



Kindergarten • Ages 5-7

## Feelings & Behavior

Students will explain that feelings influence behavior.

### Unit Objective

Students will identify ways to show respect, consideration and care to others.

### Introducing This Unit To Your Students

*For the next few weeks, we are going to talk about our feelings and how our feelings can affect us. Can someone give me an example of a way you can feel? When you feel that way, how do you act?*

Make two columns on a large white poster sheet, so that you can keep this information posted on the wall for other activities. Write "Feelings" at the top of one column and "Actions" at the top of the other column. As the students say a feeling or an action, write their responses in the columns. You can use this time to introduce the Kindness Concepts (self-care, self-discipline) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for self-care and self-discipline as a way to reinforce learning.

### Kindness Concepts

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

**SELF-CARE** Taking care of yourself through kind words, actions and thoughts.

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

Kindness means being friendly, generous or considerate to ourselves and others through our words, thoughts and actions.

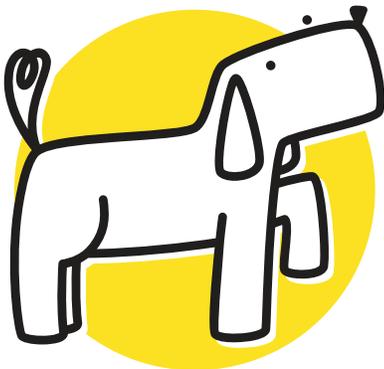


These lesson plans were created by The Random Acts of Kindness Foundation. For more information, please visit [randomactsofkindness.org](http://randomactsofkindness.org)

If you have questions or comments, please email us at [teacherhelp@randomactsofkindness.org](mailto:teacherhelp@randomactsofkindness.org)

# Unit Lessons

LESSON TITLE	LESSON GOALS	LESSON MATERIALS
Lesson 1: I Feel...	Students will become familiar with many of the feelings they encounter in their lives.	<ul style="list-style-type: none"><li>• Large poster sheet</li><li>• Book or YouTube video of: Today I Feel Silly and other Moods That Make My Day by Jamie Lee Curtis (Joanna Cotler Books, Harper Collins Publishers, 1998) OR The Way I Feel by Janan Cain (Parenting Press: Seattle, Washington, 2000)</li><li>• <a href="#">Kindness Concept Posters</a> for Self-Care, Self-Discipline</li></ul>
Lesson 2: Acting with our Feelings	Students will recognize what our bodies and faces look like when we have certain feelings.	<ul style="list-style-type: none"><li>• Feelings Images, enough for each student to have one image, cut apart before class</li><li>• One complete set of images for teacher</li><li>• <a href="#">Kindness Concept Posters</a>: Self-Care, Self-Discipline</li><li>• Optional: Envelopes, one for each group</li></ul>
Lesson 3: Feelings Book	Students will share their feelings and the actions associated with those feelings with their peers.	<ul style="list-style-type: none"><li>• Materials dependent on project, could include: Construction paper in a variety of light colors, so students can see their writing and drawing, glue, colored pencils, markers, crayons, yarn, 3-hole punch, magazines</li><li>• <a href="#">Kindness Concept Posters</a>: Self-Care, Self-Discipline</li></ul>
Lesson 4: Counting our Feelings: Math Activity	Students will become aware of how they feel throughout the day and how their friends feel.	<ul style="list-style-type: none"><li>• How Do I Feel Today? Sheet, one per student (or more if you want students to keep track of their feelings for more than one day)</li><li>• <a href="#">Kindness Concept Poster</a>: Self-Care</li></ul>



## Unit Notes

The lessons in this unit focus on a central theme and connect to different academic curriculum areas.

The lessons are intended to be easy to teach and fun to use while helping to develop social and emotional skills.

Lesson activities use a variety of modalities to address different learning styles and build on each other.

Each lesson includes choice of evaluation or reflection questions, which can be written, discussed or used as journal entries. Consider writing these on the board before the lesson begins.

The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the [Kindness Concept Posters](#) during the unit. See the [RAK Educator Guide](#) for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.

Each lesson includes tips for how to adapt the curriculum to meet the needs of diverse learners.

[The Kindness Tool Kit](#) is another way to meet the needs of diverse learners. See the [RAK Educator Guide](#) for how to create and use this tool kit.

RAK also has developed [Focusing Strategies](#) and [Problem-Solving Strategies](#) to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the [RAK Educator Guide](#) for more information about incorporating those strategies into the unit.

Establishing kindness as the norm in your classroom positively influences classroom culture. By setting kindness as the expected behavior and having everyone agree to that norm, your students gain responsibility for maintaining an environment that is kind to everyone.

Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.

The Common Core, 21st Century, SEL and Colorado P-12 Academic Standards met in this unit are listed at the start of each lesson. A [Learning Standards Key](#) is provided on the website for your reference.

