RELATE Workshop 1: My Feelings and Your Feelings

SUBUNITS: IDENTIFYING FEELINGS, OUR FEELINGS, OTHERS’ FEELINGS
Materials

Provided in Packet:

- Coloring Sheets (Feelings)
- List of 16 Feelings
- Feelings Bingo Faces Worksheet
- Double Dip Ice Cream Cone Pictures
- Story: *Three Little Pigs*
- Scenarios

Not Provided:

- *Double Dip Feelings* by Barbara Cain
- Crayons/Markers
- Pencils
- Paper
- Glue Sticks
- Bingo Markers or Small Square of Paper to Cover Bingo Spaces
- Butcher Paper & Card Stock (optional)
- Dry Erase Markers/Chalk (if using whiteboard/chalkboard)

Book Suggestions:

- *The Playground Problem* by Margaret McNamara
- *Proud of Our Feelings* by Lindsay Leghorn
- *Double Dip Feelings* by Barbara Cain
- *The Rainbow Fish* by Marcus Pfister
Focus
This workshop will teach children to better understand their feelings and begin to understand the feelings of others.

Agenda

- Activity 1: Small Group - Getting to Know You
- Activity 2: Small Group - Feelings Bingo
- Activity 3: Large Group - Story: Double Dip Feelings by Barbara Cain
- Activity 4: Small Group - Double Dip Ice Cream Activity
- Activity 5: Learning to Identify Feelings/Three Little Pigs
- Activity 6: Small Group - “The Color of Feelings” Mural
- Activity 7: Small Group - Feelings Coloring Sheets

Note: Small Group/Large Group-
For some activities children are divided into small groups in order to receive more one-on-one attention. It is recommended that small groups be organized according to age/development of the children (Example: Children ages 5-6 should be placed in the same small group). Other activities require the small groups to come together and form one large group. If facilitators find their small groups to be moving at a different pace than other groups, it is ok to do large group activities within individual small groups, but keep in mind that extra materials—such as books and coloring sheets—may be needed.
Activity I: Small Group - Getting to Know You

Time:
15 Minutes

Materials:
- Coloring Sheets (Feelings)
- Crayons

Instructions:

1) While children are arriving, ask them to sit at the table and color with you until the entire group arrives.

2) During this time, ask questions to get to know the children and to make them feel comfortable with you. Make sure to also talk about friends to go along with the friend-themed coloring pages. Examples of questions are:
   a. How old are you?
   b. Do you have a best friend?
   c. What is your favorite game to play with your friends?
   d. Do you have any pets?
   e. What is your favorite movie/TV show?
Activity 2: Small Group- Feelings Bingo

Time:
20-30 Minutes

Materials:
- List of 16 Feelings
- Feelings Bingo Faces
- Paper or Card Stock
- Glue Sticks
- Crayons
- Bingo Markers or Small Pieces of Paper, Buttons, etc. to Cover Bing Spaces

Instructions:

1) The facilitator will give each child 16 blank circle faces and ask them to draw a face in each circle, adding eyes, a nose, a mouth, and a few simple features representing each feeling. For angry, a student might draw smoke coming out of the ears and a very upset expression; for embarrassed, the face might have eyes looking down and the cheeks shaded red. The facilitator should give a few examples. Everyone should end up with 16 different circle faces.

2) Ask each child to shuffle their circle faces and glue them to a blank piece of paper- four across and four down- to make a Feelings Bingo card. This will allow each child to have a different Feelings Bingo card.

3) The facilitator will shake up the feeling cards in a baggy and pick them out, one at a time, calling out each feeling as it is drawn. Each time a feeling is called out, the facilitator will give an example of that feeling. For example, “Sara is scared of the dark,” or “Bobby is scared of thunder.” The facilitator will also say a few things about the feeling, such as “Everyone is scared of something; being scared is just one of our feelings.” Facilitators do not need to call out letters or numbers for Feelings Bingo, only feelings.

4) Once the game is over, ask the children to go around the circle and share what they learned. Were any of the examples similar to things they have experienced and/or felt?

NOTE: The facilitator should make a Bingo card with a set of 16 faces to show the children as an example. The facilitator should also make a set of 16 feeling cards by redrawing the 16 faces (or copying their originals) and gluing them to 16 separate pieces of small paper or card stock. These feeling cards will be used when playing the game.

