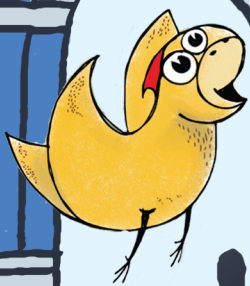




LEVEL 2 HOME KITS

WEEK #2 – THESE FEELINGS





THESE FEELINGS

ACTIVITY 1

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Understand that feelings will come and go
- Demonstrate strategies for managing feelings

RESOURCES

- Recycled Card/Paper
- Markers/Paints/Crayons/Coloured pencils
- Scissors

VOCABULARY

- | | | |
|-----------|-----------|------------|
| • Feeling | • Happy | • Calm |
| • Emotion | • Excited | • Peaceful |
| • Worried | • Scared | |

ACTIVITY

- Start the activity by asking your child how they feel today, and why. Then share how you feel and why.
- Take some time to review any emotions from the vocabulary list that your child may not understand.
- With each of the emotions from the vocabulary list, ask your child (and remind them if necessary) if they can remember different times when they experienced the same emotion, and discuss what they felt then and why.
- Have some fun showing each other how you express the different emotions on your faces!
- Name each feeling and demonstrate to each other what your face looks like when you feel that emotion.
- Discuss what looks different and how. For example, your smile when you are happy, your eyes when you are sad, etc.
- Remind your child that it is okay to feel different feelings and that eventually even the strongest feeling goes away.
- Now, invite your child to make some 'Feelings Cards'.
- Take the recycled card and cut them up into four squares (as big as you can make them).
- Ask your child to draw a simple outline of a face on each card (for example, a circle or an oval shape).

- Then explain that on one card the face is happy, another card the face is sad, another card the face is angry, and on another card the face is calm. Discuss the different facial features when someone is angry, sad etc.
- Invite your child to colour the faces, hair and eyes.
- When they have finished, keep them for another activity.
- To end the activity, sing the song below.

SONG (to the tune of “Down at the Station” or chant)

When I am happy, I am filled with joy

When I feel sad, my energy is low

When I am calm, my body is relaxed

Always remember feelings come and go!

Always remember feelings come and go!

Always remember feelings come and go!

I have different feelings all through the day

My feelings always change, and this I know

My feelings are part of me, and it's okay

Always remember feelings come and go!

Always remember feelings come and go!

Always remember feelings come and go!

THESE FEELINGS

ACTIVITY 2

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Understand that feelings will come and go
- Demonstrate strategies for managing feelings

RESOURCES

- Radio
- Feelings Cards from Activity 1

VOCABULARY

- | | | |
|-----------|-----------|------------|
| • Feeling | • Happy | • Calm |
| • Emotion | • Excited | • Peaceful |
| • Worried | • Scared | |

ACTIVITY

- Begin the activity by singing the song from Activity 1.
- Take the 'Feelings Cards' from Activity 1, and invite your child to choose one card.
- Ask your child to name the feeling and then describe how it feels in their body.
 - For example: 'The feeling is angry! When I am angry I feel my fists clench, my heart beats faster, my shoulders are tight, and I feel knots in my stomach'.
- Continue until you have discussed the four 'Feelings Cards'.
- Then invite your child to join you in a feelings dance.
- Tell them that they can move each body part to the music. They can shake, jump, turn and move to shake all their feelings away.
- Play different types of music and encourage your child to dance in a way that the music makes them feel (for example: fast, upbeat music may make them feel happy and excited, and they might jump around or run. Slower music may make them feel calm or sad, as they make slower movements).
- When you have finished your feelings dance, remind your child that different feelings always come and go.
- Tell them that doing exercise, like dancing or taking a walk can help them to feel calm and peaceful.
- Let them know that they can feel many different strong feelings, pleasant and unpleasant in one day.
- Explain that they can feel happy or excited, and they can feel sad or worried, and that's okay.

