More than Happy, Sad or Mad
Feelings Dictionary

Created by Project B.A.S.I.C. Staff,
Child Care Consultation Staff,
Cherish Sims, TVC Intern, Tennessee State University
2014

Creation of these materials is supported by the Child Care Consultation grant through the Tennessee Department of Mental Health and Substance Abuse Services.
This feeling dictionary contains definitions and activities for a wide variety of feelings beyond the common happy, sad or mad feelings that are usually taught to young children. Each emotion in this collection includes a definition, a picture or illustration about the emotion and several activity ideas or children’s literature to teach and reinforce the feeling to children, pre-k through 3rd grade.

<table>
<thead>
<tr>
<th>Accepting</th>
<th>Elated</th>
<th>Jubilant</th>
<th>Relieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admiration</td>
<td>Embarrassed</td>
<td>Kind</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Amazed</td>
<td>Encouraged</td>
<td>Lonely</td>
<td>Sensitive</td>
</tr>
<tr>
<td>Annoyed</td>
<td>Energetic</td>
<td>Loved</td>
<td>Shy</td>
</tr>
<tr>
<td>Awkward</td>
<td>Enthusiastic</td>
<td>Miserable</td>
<td>Sympathetic</td>
</tr>
<tr>
<td>Brave</td>
<td>Exuberant</td>
<td>Nervous</td>
<td>Tenacious</td>
</tr>
<tr>
<td>Calm</td>
<td>Fascinated</td>
<td>Offensive</td>
<td>Thankful</td>
</tr>
<tr>
<td>Cautious</td>
<td>Fine</td>
<td>Optimistic</td>
<td>Threatened</td>
</tr>
<tr>
<td>Clever</td>
<td>Flexible</td>
<td>Outgoing</td>
<td>Thrilled</td>
</tr>
<tr>
<td>Confident</td>
<td>Free</td>
<td>Peaceful</td>
<td>Tranquil</td>
</tr>
<tr>
<td>Confused</td>
<td>Gleeful</td>
<td>Perplexed</td>
<td>Trusting</td>
</tr>
<tr>
<td>Content</td>
<td>Gloomy</td>
<td>Pessimistic</td>
<td>Understanding</td>
</tr>
<tr>
<td>Courageous</td>
<td>Guilty</td>
<td>Playful</td>
<td>Unique</td>
</tr>
<tr>
<td>Deprived</td>
<td>Helpless</td>
<td>Pleased</td>
<td>Upset</td>
</tr>
<tr>
<td>Determined</td>
<td>Hesitant</td>
<td>Preoccupied</td>
<td>Vibrant</td>
</tr>
<tr>
<td>Eager</td>
<td>Humiliated</td>
<td>Reassured</td>
<td></td>
</tr>
<tr>
<td>Earnest</td>
<td>Impulsive</td>
<td>Rejected</td>
<td></td>
</tr>
<tr>
<td>Ecstatic</td>
<td>Inquisitive</td>
<td>Reliable</td>
<td></td>
</tr>
</tbody>
</table>
Table of Contents

More than Happy, Sad, & Mad Feelings Dictionary – Word List ................................................................. 2

Activity ideas for teaching ALL feelings: .................................................................................................. 6

Accepting .................................................................................................................................................. 8
Admiration ............................................................................................................................................... 9
Amazed ................................................................................................................................................... 10
Annoyed ................................................................................................................................................ 11
Awkward ............................................................................................................................................... 12
Brave ..................................................................................................................................................... 13
Calm ....................................................................................................................................................... 14
Cautious ................................................................................................................................................ 15
Clever .................................................................................................................................................... 16
Confident ............................................................................................................................................. 17
Confused ............................................................................................................................................. 18
Content ................................................................................................................................................ 19
Courageous .......................................................................................................................................... 20
Deprived ............................................................................................................................................. 21
Determined ......................................................................................................................................... 22
Eager .................................................................................................................................................... 23
Earnest ................................................................................................................................................ 24
Ecstatic ............................................................................................................................................... 25
Elasted ................................................................................................................................................ 26
Embarrassed ....................................................................................................................................... 27
Encouraged ....................................................................................................................................... 28
Energetic ............................................................................................................................................. 29
Enthusiastic ....................................................................................................................................... 30
Exuberant ............................................................................................................................................ 31
Fascinated ........................................................................................................................................ 32
Fine ..................................................................................................................................................... 33
Sensitive ......................................................................................................................................................................... 64
Shy ................................................................................................................................................................................ 65
Sympathetic ............................................................................................................................................................... 66
Tenacious .................................................................................................................................................................... 67
Thankful ...................................................................................................................................................................... 68
Threatened ............................................................................................................................................................... 69
Thrilled ..................................................................................................................................................................... 70
Tranquil ..................................................................................................................................................................... 71
Trusting ...................................................................................................................................................................... 72
Understanding ......................................................................................................................................................... 73
Unique ........................................................................................................................................................................ 74
Upset ........................................................................................................................................................................ 75
Vibrant ....................................................................................................................................................................... 76

Glossary & Time to Teach........................................................................................................................................... 77
Activity ideas for teaching All feelings:

Talk about feelings as part of your daily activities:

- Share a time when you were feeling.....
- What happened when you were feeling.....?
- Why did you feel ....?
- How did you respond when you were feeling....?
- Point out children appropriately expressing feelings.
- All feelings are okay! Feelings can feel comfortable and uncomfortable.
- There are appropriate and inappropriate ways to express feelings.

