

This is Me

Expressing Feelings

Level:       

In this lesson . . .



Awareness



Empathy



Decision Making



DANIELS FUND
ETHICS INITIATIVE
Elementary School Program



Acknowledgements

Program History

Epic Ethics for Peaceful Schools began as a grassroots initiative by two high school students and their elementary school teacher moms who partnered with Rotary Clubs in Colorado to form the Peaceful Schools Program. The vision of this program was to promote safe, respectful and compassionate school climates for children and youth. The program was based on Rotary’s guiding principles, together called the 4-way-test¹, to enhance character development and community through a series of literacy-based lessons combining books and activities with interactive discussion. Where possible high school students are engaged and trained to conduct these classroom-based lessons, supplementing the classroom teacher and fostering cross-generational and high-impact learning.

The program quickly proved to be a powerful, proactive, and results-oriented curriculum for developing both ethical character and social-emotional learning in children and youth. Since 2014, this program has been implemented in dozens of schools in Colorado, positively impacting thousands of elementary school children and hundreds of high school students. Initially sponsored by Rotary, the program is now the core endeavor of a recently formed nonprofit organization called Unite for Common Good (UCG).

In 2019 the program was renamed **Epic Ethics for Peaceful Schools** and partnered with the Daniels Fund, a Denver CO based foundation, to become the **Daniels Fund Ethics Initiative Elementary School Program**, enabling the program to reach exponentially more students in Colorado and across the country.

We gratefully acknowledge the contributions of the many Rotarians and other volunteers who contributed to the development of this program from concept to classroom and now a recognized and growing organization, with special thanks to the following individuals.

Gail Lehrmann
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Sarah Olson

¹ Rotarians around the world embrace the 4-way test to guide their ethical behavior. The 4-way test is a set of guiding principles based on truth, fairness, common good, and service above self that together establish a simple yet comprehensive ethical framework for guiding one’s thinking, decisions, and conduct. These principles have stood the test of time and continue to serve as valuable tools for thoughtful problem solving and healthy relationships.

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Teacher Quick Guide

Program Lesson Design (Total Time 45-60 min)

- (5 min)** 1 Introduction and Review of learning concepts and the **Four Awesome Questions**
- (20-25 min)** 2 Literacy Prompt for Ethical Discussion (**Small Group Activity**)
Choose one of the literacy pieces from the from the **Resource Pool (pages 20-23)**. Use the **Open-Ended Question Pool** for relevant reflective questions (**page 10**).
- (5-10 min)** 3 Body Language Exercise
Feelings Charades Game (page 11)
- (10-15 min)** 4 Large Group Activity (choose 1 per lesson)
Musical Feelings (page 12)
Don't Tear My Heart *materials/ preparation required (12-14)
- (3-5 min)** 5 Review of Learning Concepts
- (2-5 min)** 6 Assessment-Feedback and Proof of Learning (pages 16-17).

Guide to Learning Exercise Packets

Overview

This Learning Exercise Packet (LEP) is designed to be a dynamic learning tool for Teachers, Peace Captains (mentor volunteers), and Program Champions of Epic Ethics programs. Each LEP is designed around essential learning outcomes for building Social Emotional Competency through the ethical problem-solving lens of the Four Awesome Questions: **Is it TRUE? Is it FAIR? Will it build friendships and COMMUNITY? Will it be HELPFUL to those involved?**

The basic lesson follows a simple framework of large and small group activity flow aimed at eliciting authentic engagement around open-ended questions for students.

Resource Pools for Differentiation

This LEP includes a variety of pre-selected resources that may be used interchangeably with the lesson activities. **The lesson is not designed to use all the resources at one time.** Rather, the learning facilitator (Classroom Teacher or Program Champion) may choose an appropriately differentiated resource for each activity with the audience of learners in mind and/or use the curated resources listed for future lessons.

The **Question Pool** has been composed to accompany any of the resources listed herein. **Peace Captains**, use the open-ended questions with the literacy materials chosen for each activity to elicit **Ethical Problem Solving**.

The **Lingo List** is provided as a reference for vocabulary building. Use the Lingo List to introduce or remind students of other language pertaining to **Expressing Feelings. Teachers**, draw from this list to address language goals. Spanish and Latin language cognates and false cognates are identified to assist bridging English Language Learners with native Latin vocabulary that shares roots with English.

