understanding the feelings of others. By devoting structured classroom time to discussions of feelings, you are showing your students how essential an understanding of feelings is to their play, learning, and growth.

You will also be able to refer back to these lessons during during difficult moments in the classroom or playground, as children build powerful language to express their feelings and desires and navigate the complex world around them.

This unit has 6 Lessons, which make up the majority of this guide:

1. **What are feelings?** Introduce the idea of feelings, and start naming them.
2. **Feelings Detectives!** Can we identify feelings?
3. **Big Feelings — Anger.** How do we express anger in safe and productive ways?
4. **Big Feelings — Sadness.** It's OK to be sad. What are some ways to express and cope with sadness?
5. **Empathy: Sharing Feelings.** How can we understand other people's feelings?
6. **Feelings Party (Review).** What have we learned about feelings?

Unit Goals

- ♥ Help children to develop an understanding of the concept of feelings.
- ♥ Help children begin to identify feelings in themselves and in others.
- ♥ Help children build skills to cope with “big feelings” like anger or sadness.

1. Every Us Time meeting starts with the introduction.



Us Time Song (1 min)

Play the "Us Time" song. Gather the group in your meeting spot. Sing it together or play the video, which is available online at playsparkler.org/UsTimeSongs.



Scan to play!



Review Community Agreements (2 mins)

Agreements are rules that people decide, together, to follow. Create or add to your agreements at each Us Time meeting.

2. Each lesson contains several activities. Choose the activities you want to include each day.

Lesson 1: What are Feelings?



a. Listen to the “How You Feel” song and discuss



b. Discuss: "What are feelings?"



c. Dance along to "Dance Your Feelings"



d. Explore a Feelings Grid

Lesson 2: Feelings Detectives



a. Discuss Feelings: What do we remember?






b. Dance and Play “Guess the Feelings”






c. Play “Puppet Feelings”




Lesson 3: Big Feelings – Anger

-  a. Talk About Anger
-  b. Move Like a Rock and a Cloud
-  c. Scribble Your Anger Out




Lesson 4: Big Feelings – Sadness

-  a. Listen to The Sad Song
-  b. Talk About Sadness
-  c. Draw Your Sadness



Lesson 5: Empathy– Sharing Feelings

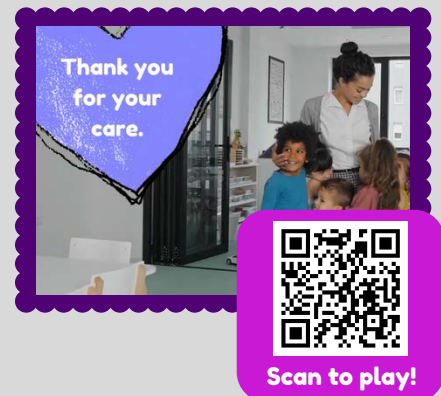
-  a. Read “Grumpy Monkey” and Discuss
-  b. Share Your Feelings
-  c. Play “Feelings Memory”

Lesson 6: Feelings Party (Review)


-  a. Talk About Feelings: What Do We Remember?
-  b. Make Feelings Crowns
-  c. Feelings Dance Party!

3. Every Us Time meeting ends with a conclusion

-  Review the big ideas from your discussion or activity (~2 mins)
-  **Thank You: Us Time Closing Song (1 min)**
Conclude with "Thank You," the Us Time “goodbye” song. This song marks the end of Us Time. Find the song online at playsparkler.org/UsTimeSongs.



4. Send related activities home via Sparkler

-  Find related activities in Sparkler that you can share for families to continue the learning at home!

Lesson Goals

Children will be introduced to the idea of feelings. Children will be able to name a short list of feelings. They will begin to explore each of the feelings.

Standards Alignment

Early Learning Outcomes Framework: Goal P-SE 1, Goal P-SE 2, Goal P-SE 3, Goal P-SE 7, Goal P-SE 11, Goal P-ATL 2, Goal P-ATL 5, Goal P-ATL 11, Goal P-LC 1, Goal P-LC 2, Goal P-LC 4, Goal P-LC 5, Goal P-LC 6.

CT ELDS: CT:ELDS: SE.36.1, SE.48.1, SE.60.1, SE.36.6, SE.48.6, SE.60.8, SE.36.13, SE.48.12, SE.60.15, SE.36.7, SE.48.6, SE.48.7, SE.48.8, SE.60.9, SE.60.10, SE.60.11, SS.60.1, L.36.5, L.48.5, L.60.5, L.36.7, L.48.7, L.48.11, L.36.14, L.48.13, L.48.15, CA.12.2

Description

This lesson introduces the idea of feelings and helps children begin to name them.

