

“It’s Okay to Feel This Way”

**Wellness Lesson Plans
based on *The Sad Book***

Kindergarten to Grade 3

by

Anna Buonomo and Carla Shafer

“It’s Okay to Feel This Way”

Kindergarten Wellness Lesson Plan based on *The Sad Book*

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Physical Education and Wellness > Kindergarten



ORGANIZING IDEA

Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.



GUIDING QUESTION

How can personal characteristics influence feelings and emotions?



LEARNING OUTCOME

Children describe personal characteristics and explore feelings and emotions.



KNOWLEDGE

Individuals experience feelings differently.

People can experience a range of feelings and emotions, such as

- happiness
- sadness
- surprise



UNDERSTANDING

All people experience feelings and emotions.



SKILLS & PROCEDURES

Recognize that feelings and emotions are part of the human experience.

Get Ready

- Introduce the word - *emotions*.
- Explain how we all experience many different emotions and feelings throughout the day and how our emotions change depending on what’s going on in our lives and the things that we are experiencing.
- Did you know that our emotions are a gift from God?
- Our emotions encourage us to act or not to act.
- Our emotions help us to make choices between good and evil.

- If we did not have emotions, we would be indifferent. Indifferent means we wouldn't be interested in very much, we would lack sympathy, we would be unconcerned about the things that are going on around us. We would be "meh" all the time.
- Emotions are very important!
- Brainstorm a list of emotions.
- Display pictures of adults and children expressing different types of feelings, such as excitement, anger, loneliness, shyness, happiness, sadness, fear or surprise. Discuss how the people are feeling in each picture and what kinds of things might have made them feel that way. Discuss clues that tell you that the person might be feeling happy; for example, the person is smiling.
- Discuss how facial expressions and body language can tell us a lot about how someone is feeling. Call out the name of different feelings so students can use facial expressions and body language to show these feelings.

Explore and Apply

- Show the students the cover of *The Sad Book*. Let the students know that today one of the feelings that we're going to look at is sadness. Have you ever felt sad before?
- This is a story about someone who feels sad and what they do to make themselves feel a little better.
- Read the story, *The Sad Book*.
- Have the students brainstorm all the ways sadness is portrayed in the story. Ask the students how they can tell how the character is feeling? For example: facial expressions, colour of body, words, etc. Record all their ideas on the board.
- Inform the students that it's okay to be sad, but it's important to "get it out!" It's important to learn how to express ourselves appropriately, with the right people and the right environment.
- What were some of the things the character did to feel a little bit better in the story?
- What are some of the things you could do to make yourself feel better?
- Who are some of the people that you can turn to when you need a little help or support?
- Remember emotions are neither good nor bad. They become good when they lead us to act in ways that are good. They become bad when they lead us to act in ways that are bad.

Extend and Commit

- Religion Curriculum Connection: Write a class prayer to God asking for guidance with our emotions.

Suggested assessment activity:

Art: How are you feeling right now? What are some of the ways that we can show our feelings through art? Handout the circle template for the students to draw their image of how they feel.

“It’s Okay to Feel This Way”
Grade 1 Wellness Lesson Plan based on *The Sad Book*

by
Anna Buonomo and Carla Shafer

Physical Education and Wellness > Grade 1



ORGANIZING IDEA

Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.



GUIDING QUESTION

How can personal characteristics contribute to self-understanding?



LEARNING OUTCOME

Students examine personal characteristics, feelings, and emotions and explore understanding of self.



KNOWLEDGE

Emotions show how an individual feels.

People can experience a range of feelings and emotions, such as

- love
- sadness
- frustration
- joy



UNDERSTANDING

Reactions to feelings and emotions can be experienced and observed.

Feelings can be identified and communicated to help people understand one another.



SKILLS & PROCEDURES

Recognize how emotions can be expressed.

Identify and communicate feelings in a variety of contexts.

Get Ready

- Introduce the word - *emotions*.
- Explain how we all experience many different emotions and feelings throughout the day and how our emotions change depending on what’s going on in our lives and the things that we are experiencing.
- Did you know that our emotions are a gift from God?
- Our emotions encourage us to act or not to act.

