



Feelings and Emotions Unit

Grade 3 • Ages 8-9

TIME FRAME

Preparation: 15 minutes
Instruction: 30 minutes

MATERIALS

Feelings statements, cut apart before class

Hat or basket

[Kindness Concept Posters](#) for Responsibility, Self-Discipline

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.3.1, 1b-d, 2, 3, 6; CCSS.ELA-Literacy.L.3.2, CCSS.ELA-Literacy.W.3.1
Colorado: Comprehensive Health S.3, GLE.1, EO.f; Reading, Writing and Communicating S.1, GLE.1, EO.b, f, g; S.1, GLE.2, EO.a,b,c; S.3, GLE.1, EO.a

[Learning standards key](#)

Feelings Game

Students will act out different emotions and guess what emotions other classmates are portraying.

Lesson Background for Teachers

Feelings and Emotions are two different things, but are often used interchangeably. Feelings are our physical and mental reactions to our emotions. Emotions are automatic and unconscious and occur in the brain. The two create a feedback loop as we process what is happening.

We express our emotions both consciously and unconsciously through our tone of voice, our body language and our facial expressions.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

RESPONSIBILITY Being reliable to do the things that are expected or required of you.

SELF-DISCIPLINE Controlling what you do or say so you don't hurt yourself or others.

FEELINGS OR EMOTIONS How we feel in our body and our heart when something is happening around us.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Referencing a copy of the Feelings Images sheet from the Feelings and Behavior Kindergarten lesson.

Resources

Emotions Wheel: Google image search
Kids Health - Feelings: <http://kidshealth.org/en/kids/feeling>

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



The RAK paradigm is the framework for teaching and building kindness skills.



Share (3 mins)

Turn to a classmate and share a time when you knew someone else was really excited. How did you know? How did their body language and tone of voice show their excitement? Take turns so both partners get a chance to share.

Inspire

Act Out Emotions Activity (10 mins)

Hold up a hat in one hand and a folded up "feeling statement" in the other hand.

*On these pieces of paper are different situations. I am going to stuff these pieces of paper into the hat. Now, I will need a volunteer to come up to the front, draw one of the papers out of the hat, and read the statement to the class while showing the emotion written on the paper. Don't say the emotion, only act it out, and the more dramatic the better! The rest of the class will guess what **feeling** or **emotion** you are showing. The person acting out the emotion will call on someone to respond.*

Model an example before beginning the game: *My brother told me that I am really good at soccer.* (said proudly) Point out what your body is doing when you say the words, what your voice sounds like and what your face is doing.

Choose a volunteer to come up front and have them read the statement showing the emotion on the paper. The person who answers correctly gets to pull the next statement out of the hat. Make sure to emphasize body, voice and face when reading the emotion of the actor. Play as many rounds as you want. To enrich the discussion afterward, have one student read a statement in the opposite tone with opposite body language. For example, read sadly: "We just won our basketball tournament."

Allow students to think of their own statements and an emotion, and act it out for the class.

Empower

Discussion (10 mins)

After the game, ask the following questions:

- Was it easy or difficult to guess the emotions of your classmates?
- Do you think that it is always easy to tell how someone is feeling from the way they communicate?
- What if you can't tell how someone is feeling? What could you do to find out? Do you think it would be helpful to ask? Why or why not?
- What does their body tell us? How about their face?
- If you can't tell, is it OK to ask a person how they are feeling?

Wrap Up (5 mins)

To gauge understanding of the material, choose from the evaluation and reflection questions as discussion, or writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- *How do you tell how someone is feeling?*
- *What might some clues be that someone is feeling sad?*
- *How might someone act if they are feeling very happy?*

Reflection Questions

- Do you think it is easy for you to tell how someone feels from the way they talk?
- Do you think we are responsible for the way we feel?
- What about the way others feel?

Summary

Today we practiced recognizing emotions that other people are **feeling**. It's not always easy to tell how someone else is **feeling**, but sometimes there are clues that help us better understand what is happening with them. It helps us be understanding and kind to people when we understand their feelings.



Act (2 mins)

Kindness Minute

Tell a joke to someone at recess to make them laugh and brighten their day. Practice your joke with a partner!

Kindness in Action

Make a "get well soon", "thank you", "I appreciate you" or a "you're awesome" card and bring it to your next RAK lesson. Explain to students that you will be collecting everyone's card to create a basket full of "kindness cards" that classmates will be able to use. (Please **don't** sign the cards!).



Feeling Statements

These statements are designed to help the students identify feelings. Before class, cut apart these statements, fold them, and have them ready to stuff into a hat during the lesson. Instruct the students to read the statements out loud expressing the feeling that is listed.

SAY: "I can't believe my mom won't let me play at Lauren's house!"

(Try to show you are MAD.)

SAY: "My dog died last night. I've had him since I was two years old."

(Try to show you are SAD.)

SAY: "I hate it when I am sleeping and then I hear a noise outside."

(Try to show you are SCARED.)

SAY: "I just found out that I get to go to an amusement park on Saturday!"

(Try to show you are HAPPY.)

SAY: "I have a math test today on my math facts and I haven't learned them."

(Try to show you are ANXIOUS.)

SAY: "Wow! I had no idea you had planned a party for me!"

(Try to show you are SURPRISED.)

SAY: "My friend just told me that she doesn't want to play with me at recess."

(Try to show you are UPSET.)