Introduction

In this lesson, participants will identify their own feelings and recognize various emotions in others.

Empathy is an important skill in building friendships and making decisions that benefit everyone. The ability to empathize is linked to positive social interactions and communication, better health, career success and academic pursuit. A key factor in developing empathy is the ability to recognize and identify our own emotions and the feelings of others around us. This awareness helps us to understand different perspectives and experiences by comparing, imagining and recognizing those feelings in our self.

In a Nutshell- Lesson Objectives



1. Practice skills of empathy by:
 - a. identifying personal feelings using a variety of vocabulary
 - b. showing awareness through recognizing different feelings in others
2. Consider, through dialogue, how decisions based on feelings contribute to outcomes

Mentor Script

Welcome and/or Introduction

This is an opportunity to make a first impression or reconnect with students. Preselect one mentor each to be the Peace Captain, the Truth Captain, the Fairness Captain, the Community Captain, and the Help Captain. The script below is designed for flow. Feel free to ad lib and bring out your personality.



PEACE CAPTAIN

Hi! We are from _____. We are here to present the **Epic Ethics for Peaceful School Program**.

[As a group, choose a fun way to introduce yourself to the students. For example: have each mentor introduce her/himself- first name including one descriptive/ memorable word. Example: My name is Jamal and I'm joyful. Determine in advance the theme and descriptors.]

The theme for today's lesson is **Expressing Feelings**. I can see that this group has a lot of emotion!

1. Introduction/ or Review of the **FOUR AWESOME QUESTIONS** by **CHARACTER CAPTAINS**

[Review any previous lessons by asking the students what they remember from the last visit.]

Who remembers something from our last visit?

[Utilize the four awesome questions poster in your review. Encourage discussion and provide some of your own experiences if needed.]



TRUTH CAPTAIN

We are now going to review the Four Awesome Questions

First, is it true?

[Elicit 1 student to describe a dilemma with truth.]



FAIRNESS CAPTAIN

Is it fair?

[Elicit 1 student to describe a situation that was or was not fair.]



COMMUNITY CAPTAIN

Will it build friendships and community?

[Elicit 1 student to describe a situation of friendship or community building.]



HELP CAPTAIN

Will it be helpful to those involved?

[Elicit 1 student to describe a moment where everything worked out for those involved.]

2. Refer to the Emotions poster. Introduce/ review emotions with the class, eliciting reflections/ contributions from students.



PEACE CAPTAIN

This poster has faces and words to identify many different feelings or emotions. The poster can help you identify your own emotions as well as the emotions of others.



TRUTH CAPTAIN

[Ask the students to provide examples of the different emotions that they see on the poster.]



FAIRNESS CAPTAIN

Today, we are going to read _____.
Raise your hands to show us how many of you have read this book before.

[If some students have raised their hands, ask one what they remember from the book.]

Raise your hand if you have ever had a fantastic day. Raise your hands if you have ever had a boring day. Raise your hands if you have ever had a terrible day.

[Dismiss students to their Small Group Captains for book activity and application of the Four Awesome Questions.]

Break Down- Small Groups

Once in your small groups, learn or refresh names of all the students by repeating the intro activity (say your name and one word about how you are feeling). Utilize the **Lingo List (page 18)** to challenge the children to use different words. The questions below in the **Open-Ended Question Pool** can be applied to **all** the literacy resources (i.e. books, online book, and imbedded resource). Also provided is a question script specific to the page for **Alexander and the Terrible No Good Very Bad Day** (page 21).

When reading the book to the students, pause at relevant moments to ask your group an open-ended reflective question, either from the list or one that you invent in reference to the group. The questions work to get the students thinking about their feelings. Feel free to provide some of your own answers, particularly if your small group is shy. Also, you may find that a student's response presents an opportunity to piggyback the conversation, go with what is relevant to the topic!

Note: While reading the book, refer as appropriate to the **Four Awesome Questions** listed below:

1. Is it **TRUE**?
2. Is it **FAIR**?
3. Will it build friendships and **COMMUNITY**?
4. Will it be **HELPFUL** to those involved?