- Our emotions help us to make choices between good and evil.
- If we did not have emotions, we would be indifferent. Indifferent means we wouldn't be interested in very much, we would lack sympathy, we would be unconcerned about the things that are going on around us. We would be "meh" all the time.
- Emotions are very important!
- Brainstorm a list of emotions.
- Display pictures of adults and children expressing different types of feelings, such as excitement, anger, loneliness, shyness, happiness, sadness, fear or surprise. Discuss how the people are feeling in each picture and what kinds of things might have made them feel that way. Discuss clues that tell you that the person might be feeling happy; for example, the person is smiling.
- Why is it important to communicate our emotions?
- Discuss how facial expressions and body language can tell us a lot about how someone is feeling. Call out the name of different feelings so students can use facial expressions and body language to show these feelings.

Explore and Apply

- Show the students the cover of *The Sad Book*. Let the students know that today one of the feelings that we're going to look at is sadness. Have you ever felt sad before?
- This is a story about someone who feels sad and what they do to make themselves feel a little better.
- Read the story, *The Sad Book*.
- Have the students brainstorm all the ways sadness is portrayed in the story. Ask the students how they can tell how the character is feeling? For example: facial expressions, colour of body, words, etc. Record all their ideas on the board.
- Inform the students that it's okay to be sad, but it's important to "get it out!" It's important to learn how to express ourselves appropriately, with the right people and the right environment.
- What were some of the things the character did to feel a little bit better in the story?
- What are some of the things you could do to make yourself feel better?
- Who are some of the people that you can turn to when you need a little help or support?
- Remember emotions are neither good nor bad. They become good when they lead us to act in ways that are good. They become bad when they lead us to act in ways that are bad.

Extend and Commit

- As a class, complete a T- Chart: What are some of the positive ways of expressing your emotions? What are some of the negative ways of expressing your emotions?

Suggested assessment activities:

1. Art: How are you feeling right now? What are some of the ways that we can show our feelings through art? Draw an image of sadness and web out all the ways that you can work through that feeling. What are your strategies?
* Circle template for students that need modification to draw their image of how they feel.
2. Religion: Write a class prayer to God asking for guidance with our emotions.

“It’s Okay to Feel This Way”
Grade 2 Wellness Lesson Plan based on *The Sad Book*

by
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Physical Education and Wellness > Grade 2



ORGANIZING IDEA

Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.



GUIDING QUESTION

How are roles connected to character development?



LEARNING OUTCOME

Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.



KNOWLEDGE

Self-regulation is effectively maintaining control over attention, thoughts, emotions, and behaviour in a variety of situations.

Self-regulation is the ability to attain or maintain a level of focus and function.



UNDERSTANDING

Self-regulation can help decrease stress and manage anxiety.



SKILLS & PROCEDURES

Explain the benefits of self-regulation.

***Note to teacher:** A more detailed lesson on self-regulation will be needed after this lesson on emotions.

Get Ready

- Introduce the word - *emotions*.
- Explain how we all experience many different emotions and feelings throughout the day and how our emotions change depending on what’s going on in our lives and the things that we are experiencing.
- Did you know that our emotions are a gift from God?
- Our emotions encourage us to act or not to act.

- Our emotions help us to make choices between good and evil.
- If we did not have emotions, we would be indifferent. Indifferent means we wouldn't be interested in very much, we would lack sympathy, we would be unconcerned about the things that are going on around us. We would be "meh" all the time.
- Emotions are very important!
- Brainstorm a list of emotions.
- Display pictures of adults and children expressing different types of feelings, such as excitement, anger, loneliness, shyness, happiness, sadness, fear or surprise. Discuss how the people are feeling in each picture and what kinds of things might have made them feel that way. Discuss clues that tell you that the person might be feeling happy; for example, the person is smiling.
- Discuss how facial expressions and body language can tell us a lot about how someone is feeling. Call out the name of different feelings so students can use facial expressions and body language to show these feelings.

Explore and Apply

- Show the students the cover of *The Sad Book*. Let the students know that today one of the feelings that we're going to look at is sadness. Have you ever felt sad before?
- This is a story about someone who feels sad and what they do to make themselves feel a little better.
- Read the story, *The Sad Book*.
- Have the students brainstorm all the ways sadness is portrayed in the story. Ask the students how they can tell how the character is feeling? For example: facial expressions, colour of body, words, etc. Record all their ideas on the board.
- Inform the students that it's okay to be sad, but it's important to "get it out!" It's important to learn how to express ourselves appropriately, with the right people and the right environment.
- What were some of the things the character did to feel a little bit better in the story?
- What are some of the things you could do to make yourself feel better?
- Who are some of the people that you can turn to when you need a little help or support?
- Remember emotions are neither good nor bad. They become good when they lead us to act in ways that are good. They become bad when they lead us to act in ways that are bad.