Role play and act out feelings:

- Give children a scenario or have them create a scenario to role play a specific feeling, use puppet to act out non-examples of feelings or inappropriate ways to express feelings.
- Practice a variety of feelings by playing a game of charades. Children can select a feeling and use facial & body movements to act out a specific feeling.

Use a feeling word as a sentence starter for a journal activity:

- Talk about the definition or have the children define a feeling.
- Write about it... “I feel.....when” or “When I feel....I”

Enlarge the picture provided for a specific feeling and talk about the definition of the feeling:

- How do you think this person feels?
- How can you tell they feel...?
- Why was this picture used to describe this feeling?
Matching opposites - most feelings/emotions have an opposite that will help children define a feeling:

- Excited - Bored
- Determined - Careless
- Annoyed - Pleased
- Impulsive - Cautious
- Courageous - Cowardly
- Elated - Downhearted
- Enthusiastic-Indifferent
- Exuberant - Gloomy
- Guilty - Innocent
- Peaceful - Anxious

Talk about the different degrees of emotion:
- Happy, excited, elated, ecstatic....
- Upset, mad, angry, furious....

Use Children's Literature to teach feelings:

Children's book suggestions are included for many of the feeling words included in this dictionary. Children's Literature gives children a chance to hear and see the feeling words in context of a story.

- Share the stories with the children and discuss the feelings of characters in the story.
- Ask questions:
  - How did the characters react to feelings....?
  - How/why did the characters feel that way?
  - What could have happened differently in the story?
  - How else the characters could have felt?
**Accepting**

**Definition:** Being friendly to someone who doesn't look/act/think the same way you do

**How to Teach.....Accepting**

**Read:**

*Arthur’s Eyes: An Arthur Adventure* Marc Brown  
*Nathan's Special Heart* Jessica Howard Ennis  
*Special People Special Ways* Arlene Maguire  
*I Just Don’t Like the Sound of No! My Story About Accepting No for an Answer and Disagreeing the Right Way!* Julia Cook

- Paper Dolls Chain: Teach children how to make paper doll chain and have class attach them all together and discuss how as a class we accept everyone’s uniqueness.
Admiration

Definition: To be impressed or excited about someone’s talent, to have respect and appreciation towards another person.

How to Teach...Admiration

Read:

The Hero Book: *Learning Lessons from the People You Admire*  Ellen Sabin

- Ask the children to write about a person that inspires them; whether a parent, celebrity, or teacher. Ask the children to draw a picture of this person, and list 3 things about why they respect and appreciate certain characteristics of the person.
Amazed

Definition: Totally over the top surprised!

How to Teach...Amazed

- Amazing Science: Elephant Toothpaste

16 oz empty water bottle

½ cup 3% hydrogen peroxide

Dish detergent

Food coloring

1 teaspoon yeast dissolved in warm water

Fill water bottle with ½ cup hydrogen peroxide and a squirt or two dish detergent and food coloring (blue or green looks like toothpaste).

Add dissolved yeast to the bottle. You will get a surge of tiny bubbles when the yeast reacts with the hydrogen peroxide.

Wow! (the foam is safe to touch and will feel warm) talk about how amazed the children felt when the “toothpaste” went over the top of the bottle.
**Definition**: Being bothered by an object, person or feeling to the point of getting upset (mad or sad)

**How to Teach...Annoyed**

**Read:**

*Alexander’s Terrible, Horrible, No Good, Very Bad Day* Judith Viorst  
*Why Mosquitoes Buzz in People’s Ears* Verna Aardema

- *The Annoying Teacher*: The Teacher distracts a student or students by interrupting or tapping them on their shoulder, while they are doing an activity they are enjoying, and continues to distract them until they get to the point of being annoyed. Discuss how this feels.
Awkward

Definition: Being in a situation you are not comfortable with and/or an activity you are not good at

How to Teach…. Awkward

Read:
Liam Says “Hi” Jane Whelen Banks

- Write down enough simple scenarios on small pieces of paper (make a specific animal sound, sing happy birthday, sing old McDonald, Rub stomach & pat your head, do jumping jacks etc.), that each student can have a scenario. The children will realize that some of these fun scenarios involve them reenacting things that they may have never done before in class. Have each child do their scenario. Encourage the children as they participate in the game. The class will grasp the concept that sometimes in life we will come across awkward experiences that we are not prepared for. However, if we TRY and do the best we can, then this shows that we have courage!
**Brave**

**Definition:** Trying new things even if you are afraid. Courageous

**How to Teach...Brave**

**Read:**

*Sheila Rae, the Brave* Kevin Henkes

- *Guess how I am Brave....* Give 1 child a cape to wear “the Brave Cape Hero”, and one of the scenarios to act out (2 children can participate in the role play or the teacher can play a part). After children guess how the Brave Cape Hero is brave, talk about how and why the Hero had to be brave.

**Some ideas:**

- Saying no to a friend who wants you to do something wrong.
- Learning to ride a bike after you have fallen off several times.
- Going to get a shot at the doctor’s office.
- Asking a question or for help?
- Telling some sorry for something you have done.
Calm

Definition: To feel peaceful and relaxed in your own quiet space.

How to Teach...Calm

Read:

• The ABCs of Yoga for Kids Teresa Anne Power As a class, follow the book's illustrations to reenact the pose for each alphabet letter. Encourage the children to relax and do the activity quietly.