1a. "How You Feel" Song

Materials



Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ "How You Feel" by Oh, Hush! and Grayson DeWolf from Noggin's Big Heart Beats Album, available online at playsparkler.org/UsTimeSongs
- ♥ Large paper, whiteboard, or chalkboard to record children's ideas



Vocabulary



Feelings - Things we notice in our minds, like "happy" or "sad." Feelings keep changing!

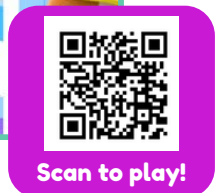
Activity



Say: "Today, we're going to start learning about feelings! Let's play a song called "How You Feel." Watch and listen to the song so we can talk about it after!"

Then Discuss:

- ♥ What did you hear in the song?
- ♥ What did you notice in the video?
- ♥ How did it make you feel?



As you discuss, use a large piece of paper hung on the wall or a mounted white board or chalk board to document children's answers. Use words or simple drawings to represent their ideas.

1b. Discussion: What Are Feelings?

Materials



Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ Large paper, whiteboard, or chalkboard to record children's ideas



Vocabulary



Feelings - Things we notice in our minds, like "happy" or "sad." Feelings keep changing!

Activity



- ♥ Ask: "What are feelings?" Students should name as many feelings/emotions as they can.
- ♥ Have everyone repeat and/or act out the feelings that their classmates share.
- ♥ Work together as a class to devise hand motions to go with each feeling, or suggest some that you think work well. Hand motions can be another way to express their feelings throughout the day.

As you discuss, use a large piece of paper hung on the wall or a mounted white/chalkboard to document children's answers. Use words or simple drawings to represent their ideas.

1c. Dance Along to "Dance Your Feelings"

Materials



Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ "Dance Your Feelings" by Benjamin Weiner, available online at playsparkler.org/UsTimeSongs.



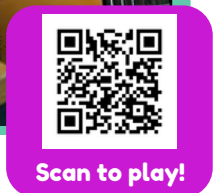
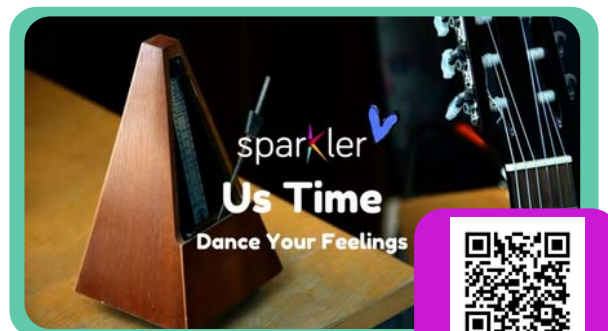
Activity



Say: "We've talked about feelings — now we're going to show them with our bodies by dancing! Let's listen to the song and follow the instructions that we hear."



Play: "Dance Your Feelings."



1d. Explore a Feelings Grid

Materials



Get Ready!

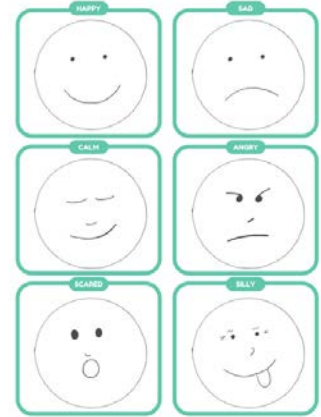
- ♥ A printed Feelings Grid (available on p. 31 or at playsparkler.org/ustime)
- ♥ Game piece (or coin or pom-pom or other small object)

Activity



Say: "This is called a Feelings Grid! Let's play with it together."

- ♥ Ask the children to name and repeat the feelings they hear. You can create motions or moves that go with each.
- ♥ Toss a game piece and see where it lands!
- ♥ Ask children to share a story of experiencing that feeling (or share your own story).



3. Closing Discussion



Closing Discussion

Lead a short discussion at the end of each session. Ask students questions like:

- ♥ Feelings are a big part of our lives! What feelings do we remember?
- ♥ What did we do to explore our feelings?
- ♥ We're going to keep learning about feelings — what do you think we'll do next?



Lesson Goals

Children will begin to identify different feelings using sensory cues, building a foundation for empathy.

Standards Alignment

Early Learning Outcomes Framework: Goal P-SE 1, Goal P-SE 2, Goal P-SE 3, Goal P-SE 6, Goal P-SE 7, Goal P-SE P-SE 11, Goal P-ATL 2, Goal P-ATL 5, Goal P-ATL 11, Goal P-LC 1, Goal P-LC 2, Goal P-LC 4, Goal P-LC 5, Goal P-LC 6, Goal IT-LC 7, Goal IT-LC 8.