Open-Ended Question Pool

Awareness of Feelings

- What are some reasons for having a bad day?
- What are some things that make you feel grumpy or grouchy?
- How do you think others feel when they are not included?
- How do you feel or how do you think others feel when no one listens?
- How can you tell what someone is feeling? Give examples.
- What does it feel like when someone ignores you?
- What **would** be fair to everybody?
- Tell me about a time that you felt frustrated.
- What makes you feel happy and positive?
- Why do some people hit, punch, or kick when they are upset?
- Why do some people scream or yell when they are angry?
- How does it feel when you see that others are happy?
- What emotions are alright to have?



Empathy Practice

- If someone is having a bad day, how could you help?
- If someone is frustrated, what could you do?
- If you see someone being picked on, how does it make you feel?



Decision Making and Problem Solving

- What is a better way to respond to frustration than to hit, punch or kick?
- If you are not having a good day, or are feeling frustrated, what could you do?
- If someone or something is bothering you, what could you do?
- If someone tells you that what you are doing is hurting someone else, what could you do?



Re-Cap Story

Review is an important part of securing learning. It also helps provide a space where learners might remember something they wanted to say and share it with the group.

Briefly summarize the story and processing of the book with the kids. Highlight particular comments from kids that were memorable or pertinent to the conversation.

Reflective Questions

Who can we talk with about our feelings?

How can we express our feelings positively?

When we express our feelings in negative ways, what can happen?

How can we use the feelings poster to better express our feelings?

How can you help change a bad day that you might be having?

How can you help others change their bad day?

Body Language Activity

Feelings Charades Game

Form a circle with the group. Have each student take turns trying to make a face to express a feeling while the rest of the group tries to guess accurately what feeling is being conveyed.

Synthesis- Large Group Activities

When small groups have finished, bring the groups back together as a whole class and have them share three anecdotes.



PEACE CAPTAIN

I want to hear from three people. Tell us one thing you liked or learned from the story?

[Choose three students to share and thank each of them for contributing.]



TRUTH CAPTAIN

[Begin the Large Group Activity chosen in advance by your Program Champion and/ or Classroom Teacher.]

We have one last activity to do as a group.

[Introduce and explain the activity.]

Large Group Activities

Musical Feelings

Choose a song from the song resource list. Play the song and encourage the class to dance (and sing) along. Stop periodically and point to a student to call out an emotion. The whole class repeats the emotion and assumes the body language of that emotion. Then start the music and dancing again.

Don't Tear My Heart

Materials

1. Obtain paper to make hearts for each student. Ideally, each student would cut out their own heart (4"- 5"). If time is a problem, the hearts may be cut out in advance by a facilitator. When the hearts are handed out, have each child write his or her name in large print across the heart.
2. Prior to class, take a large piece of butcher paper and draw (or cut out) a large heart. Write words above or below the large heart – “Don't Tear My Heart”.
3. After the story, the children will be asked to put their “torn hearts” with their names on each heart around the large red heart. Leave this large poster in

the classroom for the teacher to post on a wall as a reminder to the children to treat each other in a kind manner.

4. Guide students in understanding that the story seems to show that words can be very harmful and can have affects that are not easy to repair. Show the non-torn large heart on the poster board and ask to use one of the student's torn paper hearts. Show that the heart is never the same again after we hurt someone with our words or actions.

Read to Students:

Today, we'll be looking at how we treat each other in the classroom and how we can make sure everyone feels safe, cared for, and welcome. We want to make sure everyone in our classroom is respected and no one is laughed at. And we'll look for ways we can share our learning and caring with others in our school, on the playground, and in our neighborhood.

Did you know that the way we treat one another can affect the way we feel about ourselves? What do you think a "put-down" is?

[Put-downs, either with words—name calling and teasing—or with actions, like excluding someone, make someone feel badly about themselves.]

What are some examples of a put-down?

[Do not record or write down any of the put-downs or those behaviors may be reinforced.]

The Torn Heart

One Tuesday morning, when the alarm clock rang, Taylor did not get out of bed. Ten minutes later, Taylor's mother opened the bedroom door.

"Come on," she said, "you'll be late for school again. **You're a lazy kid.**"
(Tear Heart)

"But Mama, I'm sick," Taylor said.

"Why do you always **act like a baby?**" (Tear Heart) Taylor 's mother said, "You're always sick on PE day. Just get up and get ready. **Your brother is already dressed.** (Tear Heart)

Taylor quickly put on some clothes and went to the kitchen to get something to eat. Taylor's older brother, Lucas, had just finished. "I'm leaving, Mama," Lucas said.

"You wait for Taylor," their mother said.