• Discuss the ways in which manners and tone of voice impact interaction with individuals. Say a phrase in a loud/assertive tone. Also, make sure that the phrase is also worded in a way that needs to be more polite. Example, “Why don’t you just come here? Ask the children to repeat back the phrase to you in a more calm and polite tone. Example: the children could say “Could you come here please?” in a calmer tone of voice. Have children think of different phrases and rephrases. This activity can help children understand appropriate voice tones and manners that should be used during interactions. Help children understand how being calm helps to relax your mood.

• Use rubbers band or balloons, to talk about how tense feels tight, stretched to the limit and uncomfortable. Let children pull the rubber band until tight or blow the balloon to its full size. When you are calm, the tightness goes away. Let children release the rubber band or let the air out of the balloon. Children can practice slow breathing with the balloon as well.
Cautious

Definition: Being very careful & watching out for danger

How to Teach...Cautious

- **Play red light, yellow light, green light:** Line students up at one end of the room/gym, when leader says “green light” students run, “yellow light” students walk, “red light” students stop. Explain how during yellow, you start and walk cautiously.

- **Tip toe:** Put a line of tape on the floor, have students try to get across the line of tape without stepping on the floor. Talk about how cautiously and careful they had to be walk across the tape.

- **Alligators:** Tell students that the floor is water full of alligators, and using 3 carpet squares, they need to get across the room without touching the floor. Talk about why they need to be cautious and how they can be cautious. This activity can be done as a team, with children working together to get across the room. If the team gets moving too fast and is not cautious and gets on the floor, then they have to start over.
Definition: To learn and use your thinking skills in a smart way to create creative ideas.

How to Teach...Clever

Read:

I Am Albert Einstein Brad Meltzer
What Is Science? Rebecca Kai Dotlich
Mind Benders Level 2 Michael Baker

• Discuss different scientists and their inventions. Encourage the children use their imagination to brainstorm and create their own invention. Ask them to draw their inventions and write down the steps that will be needed to create it.

• Give the children a variety of art and crafts materials. (paint, string, construction paper, glitter, fabric, popsicle sticks, buttons, etc.) Ask the children to create something out of these materials. Express the importance of creativity, and how it relates to using clever thinking skills.
Confident

**Definition:** Feeling good and comfortable about your ability to do something and knowing that you can do it well and be successful

**How to Teach...Confident**

**Read:**

*Freckleface Strawberry* Julianne Moore  
*The Homerun Cookie* Allison McWood

- **I am:** Talk with children about what they feel the most confident doing. Have the children draw pictures, cut out pictures of things they can do well or words they love about themselves (smart, inquisitive). Make a collage, using the pictures and adjectives all about them and then share with the class.
**Confused**

**Definition:** When one does not understand, not sure or “I don’t know”. Unable to think clearly-“mixed-up”

**How to Teach...Confused**

**Read:**

*Are You My Mother?* P.D. Eastman

- Incorporate learning how to overcome confusion by encouraging teamwork. Create a “scavenger hunt” that is guided by clues. The clues should involve simple tasks that create a solution to a particular activity in a designated subject-area (Problem solving in math). Assign groups so that the students can learn to think individually and work as a team to figure out the best way to work with the clues that they have.

- Write directions for a complex assignment. Mix up the sentences so the directions are not in order. Give the assignment to the students. After giving them some time, ask if the directions were confusing? How did it make you feel when the directions did not make sense? What did you do to figure out the directions and not be confused?
**Definition:** Happy with what you have/where you are, peaceful, calm, warm, and comfortable

**How to Teach...**

**Read:**

- *The Fisherman and His Wife* (originally by the Brothers Grimm, but retold by many authors),
- *Three Hens and a Peacock* Lester Laminack,
- *Being Thankful* Mercer Mayer

- Make a “thankful” list – what are things that you are thankful for, that make you feel content. For example, “I am thankful for my warm bed.”
Courageous

Definition: To be brave and strong, to not let fear control you

How to Teach...Courageous

Read:

A Picture Book of Rosa Parks David Adler
A Picture Book of Martin Luther King, Jr. David Adler

• What are ways you can show courage? Use the following statements as a journal starter, why does this show courage:
  ✓ Do the right thing, even if others are not.
  ✓ Be willing to try new things, even if you are not successful.
  ✓ Admit you are wrong.
  ✓ Tell the truth, no matter the consequences.


"You have plenty of courage, I am sure," answered Oz. "All you need is confidence in yourself. There is no living thing that is not afraid when it faces danger. The true courage is in facing danger when you are afraid, and that kind of courage you have in plenty."
—L. Frank Baum, The Wonderful Wizard of Oz

Talk about the Wizard of Oz quote. Discuss what it takes to be courageous. Ask children when they have to be courageous.
Deprived

Definition: To feel a lack of energy from being tired, to lack or be without something.

How to Teach...Deprived

- Discuss the emotion and how it may relate to the above visual. Ask the students to tell you some of the possible reasons that the woman in the picture may feel exhausted. Discuss how lack of energy impacts our moods and activity levels. Discuss how a positive school experience benefits from getting proper rest and nutrients!