CT ELDS: CT:ELDS: SE.18.8, SE.18.9, SE.24.7, SE.36.1, SE.36.6, SE.36.7, SE.48.1, SE.60.1, SE.48.6, SE.60.8, SE.36.13, SE.48.12, SE.60.15, SE.48.7, SE.48.8, SE.60.9, SE.60.10, SE.60.11, L.36.5, L.48.5, L.60.5, L.36.7, L.48.7, L.48.11, L.36.14, L.48.13

Description

This lesson reinforces the idea of feelings and helps children begin to identify them.

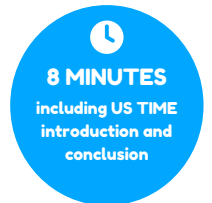
2a. Discuss Feelings: What Do We Remember?

Materials



Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ Large paper, whiteboard, or chalkboard to record children's ideas



Activity



Say: "We have been learning about feelings. What feelings do you remember?"

(Happy, Scared, Angry, Silly, Sad, Calm)

- ♥ Prompt children to name as many feelings as they can, also encouraging them to display the corresponding facial expressions, movements, and sounds.
- ♥ Remind children of any feelings that they missed, prompting them first with some of the corresponding facial expressions, movements, or sounds.
- ♥ Record and reinforce children's ideas visually, with the large paper/whiteboard/chalkboard.

Say: "We can remember a lot of different feelings!"

2b. Dance and Play “Guess the Feelings”

Materials



Get Ready!

- Area large enough for the entire class to dance safely
- "Guess the Feelings" song and the "Feelings Detectives" video, both available at playsparkler.org/ustimesongs



Activity



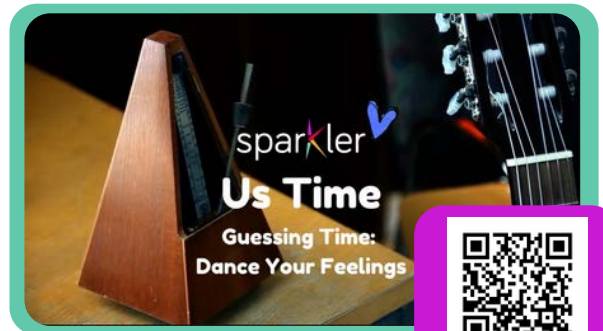
Say: “Remember when we danced our feelings? Now it's time to guess the feelings by listening to the music! We can dance along, too.”



Play: “Guess the Feelings.”

(Happy, Angry, Silly, Scared, Sad, Calm)

- Prompt children to identify as many feelings as they can.
- Encourage them to display the corresponding facial expressions, movements, and sounds.
- Children can also point to the feeling on the Feelings Grid.



Scan to play!

2c. Play "Puppet Feelings"

Materials



Get Ready!

- Puppet (or use your hand)
- Kazoo (or imitate a kazoo with your voice)
- Feelings Grid

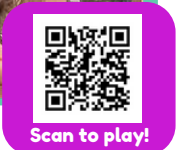


Activity



Say: “My puppet has feelings, too! Let’s figure out how my puppet is feeling! Find the feeling on our Feelings Grid.”

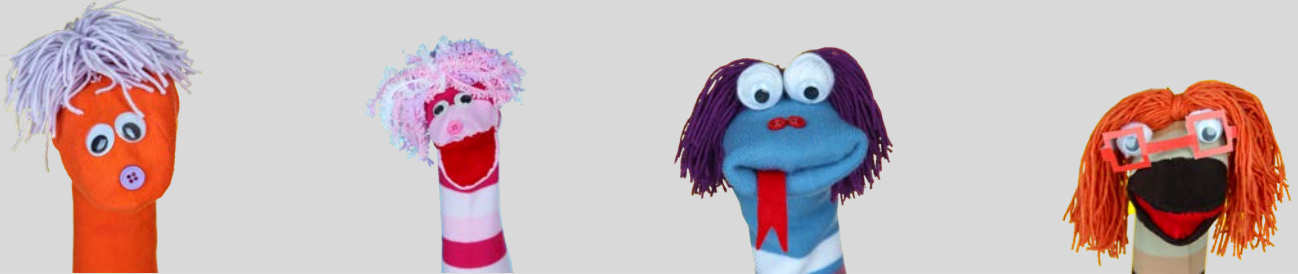
- Demonstrate feelings with your puppet, then with a kazoo or your voice. (See video, "Feelings Detectives.")
- Prompt children to identify the feelings and point to them on the grid.



