

TEACHERS ACTIVITIES



Theme:

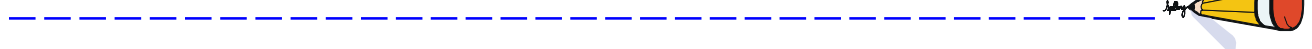
Even though we can't touch or smell feelings, everybody has them.

Topics For Discussion:

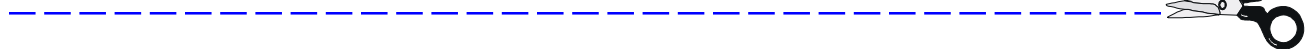
Before viewing the program, brainstorm a list of emotions or feelings. After watching, see if the students have other words they would like to add to the list. Keep the list displayed for use in further activities.



Invite students to share experiences in which they have felt some of the emotions on the brainstormed list. Have them explain how they overcame feelings, such as anger, jealousy, or sadness.



Before watching the program, discuss other ways of communicating feelings besides using words.



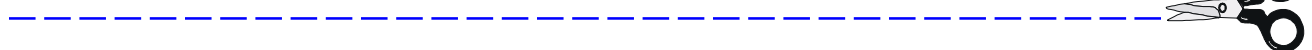
Explain how feelings are sometimes described in colors. For example, red signifies anger; yellow, cheerfulness; blue, sadness; green, envy, and the like. Discuss how these colors (and others) fit the emotions.



In the program, Dr. Patterson had taught Koko, the gorilla, to communicate using sign language. Discuss with the class ways that common animals, such as pets or farm animals, communicate.

Curriculum Extension Activities:

Have students search magazines, newspapers, catalogs, etc., for pictures of people that show different emotions, cut them out, and make a bulletin board collage of "Feelings."



Pantomime various emotions using body language, facial expressions, and hand gestures, but no words.

Give all students a small mirror (a piece of Mylar® adhered to thin cardboard is a good mirror that can be used safely), and have them make faces that show different emotions, such as anger, jealousy, happiness, sadness, fear, etc. After they have “tried on” different faces, have them draw self-portraits of the face they think was their best (i.e., the most reflective of a particular emotion).



Have students read a simple sentence aloud using different emotions. For example, a sentence such as, “I have a peanut butter and jelly sandwich for lunch today,” could be read with happiness, sadness, anger, pride, confusion, shyness, etc.



Have students role play familiar situations involving feelings. The feature book for this program, *Feelings*, would be a good place to start for ideas, or create scenes such as the following:

A friend promised to come over and play, but went to the movies with another friend instead.

You lost the five dollar bill your grandmother gave you for helping her with some chores.

You hit a home run in a baseball game.

You finally got the new pair of shoes you wanted.

You are at the mall with your mom. You went by yourself to look at some toys, but when you came back, your mom wasn't where you left her.

When you opened your birthday present from your favorite aunt, it was a sweater and you really wanted rollerblades. (She's watching you open it.)

You have a week-long school vacation, and all of your friends have gone away with their families.

There are many other possibilities for role playing emotions.



Brainstorm a list of ideas for “How to Cure a Bad Mood.” Encourage creative (e.g., walk through a field of butterflies, have a soap bubble blowing contest, etc.) as well as practical ideas. Have everyone choose one idea to illustrate and bind the pages into a book for the classroom library. Keep the book handy in case it is needed to make someone (including the teacher) feel better.

With the assistance of an art teacher, locate some paintings that have a predominance of warm colors (shades of red, orange, and yellow) and some with primarily cool colors (shades of blue, purple, and green). Books with photographs of paintings or calendars and postcards will work nicely.



Discuss with students how these works of art make them feel and relate their feelings to the colors used by the artists. They may wish to make their own warm or cool color art using chalk or watercolors.



Music often evokes feelings. Take the students to a space where they can move freely about and play pieces of different types of music. Discuss the way the music makes them feel and invite them to move to the music in a way that shows an emotion.

SUPPLEMENTARY BOOKLIST:

COMMUNICATION

by Aiki (Greenwillow)

THE WAY I FEEL—SOMETIMES

by Beatrice Schenk DeRegniers, illus. by Susan Meddaugh (Clarion)

GLAD MONSTER, SAD MONSTER: A BOOK ABOUT FEELINGS

by Ed Emberley & Anne Miranda (Little, Brown)

YOU DON'T NEED WORDS

by Ruth Belov Gross, illus. by Susannah Ryan (Scholastic)

C IS FOR CURIOUS: AN ABC OF FEELINGS

by Woodleigh Hubbard (Chronicle Books)

ON MONDAY WHEN IT RAINED

by Cherryl Kachenmeister, photos by Tom Berthiaume (Houghton Mifflin)

SOMETIMES I FEEL LIKE A MOUSE

by Jeanne Modesitt, illus. by Robin Spowart (Scholastic)

KOKO'S STORY

by Francine Patterson, photos by Ronald H. Cohn (Scholastic)

MY MANY COLORED DAYS

by Dr. Seuss, illus. by Steve Johnson & Lou Fancher (Knopf)

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