- Split the class in two groups. Assign one group an activity that is not as fun and engaging as the other group’s activity. Group one is assigned a math worksheet that they have to complete by themselves, while group two is given a math activity to do together in pairs or as a group. Ask group one to discuss how it made them feel to be deprived from the chance to work with others. Ask group two whether or not it was fair for group one to not have the same privileges on the assignment. Tell the students to imagine how they would feel if one of their activity privileges were taken away from them, or if their time spent on a favorite activity is limited. Ask how they would feel if they were deprived from favorite activities.
Determined

Definition: To want to win or reach a goal, to continue trying to do something, never give up.

How to Teach...Determined

Read:

Wilma Unlimited Kathleen Krull (story about Wilma Rudolph)

• Have students complete a difficult puzzle, and demonstrate determination to solve the puzzle. Talk about how it felt to “stick to it” to finish the puzzle.

• Watch clips from the movie Nemo and discuss how he is determined to keep on swimming to reach his goal of finding his dad.

• Throughout the day: Point out children, who are determined to finish a difficult assignment and keep on trying.
Eager

**Definition:** Really excited for what is coming next.

**How to Teach...Eager**

**Read:**

The Berenstain Bears and the Eager Beavers (Comes to Life)

Stan & Jan Berenstain

Eager Eaglets: Birds of Play Ben & Angela Muse

- “Eager Beaver”

**What does it mean and where did it come from?**

Eager beaver is an English idiom used to describe someone who is overly enthusiastic and excited about doing something. A person described in this way often arrives early to begin their task or does more than he or she was expected to do. The meaning of the phrase "eager beaver" comes from the fact that beavers are especially industrious in the way that they build dams out of logs. This phrase first gained popularity in the United States during World War II, when commanding officers in the US Army used it to describe avid soldiers. ([http://www.wisegeek.com/what-is-an-eager-beaver.htm](http://www.wisegeek.com/what-is-an-eager-beaver.htm))

Talk about how the class can be eager beavers.
**Earnest**

**Definition:** To make an honest decision. To feel and believe that something is truly important to you.

**How to Teach...Earnest**

**Read:**

*The New Big Book of U. S. Presidents: Fascinating Facts about Each and Every President, Including an American History Timeline* Todd Davis, Marc Frey

- Discuss the role of the president and the role of the executive members in the White House. Talk about the ways in which their decisions contribute to our privileges as citizens.

- Activity: Make an earnest decision as a class. Allow each student a role as a member of the White House. Assign a president, vice president, and executive members that will assist the president. Have the students' make up class laws. Example: All homework assignments must be due before 1:30, or there will be time taken away from free time. Encourage the class to voice their opinions on why they agree or disagree with the laws. Discuss what it means to have an earnest and fair discussion. Have children vote on the different laws created.

- Share a time where you had to make an important decision. Discuss “how” the decision made you feel, and “why” you felt it was important.
Ecstatic

**Definition:** To feel surprised, proud, or overjoyed because of a great outcome!

**How to Teach...Ecstatic**

**Read:**

*Proud of Our Feelings* Lindsay Leghorn

*Too Loud Lilly* Sophia Laguna

*Whistle for Willie* Erza Jack Keats.

- Discuss the ways in which we interact with one another by using different body languages. For example: if a person is “proud” of you they may pat you on the back. If a person feels “surprised” they may jump up and down.

- Play a game that involves interaction. Assign each child a partner. Provide a list of ecstatic synonyms, delighted, proud, joyful, surprised, or anxious. Write the word on the board and the children must interact with each another according to the word. When the teacher blows a whistle, they must freeze. Talk about the children’s actions and continue with another word.
Elated

Definition: Super Super Super Happy!

How to Teach...Elated

- Have a Dance Party! You can use any upbeat song-
  ✓ Be Happy by Pharrel Williams

- Words, words, words. Have children brainstorm as many words for happy as they can:
  - Happy
  - Excited
  - Ecstatic
  - Elated
  - Jubilant
  - Exuberant
  - Joyful
  - Pleasant

- Talk about the different degrees of emotions and how elated is over the top happy.
Embarrassed

**Definition:** To feel ashamed or uncomfortable because of an action or situation.

**How to Teach...Embarrassed**

- Share a memory with the class about a personal embarrassing experience. Let the students know that we (all) have had experiences that may have caused us to feel a sense of embarrassment. However, that emotion passed and we got through it! Ask the class to share their own personal experiences. Discuss how positive outlooks can help us prevail through embarrassing experiences. Teach compassion through strategies that can be helpful to others if they embarrassed.

- Without telling the students your motive, purposely enact an embarrassing scenario during the day. This can be incorporated by enthusiastically carrying a tray of supplies, and dropping the tray in front of the class, noticeably wearing an extra layer of clothing and purposely wearing it backwards, or even pretending to trip in front of the class. Make the scenario humorous for the children, but also make it a discussion lesson.

- Let them know that it is normal to make silly mistakes, because none of us are perfect! Discuss the ways that the scenario could cause someone to "feel" embarrassed. Ask the class questions about the scenario afterwards. "So how would you feel you or someone else in the situation?" "What would you do to make the situation better for yourself and/or a classmate?"
**Encouraged**

**Definition:** To feel more confident and hopeful; being willing to do something that you may have been unsure about before. Get supported by a friend, teacher, or family member.

**How to Teach...**

**Read:**

*When I Care about Others* Cornelia Maude Spelman.