Scan to play!

The Power of Puppets

Research shows that handmade or store-bought puppets can help to generate classroom communication, support positive classroom climate, enhance creativity, foster cooperation, and improve children's attitudes. Start with one puppet — your puppet! Later, your students can create their own puppets.



Closing Discussion



Say: “We've been practicing figuring out what feeling we're having, and what feeling our friends are having! Let's keep practicing during the day, while we're playing and learning. See if you can notice how everyone might be feeling!”



Lesson Goals

Children will identify positive strategies to cope with anger, and practice using them.

Standards Alignment

Early Learning Outcomes Framework: Goal P-SE 1, Goal P-SE 2, Goal P-SE 3, Goal P-SE 6, Goal P-SE 7, Goal P-SE 8, Goal P-SE 11, Goal P-ATL 2, Goal P-ATL 5, Goal P-ATL 11, Goal P-LC 1, Goal P-LC 2, Goal P-LC 4, Goal P-LC 5, Goal P-LC 6, Goal IT-LC 7, Goal IT-LC 8.

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Description

This lesson explores the feeling of anger and some strategies for expressing it safely.

3a. Talk About Anger

Materials



Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ Large paper, whiteboard, or chalkboard to record children's ideas



Discussion



Say: "Today we are going to talk about anger. Have you ever felt angry?"

- ♥ "What does it feel like to be angry?"
- ♥ "How does anger make our bodies feel?" (Discuss how our bodies feel when angry — tight neck, hot face, hands in fists, etc.)
- ♥ "What are some things that have made you feel angry?"
- ♥ "What can help you calm down? Brainstorm ideas and share: Deep breaths, walking away, stomping, using words instead of bodies to show anger."
- ♥ "Practice saying: "I am Angry!""

3b. Move Like a Rock and a Cloud

Materials



Get Ready!

♥ A space where children can sit and move safely

Activity



Movement: Hard Rock, Fluffy Cloud

♥ Say: "Let's pretend we are hard rocks. Let's tighten our bodies and hold our breath for three seconds: one, two, three!"

♥ Say: "Now, let's breathe out, relax our bodies, and lift up our hands like they are fluffy clouds."

♥ Say: "Let's try it again!"



3c. Scribble Your Anger Out

Materials



Get Ready!

♥ Crayons

♥ Paper

Activity



Activity: Scribble Your Anger Out

♥ Say: "Let's get out our crayons and make feelings art."

♥ "Let's imagine the last time each of us felt really angry."

♥ "Let's pick a color (or colors) that represent that feeling."

♥ "Let's close our eyes, take a deep breath, and think about how anger feels. When you're ready, open your eyes and start to draw with our crayon."

♥ "As you draw, think about anger: how does it make you feel? Where in your body do you feel it? What color does it remind you of? What reminds you of the feeling?"

♥ "Let's talk about how your fingers, hands, wrists, and arms move while you're drawing. How does your hand feel when you're finished?"

♥ "Let's look at all of our finished art."



Closing Discussion



Say:

- ♥ “What did we learn about anger?”
- ♥ “What are some of the things we can do when we’re angry?”
- ♥ “Let’s agree to calm down and use our words instead of our bodies when we’re angry.”



Lesson Goals

Children will identify positive strategies to cope with sadness, and practice using them.

Standards Alignment

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Description

This lesson explores the feeling of sadness and some positive strategies for expressing it.

4a. Listen to "The Sad Song"

Materials



Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ "The Sad Song" by Ryan & Courtney Lofty, available online at playsparkler.org/UsTimeSongs
- ♥ Large paper, whiteboard, or chalkboard to record children's ideas



Activity



Say: "We are going to learn about feeling sad. Have you ever felt sad before?"

- ♥ "Let's listen to a song about being sad."
- ♥ "See what you notice in the song so we can talk about it after we listen."



Play: "The Sad Song" from the Big Heart Beats album



Then Discuss (~2 mins):

- ♥ What words did you hear in the song?
- ♥ What did you notice in the video?
- ♥ How did it make you feel?



As you discuss, use a large piece of paper hung on the wall or a mounted whiteboard or chalkboard to document children's answers. Use words or simple drawings to represent their ideas.

4b. Talk About Sadness

Materials



Get Ready!