THESE FEELINGS

ACTIVITY 3

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Understand that feelings will come and go
- Demonstrate strategies for managing feelings

RESOURCES

- None needed

VOCABULARY

- | | | |
|-----------|-----------|------------|
| • Feeling | • Happy | • Calm |
| • Emotion | • Excited | • Peaceful |
| • Worried | • Scared | |

ACTIVITY

- Talk about what feeling peaceful, still and calm deep inside means to you, and give examples where possible.
- Now ask your child what makes *them* feel peaceful, still and calm deep inside.
- Invite your child to tell you about a time when they felt this way. Talk about what happened and ask them to describe what it felt like in their body.
- Then remind them that feelings, pleasant or unpleasant can be strong, and that there are different things we can do to help ourselves feel calm and peaceful again.
- If your child is already familiar with any calming strategies, remind them of what they are, and discuss how they can help.
- If not, speak to your child about activities they like to do such as reading, drawing, playing music, exercise, and how doing these activities can help them to feel calm when they are feeling strong feelings.
- Then sing the song from Activity 1.
- To end the activity, invite your child to do something that they enjoy that calms their feelings.
- It could be painting while listening to some calming music, going for a walk, lying on the grass and looking up to the sky etc.
- Let them take the lead and decide what they would like to do.
- While you are doing the activity, ask them if they feel calm and peaceful, and to describe what they feel like in their body.
- Afterwards, remind them that feelings come and go, and tell them that when they feel strong feelings, they can help themselves to feel calm by choosing to do a calming activity.

THESE FEELINGS

ACTIVITY 4

LEARNING GOALS

By the end of the WEEK, your child/ren should be able to:

- Understand that feelings will come and go
- Demonstrate strategies for managing feelings

RESOURCES

- Feelings Cards from Activity 1
- Recycled Card/Paper
- Markers/Crayons/Coloured pencils

VOCABULARY

- | | | |
|-----------|-----------|------------|
| • Feeling | • Happy | • Calm |
| • Emotion | • Excited | • Peaceful |
| • Worried | • Scared | |

ACTIVITY

- Ask your child, 'What do you feel like when you are happy?'
- Then share what you feel like when you are happy.
- Discuss what makes you feel happy, and remember a time when you were happy.
- Ask, 'What were you doing? Why did you feel happy?'
- Then talk about different family members, including pets if you have them, and what you think makes them happy.
- Sing the song from Activity 1.
- Now, invite your child to draw a picture of a day that made them happy.
- Afterwards, invite them to tell you the story of that day, and then display their picture in your home.
- Then invite your child to play a game.
- Take the 'Feelings Cards' you made in Activity 1 and mix them up.
- Put them face down so your child can't see the image.
- Now ask your child to turn one card over and without showing you the card.
- Invite your child to act out the feeling so that you can guess what it is.
- The next turn is yours to choose a card and act out the feeling written on the card. It is now your child's turn to guess what the feeling is.
- After each emotion has been correctly guessed, ask your child to describe a situation that would make them feel that way.
- Take turns at sharing answers and play the game until you have completed each one of the 'Feelings Cards'.
- After playing the game, remind your child that we experience different feelings all the time, and though feelings can be strong, they come and go.

THESE FEELINGS

ACTIVITY 5

LEARNING GOALS

By the end of the WEEK, children should be able to:

- Understand that feelings will come and go
- Demonstrate strategies for managing feelings

RESOURCES

- Magazine

VOCABULARY

- | | | |
|-----------|-----------|------------|
| • Feeling | • Happy | • Calm |
| • Emotion | • Excited | • Peaceful |
| • Worried | • Scared | |

ACTIVITY

- Begin the activity by singing the song from Activity 1.
- Look at the magazine together. As you turn the pages, ask your child if they can name the feeling that the people are feeling by looking at their faces and bodies. If necessary, guide them and give them clues by pointing out the different facial expressions, or 'body language'.
- Next, invite your child to join you in a 'Feelings Parade'.
- Explain to your child that someone is a leader, and the other follows. You will be the leader to start the parade and then you can switch and take turns.
- As you walk, you will tell a story. The story has to include the different feelings you have been looking at in the activities and vocabulary list.
- As the leader tells the story, the person behind must act out the feelings from the story as they walk. More than 2 people can play the game.
 - For example: 'One day, the sun was shining and I was very *happy* (everybody in the parade smiles and pretends that they are happy). I was *excited* to play outside with my friend (everybody jumps up and down smiling) but then they didn't want to play my favourite game and I was *sad* (everybody looks down with a sad face and walks slowly)'.
- Play the 'Feelings Parade' and take turns being the leader. Invite other siblings or family members to join in too!
- Afterwards, ask your child what they can do if they feel strong feelings (they can do something to feel calm).
- Then speak about the different calming strategies you discussed in Activity 3, and talk to your child about what you like to do to feel calm.
- Remind your child that our feelings, pleasant or unpleasant, come and go.