Extend and Commit

- Handout T- Chart: What are some of the positive ways of expressing your emotions? What are some of the negative ways of expressing your emotions?

Suggested assessment activities:

1. Art: How are you feeling right now? What are some of the ways that we can show our feelings through art? Draw an image of sadness and web out all the ways that you can work through that feeling. * Circle template below for students needing modifications in drawing their image of how they feel.
2. Religion: Write your own prayer to God asking for guidance with your own emotions.
3. Language Arts: write a fictional short story about navigating emotions on the playground or classroom.

Subsequent lesson should focus on self-regulation.

- Introduce the term *self-regulation*.
- Why is it important to know how to self-regulate our emotions?
- In what ways did the character in the story, *The Sad Book*, self-regulate?
- What kind of situations do you think it may be difficult to self-regulate in?
- What are some self-regulation strategies?
- Explain the benefits of self-regulation.

**“It’s Okay to Feel This Way”
Grade 3 Wellness Lesson Plan based on *The Sad Book***

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Physical Education and Wellness > Grade 3



ORGANIZING IDEA

Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.



GUIDING QUESTION

How are roles connected to character development?



LEARNING OUTCOME

Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.

Get Ready

- As a class, review the definition of emotions.
- Explain how we all experience many different emotions and feelings throughout the day and how our emotions change depending on what’s going on in our lives and the things that we are experiencing.
- Did you know that our emotions are a gift from God?
- Our emotions encourage us to act or not to act.
- Our emotions help us to make choices between good and evil.
- If we did not have emotions, we would be indifferent. Indifferent means we wouldn't be interested in very much, we would lack sympathy, we would be unconcerned about the things that are going on around us. We would be "meh" all the time.
- Emotions are very important!
- Brainstorm a list of emotions.
- Display pictures of adults and children expressing different types of feelings, such as excitement, anger, loneliness, shyness, happiness, sadness, fear or surprise. Discuss how

the people are feeling in each picture and what kinds of things might have made them feel that way. Discuss clues that tell you that the person might be feeling happy; for example, the person is smiling.

- Discuss how facial expressions and body language can tell us a lot about how someone is feeling. Call out the name of different feelings so students can use facial expressions and body language to show these feelings.
- As a class define resilience.
- With a partner, brainstorm how resilience and emotions are connected.
- Have students share their ideas with the class.

Explore and Apply

- Show the students the cover of *The Sad Book*. Let the students know that today one of the feelings that is going to be discussed is sadness. Ask: Have you ever felt sad before?
- Let them know that this is a story about someone who feels sad and what they do to make themselves feel a little better.
- Read the story, *The Sad Book*.
- Have the students brainstorm all the ways sadness is portrayed in the story. Ask the students how they can tell how the character is feeling? For example: facial expressions, colour of body, words, etc. Record all their ideas on the board.
- Inform the students that it's okay to be sad, but it's important to "get it out!" It's important to learn how to express ourselves appropriately, with the right people and the right environment.
- Ask and Discuss: In what ways did the character in *The Sad Book* show resilience? What were some of the things the character did to feel a little bit better in the story? What are some of the things you could do to make yourself feel better? Who are some of the people that you can turn to when you need a little help or support?
- Remember emotions are neither good nor bad. They become good when they lead us to act in ways that are good. They become bad when they lead us to act in ways that are bad.
- Ask: Why is resilience important when dealing with our emotions?

Extend and Commit

- Handout T- Chart: What are some of the positive ways of expressing your emotions? What are some of the negative ways of expressing your emotions?

Suggested assessment activities:

1. Art: How are you feeling right now? What are some of the ways that we can show our feelings through art? Draw an image of sadness and web out all the ways that you can work through that feeling. What are your strategies?
2. Religion: Write your own prayer to God asking for guidance with your own emotions.
3. Language Arts: write a fictional story about navigating emotions on the playground or classroom.
4. Social Studies: research or read about a social justice worker like Martin Luther King Jr., Malala Yousafzai, or St. Oscar Romero who made a difference in the world without using violence.



