



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

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Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

National Health Education Standards: <http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Showing empathy is an important part of being a friend and getting along with people. It means you can think about and understand how other people are feeling. These activities will help your students understand how to describe their own feelings and how to be supportive of each other.

Related KidsHealth Links

Articles for Kids:

Talking About Your Feelings

KidsHealth.org/en/kids/talk-feelings.html

How Cliques Make Kids Feel Left Out

KidsHealth.org/en/kids/cliQUE.html

The Scoop on Gossip

KidsHealth.org/en/kids/gossip.html

How Do I Help a Kid Who's Bullied?

KidsHealth.org/en/kids/being-bullied.html

Someone in My Friend's Family Died: What Should I Do?

KidsHealth.org/en/kids/family-friend-died.html

Saying You're Sorry

KidsHealth.org/en/kids/sorry.html

Getting Along With Teachers

KidsHealth.org/en/kids/getting-along-teachers.html

Getting Along With Parents

KidsHealth.org/en/kids/parents.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. What kinds of things make you feel happy? Sad? Angry? Excited? How do you act when you feel these ways? Can you tell how your parents or your brothers or sisters or your friends are feeling? How?
2. How can you show a friend that you're really listening? What does careful listening look like?
3. How do you feel when somebody interrupts you? What do you do or say?
4. If you found out a friend or classmate was feeling sad, what would you say? How would you help your friend or classmate feel better?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

I Feel ...

Objectives:

Students will:

- Identify different feelings
- Identify and describe the nonverbal ways (body language) people show their feelings

Materials:

- Art supplies (colored pencils, markers, crayons)
- "I Feel ..." handout

Class Time:

45 minutes

Activity:

People feel all kinds of different feelings: happy, sad, excited, nervous, scared, angry, lonely, confused, uncomfortable, surprised, shy, embarrassed, loved, and proud. Sometimes people talk about how they're feeling, and other times they might not say anything, but their faces and bodies and movements may show how they feel.

Stand up, and make sure you have enough room to move without bumping into a classmate. I'll turn off the lights and say, "Show how you look and how you move when you're happy." As soon as the lights go on, make a face that shows how you feel when you're happy and move around in a happy way - without talking. When the lights go off, freeze. I'll name another feeling and then turn on the lights again. Show your feeling through your facial expressions and your movements. After a few minutes, stop and talk about how you look and move for different feelings. How do you look and move when you're sad? When you're excited? When you're feeling shy?

Now think about what happens that makes you feel certain feelings. Write down your thoughts on the "I Feel ..." handout. Share what you write with the class.

Extensions:

1. Colors sometimes seem to match feelings. Which colors do you think seem happy? Sad? Angry? Excited? Do any colors overlap? Choose three colors and create a picture that shows how you feel.
2. How closely can you pay attention to someone's body language? Pair up with a partner. Decide who will be the leader and who will be the follower. The leader begins by making an expression (smile, frown) slowly enough so that the follower can "mirror" him or her. Leaders, don't try to trick the followers - you want them to follow you. Followers, play close attention to how the leaders move. What are their eyes doing? Their mouths? Their hands? Change roles and start over.



How Would You Feel if ...

Objectives:

Students will:

- Recognize the feelings and perspectives of others
- Role-play and brainstorm ways to respond to people depending on how they're feeling

Materials:

- Puppet or stuffed animal
- "How Would You Feel if ..." handout

Class Time:

30 minutes

Activity:

Getting along involves thinking about how other people are feeling. When something happens, thinking about how you would feel in that situation can give you an idea about how someone else might feel. It's important to think about how other people might be feeling and what you can say and do to support them.

You and two other classmates are going to role-play a few different situations from the "How Would You Feel if ..." handout. Role-play at least three of the situations. Then, share with the class some of the ways your group responded in the situations.

Extensions:

1. What makes a good listener? How can you tell when someone is listening carefully? Make a list describing what good listening looks and sounds like.
2. In small groups, toss around a beanbag or small ball. How could you encourage the other kids in your group? If the ball is dropped or missed, what could you say to be supportive?

Reproducible Materials

Handout: I Feel ...

[KidsHealth.org/classroom/prekto2/personal/growing/empathy_handout1.pdf](https://www.KidsHealth.org/classroom/prekto2/personal/growing/empathy_handout1.pdf)

Handout: How Would You Feel if ...

[KidsHealth.org/classroom/prekto2/personal/growing/empathy_handout2.pdf](https://www.KidsHealth.org/classroom/prekto2/personal/growing/empathy_handout2.pdf)



Name: _____

Date: _____

I Feel ...

Instructions: Think about your feelings and finish the following sentences. Next to each sentence, draw a picture that shows what you look like when you feel that way.

I feel *happy* when _____

I feel *sad* when _____

I feel *excited* when _____

I feel *frustrated* when _____

I feel *angry* when _____



Name: _____

Date: _____

I feel *lonely* when _____

I feel *embarrassed* when _____

I feel *scared* when _____

I feel *proud* when _____

I feel *loved* when _____



How Would You Feel if ...

Instructions: Read the different situations. If this happened to you, how would you feel? What would you want people to say to you? In your groups, act out the situations. Take turns being the kid in these situations. How could you let people know how you're feeling? What could you say or do to help the kid feel better? Share how your group talked about the different problems.

... you just found out your family is moving at the end of the school year.

... you just found out you're going to have a new baby brother or sister in a few months.

... you just got back from vacation and you realize you lost one of your favorite toys.

... you see two kids playing and you ask if you can play, too, but the kids say no.

... you're playing basketball and your team needs 2 points to win, but your shot misses.

... you get really sick and can't be in the school concert.