"**That slowpoke (Tear Heart) is always late,**" Lucas said. "I don't want to miss the bus."

The two made it to the bus just in time, with Taylor following behind. As the doors of the bus closed and it started rolling, Taylor remembered the homework left on the bedroom desk. Taylor asked the bus driver if she would wait while Taylor went back for the homework.

"What are you, kid, **the bus royalty? (Tear Heart)** This isn't a taxi. Anyway, **that's what you get for being late.**" (Tear Heart)

After explaining what happened to the homework, Taylor's teacher said, "That's the fourth time this month, Taylor. Have you really been doing your work? I'm beginning to think you **aren't telling me the truth. (Tear Heart)** I'm afraid I'm going to have to talk to your parents about this."

Taylor liked to play sports but did not like PE class. That day in PE, they were supposed to play basketball. The teachers asked the kids to divide themselves into two teams, the Lions and Tigers. Within a few minutes, there were ten children on each team, with **only Taylor left. (Tear Heart)**

The captain of the Lions team said: "**Taylor's not good at basketball. Taylor's more like a scaredy cat**". (Tear Heart)

"**Taylor is no Tiger, (Tear Heart)** said the captain of the Tigers. And the others laughed. (Tear Heart)

Finally, the teacher assigned Taylor to the Lions team, where Taylor **sat on the bench (Tear Heart)** for the whole time because the captain never **put Taylor in the game. (Tear Heart)**

That day after school, Taylor's brother, Lucas, was playing soccer with his friends in the field near their house. Taylor loved soccer and asked Lucas to play. "No way," Lucas said. "**You'd ruin the game.**" (Tear Heart)

Their mother heard this and said: "You should let Taylor play with you, Lucas."

"**But Mama, Taylor's a slow poke**", (Tear Heart) Lucas said. (Tear Heart)

The End

Sign Off- Closing Activity

COME FULL CIRCLE- Open Ended Questions

- What new words did you learn today about feelings?
- How will being able to better identify your feelings help you when you are feeling emotional?
- How will being able to better identify emotions help you to be a better friend/classmate?
- How will this new knowledge help you use the Four Awesome Questions?

Assessment

1. Elementary Student Feedback

Designate either a captain or program coordinator to collect the results of the following questions. Give the results to the Program Champion.

Go to this Google Form to submit assessment feedback electronically

<https://forms.gle/SPT9drml6AeDj24XA>



PEACE CAPTAIN

Raise your hand if

You enjoyed today's lesson

You liked the book we read

You liked the activity (List all the activities chosen that apply.)

You think you have more tools for use in being a good friend

You think you have more tools to take care of yourself

You will use the Four Awesome Questions when making decisions



THANK the teacher and the children and say GOOD-BYE

2. Instructor Feedback

To be completed after each lesson by all delivering program content.

Google Forms Link: <https://forms.gle/qyAyeHc79hPTovPQ9>

1. What lesson did you deliver today?

- Expressing Feelings
- Building Community
- Resolving Conflicts
- Celebrating Diversity
- Strength Through Peace



2. Estimate Overall Engagement

- Students seemed interested and participated enthusiastically.
- Students attended but not all participated.
- Students seemed distracted at times through the lesson.
- Students struggled to complete the lesson.

3. Check for understanding.

- All students demonstrated understanding of Social Emotional Objectives.
- Most students demonstrated understanding of Social Emotional objectives.
- Several students seemed challenged by the Social Emotional Objectives.
- The concepts in this lesson seemed confusing or beyond most of the students.

4. The Four Awesome Questions were . . .

- reviewed and articulated several times by both the group leader and students.
- reviewed and articulated at least once by both the group leader and students.
- reviewed and articulated only by group leader.
- reviewed or referred to only by group leader without elaboration.
- not reviewed

5. The Feelings Poster and Four Awesome Questions Poster were . . .

- used several times by both the group leader and students.
- referred to at least once by both the group leader and students.
- only referred to by the group leader.
- not used.
- not present.