- Pair the children with partners. The pair is assigned an object to build with lego blocks (train track, house, robot, etc.). One partner is in charge of helping the other partner by telling them where the blocks go. The other partner has the hands-on role of building the object, from their partner’s directions. The direction partner can only help verbally through guidance and encouragement. When the whistle blows the children must change roles. The pair will have a new item to build. Observe each partner to see if there is encouragement involved within the interaction. Discuss the methods that the partners used to help encourage one another in each role.
Energetic

Definition: You want to move, wiggle, or dance with excitement. A great burst of energy.

How to Teach...Energetic

- Freeze Dance: dance to the music then stop
- Talk about being energetic at recess or PE, but calm in the classroom
- Show a video clip of a sporting event, discuss how the crowd can be energetic (and excited)
- Compare/Contrast - feeling energetic verse feeling tired
Enthusiastic

**Definition:** Getting what you really, really want. Show great interest or excitement about something.

**How to Teach...Enthusiastic**

- Gift wrap and ribbon a box with treats for the class. Talk about how when you get to open a present you are so excited, you enthusiastically tear open the box. Let the children tear open the box.

- Play a game that is exciting and splits the class into two teams. Point out children cheer/encouraging classmates enthusiastically.
Exuberant

Definition: very happy, excited and enthusiastic

How to Teach.... Exuberant

Read:

Lizzy’s Ups and Downs Jessica Harper

- Think about the phrase “Ups and Downs” in the title. Ask the children to cut out narrow pieces of brown construction paper to create a see-saw. On the side of the see-saw that is downward, ask them to write or draw things that make them feel sad. Ask the children to think about the things that would make them feel happy. Have the children draw or write down things that make them feel happy on the upward side of the see-saw. Encourage them that the good always outweighs the bad!

- Words, words, words. Have children brainstorm as many words for happy as they can:
  - Happy
  - Excited
  - Ecstatic
  - Elated
  - Jubilant
  - Exuberant
  - Joyful
  - Pleasant

- Talk about the different degrees of emotions and how exuberant is over the top excited.
Fascinated

**Definition:** To be highly interested and amazed by a person or object.

**How to Teach...Fascinated**

**Read:**

*Perfectly Hidden: The Animal Kingdom’s Fascinating Camouflage* Christine Schlitt

- Allow the children to explore their own imagination. Take a picture of each child. Glue the picture in the middle of a piece of construction paper, and create a cloud shaped thinking bubble above each picture. The children can draw and/or write about things that make them feel fascinated.

- Invite a magician to share a magic trick with the class!
Fine

**Definition:** Feeling “ok” not really happy and not sad

**How to Teach…Fine**

**Read:**

*How To Be Comfortable In Your Own Feathers* Julia Cook

- **Discuss:** “comfortable” What things make a child feel safe & ok. What are basic needs that everyone needs? When our basic needs are met, we feel fine. Draw a picture of things everyone needs and what makes you feel fine.
**Flexible**

**Definition:** “Just go with the flow”, good or bad things may happen, but you have to learn to roll and keep going.

**How to Teach…Flexible**

**Read:**

*Pete the Cat: I Love My White Shoes* James Dean & Eric Litwin

- Discuss how he is flexible when he gets different colors on his shoes and he is flexible when he “just goes with it”

- Teach rap that goes along with the story.

- Use rubber bands to show how they have a shape but can stretch around other objects without breaking.
Free

Definition: Having the ability to express yourself and feel a sense of ease and happiness. To be released from a person’s control.

How to Teach...Free

Read:

Words Set Me Free: The Story of Young Frederick Douglass Lesa Cline-Ransome
Trail of Tears (Step-Into-Reading) Step 5 Joseph Bruchac

• Discuss content that is relatable to the historical events from the readings. Ask the class to share their ideas and opinions of what freedom means to them.
• Have children brainstorm about how words and freedom of expression have a strong impact on feelings.
• Create a visual by using paper plates and scissors to construct the shape of 2 bird wings. Use a hole-puncher to make 2 holes at the bottom of each wing. Cut out 4 pieces of string and give the children 4 paper clips. As the children insert the strings into the plate, ask them to tie the paper clips so that it can dangle from the wings. The wings will be a representation of their idea of “freedom”. Ask the children to think about 4 words and/or activities that make them feel free. Cut out small circle shapes of paper, using index cards. On the circle pieces they will draw their 4 favorite activities and/or write down words that make them feel free. (EXAMPLE: writing the word “Art” or a drawing a picture of a book). Afterwards, they must clip the circle pieces to the dangling paper clips. As they discuss with the class “why” the words/activities make them feel free, ask them to then remove the 6 circle pieces from the wings. Discuss how they would feel if some of these privileges were taken away from them.
**Definition**: To feel cheerful and excited. The act of smiling, laughing, or expression of anything that keeps a smile on your face!

**How to Teach...Gleeful**

- Allow the children express themselves with laughter. On index cards write different adjectives that represent the word “gleeful”. Have children laughing in a tone that represents each word. For example: if the word is “Amused”, the children could say “aha aha a” with enthusiasm. If the word is “content”, the children could “ah ah ah” in a more relaxed tone.