- ✓ Your Us Time classroom space, where the class will gather
- ✓ Large paper, whiteboard, or chalkboard to record children's ideas

Activity



Discussion: Let's Talk About Sadness

- ✓ Ask: "What does it feel like to be sad?"
- ✓ "How does sadness make your body feel?"
- ✓ "What can help you calm down when you feel very sad?" (Brainstorm ideas and share! Some prompts: Deep breaths, cuddling a pillow, listening to a calming song, looking at a book...)



9 MINUTES
including US TIME
introduction and
conclusion

4c. Draw Your Sadness

Materials



Get Ready!

- ✓ Crayons
- ✓ Paper

Activity



Activity: Drawing My Sadness (~5 mins)

Say: "Let's get out our crayons and make feelings art."

- ✓ "Let's imagine the last time each of us felt really sad."
- ✓ "Let's pick a color (or colors) that represent that feeling."
- ✓ "Let's close our eyes, take a deep breath, and think about how anger feels."
- ✓ "When we're ready, let's open our eyes and start to draw with our crayons."
 - "As we draw, think about sadness: How does it make us feel? Where in our bodies do we feel it? What color does it remind us of?"
 - "Let's talk about how our fingers, hands, wrists, and arms move while we're drawing. How do our hands feel when we're finished?"
 - "Let's look at all of our finished sadness art."



12 MINUTES
including US TIME
introduction and
conclusion

Closing Discussion



Say:

- ♥ “What did we learn about sadness?” (Allow the class to share.)
- ♥ “What are some of the things we can do when we're sad?”
- ♥ “It's OK to be sad. When we're sad, we can use our breathing, art, and words to come down, so we can keep our day going.”



Lesson Goals

Children will build groundwork for understanding and practicing empathy.

Standards Alignment

Early Learning Outcomes Framework: Goal P-SE 1, Goal P-SE 2, Goal P-SE 3, Goal P-SE 6, Goal P-SE 7, Goal P-SE 8, Goal P-SE 11, Goal P-ATL 2, Goal P-ATL 5, Goal P-LC 1, Goal P-LC 2, Goal P-LC 4, Goal P-LC 5, Goal P-LC 6, Goal IT-LC 7, Goal IT-LC 8.

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Description

This lesson explores sharing feelings, and puts empathy into practice.

5a. Read Grumpy Monkey and Discuss

Materials



Get Ready!

- ♥ “Grumpy Monkey” by Suzanne Lang
- ♥ Your Us Time classroom space, where the class will gather
- ♥ Large paper, whiteboard, or chalkboard to record children’s ideas



Activity

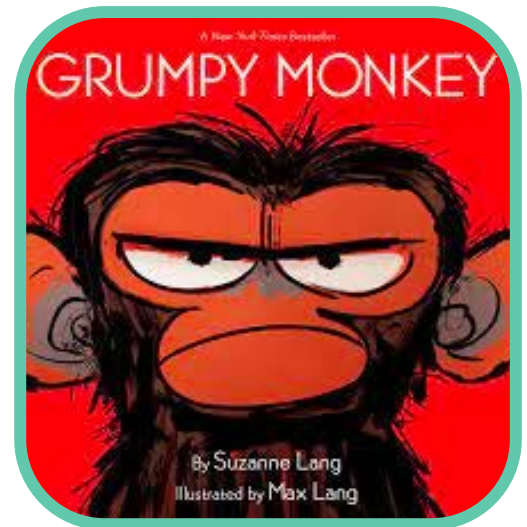


Story Time: Grumpy Monkey

- ♥ Read “Grumpy Monkey,” written by Suzanne Lang and Illustrated by Max Lang.



- ♥ Ask: "How was the monkey feeling?"
- ♥ "What helped the monkey?"
- ♥ "Have you ever shared someone else’s feelings?"
- ♥ Say: "We're going to to be learning about understanding our friends’ feelings. That's called ‘empathy.’"



5b. Share Your Feelings

Materials



Get Ready!

- ♥ Area large enough for the entire class to dance safely
- ♥ "Dance Your Feelings" by Benjamin Weiner, available online at playsparkler.org/UsTimeSongs



Activity



Say: "Let's listen to the "Dance Your Feelings" song again. Listen and think about one that you'd like to dance to afterwards!"



Play: "Dance Your Feelings," while dancing along to the song.