Resource Pools

Lingo List

disappointed	curious*	satisfied*
proud	anxious *	certain*
frightened	uneasy	hesitant
excited*	miserable *	alarmed*
embarrassed*	timid*	unique*
scared	rejected	nosy
loving	joyful	irritated *
shy	delighted	annoyed
sensitive*	bitter	fascinated*
angry	content*	emotional*
brave*	frustrated*	preoccupied*
terrible*	lonely	bothered
horrible*	confident*	fantastic*
no good	aggravated*	fabulous*
worried	gloomy	crabby
grumpy		

* Cognates with Spanish

* False cognates with Spanish

Books

The Feelings Book, by Todd Parr

Just Because I Am/Solo Porque Soy Yo, by Lauren Murphy Payne

When Sophie Gets Angry, by Molly Bang

Visiting Feelings, by Lauren Rubenstein

The Way I Feel, by Janan Cain

Alexander and the Terrible Horrible No Good Very Bad Day, by Judith Viorst

Online Books

My Inside Weather by Book Dash

<https://www.storyberries.com/short-stories-for-kids-my-inside-weather/>

Folk Tale



The Shepherd Boy and the Wolf

Embedded Resource: Page 22

Music

Don't Worry Be Happy, by Bobby McFerrin

Sad, Bad Terrible Day, by the Learning Station,

<https://youtu.be/ca8SUuG8vdA>

Happy, by Pharrell Williams

Emotions, by Storybots, <https://youtu.be/akTRWJZMks0>

Feeling Groovy, by Simon & Garfunkel

Alright, Okay, Just Fine, by Gwendolyn and the Good Time Gang

The Grumpy Song, by David Weinstone

Embedded Resource for Lesson

The Shepherd Boy and the Wolf

There once was a shepherd boy who was bored as he sat on the hillside watching the village sheep. To amuse himself he took a great breath and sang out, "Wolf! Wolf! The Wolf is chasing the sheep!"

The villagers came running up the hill to help the boy drive the wolf away. But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces.

"Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

Later, the boy sang out again, "Wolf! Wolf! The wolf is chasing the sheep!" To his naughty delight, he watched the villagers run up the hill to help him drive the wolf away.

When the villagers saw no wolf they sternly said, "Save your frightened song for when there is really something wrong! Don't cry 'wolf' when there is NO wolf!"

But the boy just grinned and watched them go grumbling down the hill once more.

Later, he saw a REAL wolf prowling about his flock. Alarmed, he leaped to his feet and sang out as loudly as he could, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and so they didn't come.

At sunset, everyone wondered why the shepherd boy hadn't returned to the village with their sheep. They went up the hill to find the boy. They found him weeping.

"There really was a wolf here! The flock has scattered! I cried out, "Wolf!" Why didn't you come?"

An old man tried to comfort the boy as they walked back to the village.

"We'll help you look for the lost sheep in the morning," he said, putting his arm around the youth, "Nobody believes a liar...even when he is telling the truth!"

Page Specific Questions- Alexander and the Terrible No Good Very Bad Day

Page 1: "I went to sleep....."

Have any of you ever felt that way when you very first get out of bed?

What made you feel that way? (If no answer, give an example of your own.)

Page 2: "At breakfast Anthony...."

How do you think Alexander was feeling when he was the only one who didn't get a toy in his cereal?

Why do you think he wanted to move to Australia?

Page 4: "In the car pool"

Alexander was obviously feeling pretty crabby. Think about our FAQs:

Was Alexander telling the truth when he said he was going to be sick, if he didn't get a seat by the window? How do you think he felt when nobody answered him?

Was the way everyone was sitting fair and good for everybody? (What about Alexander?)

What **would** be fair to everybody? Were the other kids concerned about being fair to Alexander?

Page 9: "I hope you sit...."

Which one of our 4 Awesome Questions did Alexander forget when he said this?

Page 16: "While I was punching Nick for" Do you think that punching Nick was a good thing for Alexander to do? Do you think Alexander felt better after he punched Nick?

Page 19: "When we picked up...."

Why do you think Alexander caused so many problems for his dad while Alexander was at his dad's office?

How did Alexander's dad feel?

Whose fault were the events that happened to Alexander?

What could he have done differently in the car, when he didn't like where he was sitting?

What about in school when Alexander chose to "draw" an invisible castle, and Mrs. Dickens liked other kids' pictures better?

What about when they went to Alexander's dad's office?

Summary Questions

What could Alexander have said to express how he was feeling?

Discuss how it is important to tell people how you are feeling so they know if they are hurting your feelings.

Talk about how they can use the feelings poster to find what they are feeling and tell others.

Next time you think you are having a "terrible, horrible, no good very bad day", what will you do to change it?

How can you express to other people that you are having a bad day?