- “Silence the Penguins”: Create a game that involves the children reenacting movements like penguins. The objective of the game is for the children to try to guess the other group’s emotion without speaking. There will be a word bank of adjectives/verbs that describe the word gleeful (funny, exciting, cheering). The group must act out their word without speaking. The rules involve the group moving like penguins, while using (only) sign language and/or facial expressions to represent their adjective. The other group must have a certain amount of time to try to figure out which word is being reenacted!
**Gloomy**

**Definition:** Feeling really sad or dreary and having a hard time seeing good things that are happening around them

**How to Teach...Gloomy**

**Read:**

- *Blueloon* Julia Cook
- *Eeyore Be Happy* Don Ferguson
- *Eeyore You’re the Best* Ann Braybrooks

- Help children learn to “look for the good” in their lives when they start to feel gloomy and turn into a “Tigger”

- On a rainy day, start the day acting gloomy. (Act sleepy, slow, dragging) As the children start to notice, talk about why you are gloomy. Add activities during the day that turn the day from gloomy to brighter.
**Definition:** Feeling sorry or ashamed because of doing something wrong

**How to Teach...Guilty**

**Read:**

*I Did It, I'm Sorry* Caralyn Buehner

- *Science experiment to talk about feeling guilty*

  Fill a glass or a jar with water, add blue, green and yellow food coloring to make a brownish black color. Talk about how when you feel guilty it feels dark.

  Add a several drops of bleach to clear the dark color. Talk about how when you confess (accept/acknowledge) you did something wrong, you feel better.
Helpless

Definition: Feeling like you can't do something by yourself, needing help

How to Teach.....Helpless

Read:

Don’t Let the Pigeon Drive the Bus Mo Willems

- Teachers and students can share moments of when they felt that they were not capable of doing something by themselves. Discuss what they did and possible solution that could have been made to make them feel less helpless.

- Give a pair of children a challenging math problem that has several steps, encourage children to work together and ask for help when they get stuck, so that children can understand that it is ok to ask for help from others. Afterwards, repeat a similar activity. This time encourage the children to do try it themselves, so that they can feel comfortable enough to do it by themselves or ask for help if they need it.
Definition: To feel unsure about an action, or to have difficulty in making a decision.

How to Teach...Hesitant

Read:

Amelia Bedelia: Unleashed by Herman Parish and Lynne Avril.

- Discuss the importance of road signs and traffic lights. Bring in visuals of the signs and discuss how these signs are used as a guide to help us make decisions on the road. Tell the class to imagine if there were no traffic lights. Ask them to think of reasons why drivers would be hesitant about when to go, or which direction to turn. Play a game of "red light-green -light" (Add a "hesitant-to-go" cue) or "Mother May I" (with the "mother" being hesitant in her response).

- Guess Quick Game! Materials: two different colored marbles and two plastic cups. Label one cup “A” and the other cup “B”. Have children to guess quickly which marble(s) are under which cup with each change. Demonstrate this on a table, and mix the marbles around. Maybe you could put both marbles in cup A, and see if the children noticed. Or put the red marble in cup A and the black marble in cup B, and ask the children which colored marble is under which cup. Afterwards, ask the children if they felt hesitant while making the decision. Ask them what made them feel hesitant. Share different thinking strategies that we use when we feel unsure about something.
Humiliated

Definition: Feeling like you want to hide, extremely embarrassed

How to Teach.....Humiliated

- Teacher and students share moments when they have been humiliated
- Talk about how it happens to everyone-adult, parents & teachers
- Play what if....how would you feel (add examples from your class)

  What if you dropped your tray in the cafeteria?
  What if you wore your pants inside out?
  What if you tripped and spilled your books all over the floor?
Impulsive

**Definition:** To act without patience. Completing an activity or make a decision without stopping to thinking or plan how to complete the activity.

**How to Teach...Impulsive**

**Read:**

*Jumpin' Jake Settles Down* Lawrence E. Shapiro

- Play a game that involves the children using patience and teamwork to complete a task. Split the classroom into two groups. Tell the children that the final “reward” can only be revealed when both groups are finished with their steps. In each group’s center, there will different tasks, but with a similar objective. Example is creating class decorations for winter: Group 1 could have a task that could involve creating a large snowman with glue, cotton balls, and other accessories. Group 2 could be assigned to follow the steps to make cut and fold snowflakes mobile to hang from the classroom ceiling. Each child in the group must complete all the steps of the project before they get the class reward at the end. To increase feelings of impulsiveness, pretend that you timed the activity, and tell the children that the object can only be revealed if the task is done within a certain time frame. If one group finishes before the other group, make sure that the task is fully complete. If so, encourage the finished group to be patient, and encourage the other group to think before completing the task so that it can be correctly! The objective involves the children using critical thinking skills and patience to complete the task correctly. Afterwards, when both groups are finished they can see the “reward”.

- Encourage the children to discuss the methods that used to collaborate with one another. Discuss importance of being patient and thinking instead of being compulsive.
Inquisitive

**Definition:** To constantly wonder, to feel curious! To want to learn more about a subject

**How to Teach...Inquisitive**

- Create a 3 page short picture story for your class. Use magazine clippings, drawings, and symbols to create a visual story line. The story must not contain any words, so the children can only guess what is happening from only looking at the visuals. Have the children create the story by using their imagination. Example: A representation of an "exhausted cat who feels curious" could entail a sequence of pictures. A picture of a cat, a bed visual, and a thinking bubble. Give them clues, but encourage the children to use their imagination and inquisitiveness to guess the story line! Ask the children to add on to the story, ask what happens next.