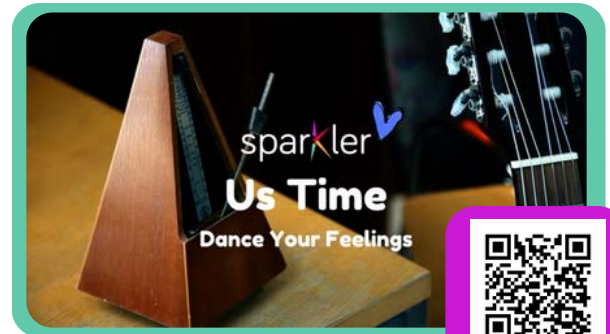


Movement: Share Your Feelings

- ♥ Choose one student at a time to dance one of the feelings.
- ♥ Can everyone in the class match their moves?



Say: "Nice job sharing your friends' feelings! Let's keep sharing feelings throughout the day."



5c. Play "Feelings Memory"

Materials



Get Ready!

- ♥ Eight prepared paper plates. On the first four paper plates, draw four different feelings. Make the second four to match, so you have four feelings pairs.



Activity



- ♥ **Say:** "Let's practice matching feelings by playing a game called Feelings Memory!"
- ♥ Place the plates face down on the floor and mix them up.
- ♥ Have children take turns flipping over two plates. Do the feelings match?
- ♥ **Ask:** "How many matches can we find?"
- ♥ **Say:** "As we find matches, let's practice making the faces and sounds of each feeling."

Closing Discussion



Say:



“What did we learn about sharing feelings?”



“Let's brainstorm a list of ways we can practice sharing each other's feelings throughout the day.”



Lesson Goals

Children will identify feelings, strategies for calming down, and other activities from the Feelings unit.

Standards Alignment

Early Learning Outcomes Framework: Goal P-SE 1, Goal P-SE 2, Goal P-SE 3, Goal P-SE 6, Goal P-SE 7, Goal P-SE 8, Goal P-SE 10, Goal P-ATL 1, Goal P-ATL 4, Goal P-ATL 5, Goal P-ATL 11, Goal P-LC 1, Goal P-LC 2, Goal P-LC 4, Goal P-LC 5, Goal P-LC 6, Goal IT-LC 7, Goal IT-LC 8.

CT ELDS: CT:ELDS: SE.18.8, SE.18.9, SE.24.7, SE.36.1, SE.36.3, SE.36.6, SE.48.1, SE 48.3, SE.48.6, SE.60.8, SE.36.13, SE.48.12, SE.60.15, SE.48.7, SE.48.8, SE 60.4, SE.60.9, SE.60.10, SE.60.11, L.36.5, L.48.5, L.60.5, L.48.7, L.48.11

Description

This lesson is a review and celebration of the Us Time Feelings unit.

6a. Talk About Feelings – What Do We Remember?

Materials



Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ Large paper, whiteboard, or chalkboard to record children's ideas



Activity



- ♥ **Say:** “Today we are having a FEELINGS PARTY! What do we remember about feelings?”
- ♥ “How many feelings can we name (and dance?) What can help when we have big feelings, like angry or sad?”
- ♥ “How do we share each other's feelings?”

Materials



Get Ready!

- ♥ Strips of paper prepared for making crowns
- ♥ Various crafting materials such as fabric, feathers, paper, tape, yarn, felt, etc.



Activity



Feelings Crowns

- ♥ Have children choose one feeling to represent on their crown.
- ♥ Support children as they decorate crowns to represent their feeling. What colors will they use? What textures? Children may choose to draw a feelings face or represent their feeling more abstractly.
- ♥ When finished, take turns sharing. Can everyone match the feeling they see?

6c. Feelings Dance Party!

Materials



Get Ready!

- ♥ Your Us Time classroom space, where the class will gather
- ♥ "Dance Your Feelings" and "How You Feel," available at www.playsparkler.com/ustimesongs



Activity



- ♥ Say: "Let's have a Feelings Dance Party!"
- ♥ Dance to Feelings Songs, encouraging children to match their movement to their feelings in the songs.

Closing Discussion



Say:

- ♥ What did we learn about feelings?
- ♥ We will learn about new things in Us Time, but we will keep practicing noticing our feelings, and learning about new ones!



Classroom Extension Activities

Learning about feelings is a lifetime project! If you have the time with your students, here are some more projects and activities that build on the Us Time: Feelings work in the preceding pages.



Activity: Feelings Wall

1. Use 6 big sheets of paper to create faces for each of the core feelings: Happy, Sad, Calm, Angry, Scared, and Silly. Space the faces out on a bulletin board with lines between them.
2. Children can add pictures, photos, and words to each feeling, creating an interactive board that they can continue to add to throughout the year. They can make art inspired by the feelings, cut out pictures from magazines related to the feelings, and write down observations about the feelings on lined paper by themselves or with an adult's help. They might write: "I was feeling happy because I got ice cream," or "Cinderella was sad when she couldn't go to the ball."
3. You can use this wall when a child is having a big feeling: "Let's go over to the Feelings Wall and see if you can find your feeling."