NOTE: Before the session begins, it may be helpful cut out the 16 blank circle faces that will be given to each child in order to save on time.
16 Feelings

1. Angry
2. Left out
3. Jealous
4. Scared
5. Nervous
6. Embarrassed
7. Excited
8. Hyper
9. Happy
10. Proud
11. Sad
12. Disappointed
13. Confident
14. Lonely
15. Shy
16. Annoyed

Note: Children may be at very different levels of knowledge about feeling words. For some students, these words will be easy to define and think of examples for. Other students may need assistance. The facilitator should have lots of examples in mind to assist as needed.
Activity 3: Large Group- Story: Double Dip Feelings by Barbara Cain

Time:
10 Minutes

Materials:
- Double Dip Feelings by Barbara Cain

Instructions:

1) A facilitator will read the book Double Dip Feelings by Barbara Cain to the children.
2) After reading the story the facilitator will ask the children if they have any questions or would like to share their feelings about the book.
3) The Facilitator should then explain to the children that sometimes we have two feelings at the same time, which we call double dip feelings. Sometimes we feel just one feeling, which we call single dip feelings. By giving an example, help the children understand that sometimes the words go together such as feeling happy and proud, which are two similar feelings and sometimes feel two opposite feelings at the same time, such as nervous and excited. Facilitators should feel free to use examples from the book, as well as creating their own examples.
Activity 4: Small Group- *Double Dip Feelings* Ice Cream Cone Drawing

**Time:**
15 Minutes

**Materials:**
- List of 16 Feelings
- Double Dip Ice Cream Cone Pictures
- Crayons

**Instructions:**

1) Facilitators will hand out the Double Dip Ice Cream Cone pictures. They will then tell the children to think of a time when they had *double dip feelings*, and have them draw the two feelings in the two ice-cream scoops. Then, ask the children to write a sentence or two (have the younger students draw a picture) telling about the time they experienced these *double dip feelings* underneath their ice-cream cone. Be sure to have the 16 words still displayed to encourage them to use a variety of feeling vocabulary.

2) Once everyone has finished, have the children sit in a circle. Then have each person hold up their drawing and tell about their *double dip feelings* pictures and situations.

**Things to think about:** Some children will finish their picture more quickly than others. In order to prevent boredom, let the early-finishers color their pictures. Facilitators can also let the late- finishers talk about their pictures, even they’re not complete.
Activity 5: Small Group- Learning to Identify Feelings/Three Little Pigs

Time:
20 Minutes

Materials:
- List of 16 Feelings
- Butcher Paper (whiteboard or chalkboard if available)
- Markers (dry erase or chalk)
- Story: Three Little Pigs

Instructions:

1) Select a short, simple, and classic children’s story—such as Three Little Pigs. On a board or butcher paper, put the name of all of the characters across the top. For example: Mother Pig, First Little Pig, Big Bad Wolf, etc. Read the story to the children one scene at a time and stopping in between scenes. Each time the facilitator stops, they should ask the children what each of the characters might be feeling. Facilitators can provide each child with an opportunity to answer by going around the circle.

2) Each time a child names a feeling that the character might be feeling, facilitators will write that feeling under the character’s name. The list of numerous feelings for each character will help make the point that even in a short story, lots and lots of feelings are expressed and felt by everyone involved. Learning to think about other’s feelings builds empathy and understanding. For example, in Three Little Pigs, the pig with the straw house may feel embarrassed that his house was so poorly constructed, and the third pig may be proud of his brick house. He might also be frustrated that he has to share it with his brothers, or could be happy to share it so he wouldn’t have to live alone.
Three Little Pigs

Once upon a time there were three little pigs who were old enough to leave home. Their mother told them, “It is time for you to go out into the world by yourselves. Be careful and build yourselves strong houses. And watch out for the wolf. I will miss you my little piggies.”

So the three pigs left home to make their way in the world all by themselves.

The first little pig quickly built his house from straw that he found in a field.

Soon, the big bad wolf came by and said loudly, “Little pig, little pig, let me in.”

The little pig replied, “Not by the hair on my chinny chin chin!”

The big bad wolf growled, “Then I’ll huff, and I’ll puff, and I’ll blow your house in!”

The little pig shivered and shook in fear. The big bad wolf huffed and puffed and blew the house in.

The little pig quickly ran to his sister’s house. She had built her house out of sticks she collected in the forest.

Soon, the big bad wolf came by and said gruffly, “Little pigs, little pigs, let me come in!”

The little pigs replied, “Not by the hair on our chinny chin chins!”

The big bad wolf growled, “Then I’ll huff, and I’ll puff, and I’ll blow your house in!”

The little pigs shivered and shook in fear. The big bad wolf huffed and puffed and blew the house in.

The little pigs quickly ran to their bother’s house. He had built his house slowly out of bricks.

Soon, the big bad wolf came by and said gruffly, “Little pigs, little pigs, let me come in!”

The little pigs replied, “Not by the hair on our chinny chin chins!”
The big bad wolf growled, “Then I’ll huff, and I’ll puff, and I’ll blow your house in!”

The little pigs shivered and shook in fear. The big bad wolf huffed and puffed and huffed and puffed and huffed and puffed again, but he could not blow the brick house in.