- Find out more, being inquisitive: Create a solar system project. Split class into groups to research fun facts they didn’t know about each planet. Combine the facts and make a solar system model using 10 Styrofoam balls, 2 Styrofoam rings, and 6 metal stems. Paint and decorate each of the planets. Ask the children to share their fun facts them about the planets.
Jubilant

**Definition:** Showing & having great joy. Happy & successful

**How to Teach…..Jubilant**

- Have a “show & tell” activity in the classroom. Encourage the children to share with the class any talents, drawings, books, or something from home that makes them feel joyful/jubilant.

- Play a game similar to “duck-duck goose” or charades. Call it “Jubilant - Jubilant Goose” or “Happy Happy Goose”. List a word bank that has age-appropriate terms that all describe the feeling of jubilance. (Example: freedom, laughter, smiles) Ask the children to sit in a circle. The teacher must choose a volunteer (Head goose) to go first. The teacher will whisper a word (from the word bank) to the child that describes the word jubilant. The child must then walk and pick 5 children. Once the goose is chosen, the child must discreetly share the word to the other five children. They have 2-3 minutes to secretly discuss how they are going to reenact the word. (Example: If the word is “excited”, they must excitingly skip around the circle as goose). The first student that chooses the correct word from the word bank that represents the geese will be tapped by one of geese. They get to be the next volunteer, and choose the next 5 classmates!
**Kind**

**Definition:** Nice, caring, loving, friendly, sharing, being good to others, treating others how you want to be treated

**How to Teach...Kind**

**Read:**

*The Lion and the Mouse* Jerry Pinkney

*Fill a Bucket: A Guide to Daily Happiness* Carol McCloud

- *Kindness Circle:* have children gather in a circle. Give a child a ball, as the child throws the ball to another student, they say something kind (a compliment) to that student. Continue to pass the ball until all students have a chance to give and receive a kind compliment

- *Manners Everywhere:* split class into two teams, have one team list as many manners they can think of that they need to have at home, have the other teams list as many manners they can think of that they need to have at school. Bring teams together and compare/contrast lists.
Lonely

**Definition:** Feeling alone, sad, left out, no confidence in yourself. Feels like you have no friends or support

**How to Teach…Lonely**

- Pull a child aside and ask him/her if they would participate in a game for the lesson. Have the selected child sit away from the group, as you teach the lesson, don’t let the child participate and ignore them. Then have the child rejoin the group. Talk about how it feels to be a lone and left out of an activity.
- Play song: I’m So Lonesome I Could Cry (Hank Williams) and talk about the lyrics:

```
Hear that lonesome whippoorwill, Did you ever see a robin weep,
He sounds too blue to fly. When leaves begin to die
The midnight train is whining low, That means he’s lost the will to live,
I’m so lonesome I could cry. I’m so lonesome I could cry.

I’ve never seen a night so long The silence of a falling star
When time goes crawling by. Lights up a purple sky.
The moon just went behind the clouds And as I wonder where you are
To hide its face and cry. I’m so lonesome I could cry.
```
Loved

**Definition:** To feel comforted, protected, encouraged, and deeply cared about by another person.

**How to Teach...Loved**

**Read:**

*I Love You More* Laura Duksta

*Yafi’s Family* Linda Pettitt.

- As a class, create a book called “What love means to me”. Ask the children define the word “love” in their own words and draw an illustration to represent the word “love”. Combine all of the definitions to create a book. Read the book as a class and discuss each definition.

- Ask the children to write about this visual. Discuss the ways that it is a representation of love. Talk about the different bonds that represent the feelings of love. (Example: friendships, sibling love, parents, etc.).
Miserable

Definition: Very sad and very uncomfortable

How to Teach...Miserable

Read:

* Alexander’s Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
* Worst Day of My Life Ever by Julia Cook

- Define the word miserable, have children write down things that make them miserable on a card. Place cards in a bag/box and have a pair of children select a card and act out the action (other children can guess what makes them miserable from their actions). Once the action has been guessed, have “actors” show how the miserable can be made, tolerable (bearable)
Definition: Feeling worried or scared about something

How to Teach.....Nervous

Read:

Wemberly Worried By Kevin Henkes
The Night Before First Grade Natasha Wing.

- Create a box that has a slot for sheets of paper. In a “child appropriate” manner discuss the role of confidentiality before the activity, so the students can feel comfortable in participating. Ask each student to write down something that makes them nervous. Let the children know that no one will see what they wrote down except for the teacher. The students will discreetly put the paper in the box. The teacher will think of strategies/personal experiences that relate to the scenarios, to help the children overcome their fear.

- Encourage and motivate students to use their intrinsic abilities! Teach them the importance of expressing themselves. Also, encourage suggestions from classmates. Sometimes children feel more comfortable when they have relatable experiences within their age group.
**Offensive**

**Definition:** To cause a person to feel a sense of anger, embarrassment, or sadness.

**How to Teach...Offensive**

**Read:**

*Words Are Not for Hurting* Elizabeth Verdick

- Make a list of 5 offensive words/phrases that children in your class use. ("stupid!", "shut up!", "loser!", "leave me alone!", and "you are such a cry-baby!") Discuss why these words/phrases are offensive. Teach a life skills lesson by helping the children understand how hurtful words can affect our feelings. Tell the class a scenario using the different words. Example: tell the class that they are being introduced to a new game, and as they continue to play the game it is becoming more difficult to catch on. The rules are very unclear and too much is going on at once! After the children have thought about this scenario, talk about if someone calls you a “loser” because you can’t figure out the game. Discuss how the phrase was offensive, and how it made them “feel” after hearing it. Teach kindness and how to think/understand others from different perspectives.
Optimistic

**Definition:** The wonderful feeling of knowing that everything will work out. To feel positive and hopeful about a circumstance that is going to happen.