Activity: Feelings Stations

1. If you have the space in your classroom, create separate "feelings stations" for different feelings throughout the room, instead of one large wall.
2. For example, the "Angry Corner" could become a place where children can go when they're feeling angry, and practice some of the "Angry" activities that help them "check in" with that feeling and come down, like breathing or scribbling on paper.
3. You can use the feelings stations like the wall, asking children to identify how they're feeling and walk over to that station. You can use the stations for a body-break game: call out a feeling, and the kids move to that station.



Activity: Feelings Puppets

1. Help your students make their own puppets they can use to act out different feelings. For a quick and simple puppet, a child can draw an image on thick paper and then cut it out and glue it to a popsicle stick. For more involved sock puppets, see https://crafts.lovetoknow.com/wiki/Kids_Crafts:_Sock_Puppets for more detailed instructions.
2. When the puppets are ready, you can give students prompts for "Dramatic Puppet Play," pretending with puppets in pairs or small groups.
3. You could say, "Pretend your puppets are feeling sad today," or "Pretend your puppets need to calm down!"
4. Try playing a "Guess the Feelings" activity, in which children guess the feelings of each others' puppets. (See Lesson 3: Feelings Detectives)

Classroom Extension Activities



Activity: Feelings Songs

1. Help children to write a feelings song inspired by the music from Us Time. Start with a prompt like, "Let's say what we remember about feelings," or focus on one feeling in particular, like Calm.
2. You can write down children's words as they share, then help them find a tune to string their words together. Help them to create a very simple repeating chorus that they can sing together, like "I'm so calm, I'm so calm, la la la la I'm so calm!"
3. Then, you can add the song to your classroom songs, or make a recording to send home.



Activity: Read With Feeling (10 mins)

1. Read a favorite classroom book, focusing on the characters' feelings.
2. Pause the story to ask questions such as, "How are they feeling on this page? What happened to make them feel that way? How would you feel if that happened to you? Have you ever felt that way?"



Activity: Explore Other Feelings (15 mins)

1. There are more than six feelings! Brainstorm some with your students, or list some feelings for them, and talk about them.
2. **Ask:** "What do they feel like? What do they sound like? When have you felt them?"
3. Then, pick a few to illustrate on paper, and create dances or songs for them. You can also model the feelings with puppets, or add them to your feelings wall.
4. Here's a list you can use to start:

♥ Hopeful

♥ Disappointed

♥ Excited

♥ Frustrated

♥ Loving

♥ Lonely

♥ Proud

♥ Embarrassed

♥ Caring

♥ Bored

♥ Determined

♥ Annoyed

♥ Satisfied

♥ Guilty

♥ Relieved

♥ Disgusted

♥ Suprised

♥ Confused

Additional Resources

- ♥ How Social and Emotional Learning can Promote Children's Health and Wellbeing by Dr. Divya Chhabra
<https://www.bigheartworld.org/sel-and-mental-health/>
- ♥ What is Social Emotional Learning? by Julia Levy
<https://www.bigheartworld.org/sel-infographic/>
- ♥ How to Raise an Empathetic Child: A Guide for Parents of Children Ages 2-6 by Dr. Colleen Russo Johnson
<https://www.bigheartworld.org/teach-empathy/>
- ♥ Helping Children Identify Their Emotions by Dr. Colleen Russo Johnson
(<https://www.bigheartworld.org/helping-children-identify-their-emotions/>)
- ♥ Tominey, S., O'Bryon, E., Rivers, S., & Shapes, S. (2017). NAEYC: Teaching emotional intelligence in early childhood. <https://www.naeyc.org/resources/pubs/yc/mar2017/teaching-emotional-intelligence>
- ♥ Krögera, T., Nupponenb, A.M. (March 2019). IEJEE: Puppet as a Pedagogical Tool.
<https://files.eric.ed.gov/fulltext/EJ1212334.pdf>

Family Resources



On the pages that follow, you'll find materials that you can send home during Sparkler's Us Time Feelings unit. The suggested letter and other resources will help families understand what you're doing in the classroom, and help them explore feelings at home with their children.

Dear Families

How are you feeling today? No really, HOW ARE YOU FEELING? Do you feel happy? Excited? Sad? Frustrated? Silly? Anxious? Joyful?