The big bad wolf was very angry and very hungry. He decided to climb down the chimney so he could eat the three little pigs. When the pigs saw the wolf climbing to the roof, they made a blaring fire in the fireplace and hung a big pot of water to boil.

When the wolf climbed down the chimney, the three little pigs boiled him up and the wolf never bothered them again.

The three little pigs lived happily ever after in their strong little house of bricks.
Activity 6: Small Group- “The Color of Feelings” Mural

Time:
15 Minutes

Materials:
- List of 16 Feelings
- Paper or Butcher Paper
- Crayons
- Scenarios

Instructions:

1) Facilitators will begin by showing the children a blank piece of paper, or if available, a 3-5 foot piece of butcher paper. They will then tell the children that they are going to create a feelings mural together.

2) Facilitators will set out different colors of crayons for the children to see and tell the children that some of these colors might remind them of certain feelings. Facilitators will ask the children if they have any ideas about relating the colors to feelings. If the children are under the age of 5, ask them to choose a color, and then discuss which feelings the colors could represent.

3) As the children discuss colors and feelings, facilitators will draw a key on the paper that shows which colors go with which feelings.

4) They will then read the children the following 5 scenarios provided, or make up your own. After each scenario, draw a large stick figure roughly depicting the situation. Ask the children to color the person based on the person’s feelings. You can ask the children questions like, “What does it look like when Max feels sad and disappointed at the same time?”

5) By the end of the activity, groups should have a long mural of children having different feelings. It may be very colorful.
**Scenario 1: Max**

Meet Max. He has been waiting all day to come home and play with his dog, Ralphie! In fact, when Max woke up this morning he asked his Mom, “Mom, may I PLEEEEESE stay home today to take care of Ralphie!? I really want to play with him!” But Mom said, “You are very excited about being with Ralphie today! What a wonderful caretaker you are! But Max, what do you need to do every week day?” Max replied, “Go to school...I know I need to go to school.....but I really wish I could play with Ralphie.....can I play with him as soon as I come home?” “Most certainly!” Mom replied. So, Max waited all day. As soon as Max walked in the front door after school, he called for Ralphie, but the dog didn’t come. He asked his mother, “Mom, where is Ralphie?” Mom replied, “I’m sorry Max, but Ralphie got sick today and I had to take him to the vet. He is still there getting some medicine and cannot play with you.” “Ohhhhhhhhhhhhhhh. I’m SO _________________!” Which feelings do you think Max will say?
Scenario 2: Caroline

Meet Caroline. She is having her first day of school today. As her Dad drives her up to the school she sees something interesting. Caroline notices that the front door of the school is painted orange. Orange happens to be Caroline’s favorite color. Caroline says to her Dad, “Oh, Dad! The door is orange!!” Dad replies, “Why Yes it is! My goodness that is your favorite color!” Caroline yelled, “Yes! It is my favorite color! I am so _________________!” Which feelings do you think Caroline will say?
Scenario 3: Mallory

Meet Mallory. Mallory recently moved to a new house, because her mother got a new job in a new city. One day, Mallory was walking home from school when she saw a house that looked JUST LIKE her old house! Mallory stood and stared at the house for a long time. She thought things like: “I wish I could be at my old house.” “My new house is so different.” “I LOVE this house because it looks just like my old house.” “I wonder who lives inside.” “I wonder if they have a little girl to play with.” “I miss my old house.” “I like my new house.” “I like seeing this house that looks so much like where I used to live.” Which feelings do you think Mallory felt as she stood there having those thoughts?
Scenario 4: Josh

Meet Josh. It was Josh’s 6th birthday yesterday, and his mother had planned a party for him......but she didn’t tell him! It was called a “surprise party.” His Mom called all of Josh’s friends and cousins and invited them over for a party after school. They all came over and brought things that they knew Josh would like. They all liked Josh and wanted him to know that they cared about him and were glad he was born. So, when they got to his house, they all hid behind couches and chairs. Then when Josh came home, they yelled “Happy Birthday!” and jumped out from behind the chairs. When they jumped out, Josh jumped. And then his eyes got big, and he began to smile and laugh! “WOW!” Josh yelled, “I am so ________________!”

Which feelings do you think Josh will say?
Activity 7: Small Group- Feelings Coloring Sheets

Time:
10 Minutes

Materials:
- Coloring Sheets (Feelings)
- Crayons

Instructions:

1) If needed, facilitators will use this time to continue discussion and answer any questions.
2) It may be helpful to have the children try to identify feelings present in the different coloring sheets. Example: Scooby Doo and his friends are feeling scared, or frightened. Fred Flintstone is feeling confused. Winnie the Pooh and his friends are feeling happy.
3) Facilitators should stress the importance of recognizing one’s own feelings, and the feelings of others, and help the children verbalize what these feelings look like. This may help guide a discussion on how to be sensitive to others feelings, and how to “put yourself in other’s shoes.”