Our class is thinking and learning about FEELINGS, using a program called **Us Time**, which is created by Sparkler Learning (a nonprofit organization that our school/program works with). We will learn the names of many feelings, focusing on these six basic emotions:

♥ Happy
♥ Sad

♥ Angry
♥ Silly

♥ Scared
♥ Calm

We will learn to identify these feelings (and any others that arise) in ourselves and others, and think deeply about some of our BIGGEST feelings: anger and sadness. We will also start to think about empathy — when we feel and understand each other's feelings!

Why are we focused on feelings? Research tells us that when young children learn to name and understand feelings, it lays a foundation that will help them develop in all areas, and do better in school and in life. When we focus on feelings now, your child will learn to express themselves clearly and confidently, resolve conflicts and solve problems that arise with peers, manage and regulate themselves when they feel a big feeling like anger or sadness without harming themselves or others, and much more.

At school, we emphasize the fact that ALL feelings are okay, even feelings that we sometimes view as negative, such as aggression, jealousy, or fear. All feelings are a natural part of the human experience. We never want a child to feel bad or wrong for feeling their feelings. Our goal is to help children learn what they can DO with their feelings: How can they express anger without hurting others? How can they let others know that they are feeling sad or lonely without feeling ashamed? How can you they scared and still be a “big kid?” These are all questions that we hope to help children answer as we explore feelings together.

There are many ways that YOU can help support your child’s learning at home! I will share some resources that you can use to help your child learn about feelings. Some of these will be familiar to your child, as we are using them in our classroom. Others will be new, and will add to your child’s growth and learning.

As always, please feel free to reach out to us if you have any questions or concerns. We would love to hear from you.

Play at Home Activities

Play to support your child's growth and development.

Reinforce what your child learns at school by playing, reading, singing, and discussing at home! Play is a great way for your child to remember, practice, and explore new concepts, skills and vocabulary. Play in your Sparkler mobile app or find Us Time activities online.

FEATURED ACTIVITY: BIG RESCUE

INSTRUCTIONS:

1. Oh no! Your animals are stuck in the sand! How do you think they're feeling? Worried? Scared? Lonely?
2. Quick! They need your help to get out. Can you rescue them? How does it feel to save the animals? Does it make you feel proud? Strong? Kind?
3. How do you think the animals feel after being rescued? Do they need any bandages or medicine? What a relief to be rescued at last!

WHY?

Caring for others (real or pretend) is a great way for your child to explore empathy.



Scan to explore FEELINGS with your 18-36 month old in your Sparkler app!



Rainbow Feelings



Animal Bath



Freeze Dance

Scan to explore FEELINGS with your 3-5 year old in your Sparkler app!



Feelings Charades



Freeze Dance



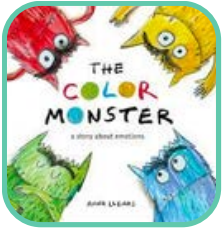
Animal Feelings

Find more feelings activities in your Sparkler mobile app or at BigHeartWorld.org.

Feelings Books

Books Make Life Better!

Here are a few books related to feelings, which you can use as part of Us Time or suggest to families. Research shows that reading aloud is a great way for kids to reinforce important ideas. If you have time, using books during Us Time will help students make connections between the lessons and their lives.



The Color Monster: A Story About Emotions

By Anna Lenas

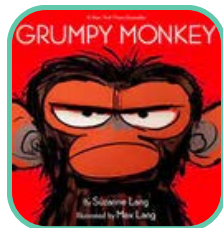
One day, Color Monster wakes up feeling very confused. His emotions are all over the place; he feels angry, happy, calm, sad, and scared all at once! To help him, a little girl shows him what each feeling means through color.



The Feelings Book

By Todd Parr

The Feelings Book illustrates the wide range of moods people experience, helping children think about the feelings they feel throughout the day or all at once.



Grumpy Monkey

Written by Suzanne Lang

Illustrated by Max Lang

Jim the chimpanzee is in a bad mood for no reason. His friends can't understand — and have suggestions to help him feel better. Maybe he just needs a grumpy day!

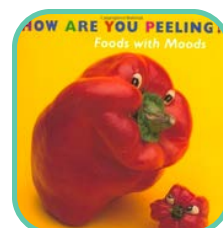


My Blue Is Happy

By Jessica Young

Illustrated by Catia Chien

What is your blue like? A lyrical ode to colors — and the unique ways we experience them — follows a little girl as she explores the world with her family and friends.



How Are You Peeling? Foods With Moods

By Saxton Freymann and Efficers Joost

Explore feelings with produce! The book asks readers to explore how they feel in different situations, while the pictures give away the emotions on the "faces" of fruits and veggies.

Feelings Grid