**How to Teach...Optimistic** (see Pessimistic for additional ideas)

**Read:**

*Antlers Forever!* Frances Bloxam

- Share with the class when you had to remain optimistic despite an unpredictable circumstance. Tell the class what you did to help you remain optimistic, and explain why it optimism helps us feel better. Afterwards, give the children a situation to think about. For example, tell the class a child is worried about a math test that the class has in a week. Encourage them to tell you ways the child could remain optimistic about the test.

- Cut out the word “HOPEFUL” using alphabet stencils and colorful construction paper. Using only the letters in hopeful, ask the children to think of a word or phrase that describes an optimistic feeling. The word and phrase must begin with the letters from the emotions. As a class, decorate the poster and write the words on the background area. Example: The “h” in hopeful could be used for the word “happy” and “e” in hopeful can be used for the phrase “enjoying life to the fullest!”
Outgoing

**Definition:** Eager to make friends or enjoys/likes meeting new people. Be willing to try new things or new experiences.

**How to Teach…Outgoing**

**Read:** Ramona Quimby Series Beverly Cleary

- Welcome to your classroom greeter. As one of your classroom jobs have a classroom greeter. When someone comes to the room, the greeter greets them and tells them their name and asks how they may help them. As you teach your class about the job, discuss how being outgoing makes people feel welcome as well as a good way to make friends. This greeter can also be in place to help a new student feel welcome to the class.
Peaceful

**Definition:** Chilled out, relaxed, calm, everything is going great.

**How to Teach...Peaceful**

**Read:**

*Peaceful Piggy Meditation, Peaceful Piggy Yoga,* Kerry Maclean

*What Does Peace Feel Like?* Vladimir Radunsky

- Have children find pictures in a magazine that either show faces or places that are peaceful.
- *Guessing Game:* use a poster or card with different feeling faces (making sure to include peaceful) have children guess the different feelings or act out the feeling for others to guess. Discuss how different feelings can be included when describing peaceful.
- Take a break: during the day take a “peaceful” break, where children can relax, take a breath, rest, and stretch and feel peaceful.
Perplexed

**Definition:** To feel confused or puzzled. To have a difficult time understanding something that is going on.

**How to Teach...Perplexed**

**Read:**

*Oh, The Places You'll Go!* Dr. Seuss:

- Bring different puzzles for the class. Select a variety of easy & difficult puzzles. Have one puzzle with a missing piece or two. Assign groups of 4-5 students each to a puzzle. Set a timer for the whole class, without telling them how much time will be given. “Purposely” give them a short time limit (3-5 minutes) to put the puzzle together as a group. When the timer goes off, have them stop.

- Ask each group to discuss their completion progress. Ask the class to tell you why the timing made it difficult for them to complete the puzzle. Ask if they felt “perplexed”. Discuss strategies that could have been made to help them with the emotion. Ask the group that was missing a piece, what happened when they discovered the piece missing (looking around, checking to make sure piece wasn’t in the box or maybe asking who had the piece)?
**Pessimistic**

**Definition:** To feel doubtful and gloomy about a circumstance. To be less hopeful about something that might happen.

**How to Teach...Pessimistic**

- On the board draw a line, on one side write the word “Pessimistic”, on the other side write “Optimistic”. Discuss these two feelings in detail. Give the class a situation to think about. (Example: “David loves to draw, read, and go bowling with his family. His older brother encouraged him to try out for the little league baseball team in his community. David tried out for the team, but unfortunately did not make it. He felt very hopeless because of the situation”). Have the class think about each side, start with the “pessimistic” side first. This side of the board can contain visuals of a baseball bat and facial expressions that represent sadness/disappointment. Have the class think of words, to write under pessimistic that describe possible reasons of “why” the situation made David feel pessimistic. Afterwards, focus on the optimistic side of the board. Discuss and list ways that David could remain optimistic, even after the situation. Mention that David was still very “brave” for trying out for the team! It took courage to try out, and he did the very best that he could. Talk about how we all have different skills and talents. Since David is wonderful artist, he could possibly explore his talent by being involved in helping the community with art projects! Draw happy faces, art supplies, and symbols that represent courage on the optimistic side of the board.

- “Even the darkest night will end and the sun will rise.” — Victor Hugo, Les Misérables. On the board, write this inspirational quote in big letters. Draw or tape creative visuals that represent day and night. Discuss the quote with the class. Explain how the quote relates to remaining hopeful, even after a doubtful situation. Focus on how pessimistic feelings are temporary. Ask the students how they feel about the quote. Use this as a journal entry starter.
Playful

**Definition:** Feeling a sense of energy, silliness, and excitement. To simply enjoy yourself while having fun.

**How to Teach...Playful**

- Play a word find game by using the letters from the word “playful”. Ask the students to think of any words and/or sentences that involve being playful. The words/sentences must also begin with any of the letters in playful. (Examples: P-painting, L-leaping, A-aerobics, Y-yoga, F-fun, U-Understanding how to play the game was fun! , L-laughter).

- Discuss the importance of nutrition. Teach children about the different foods that help give us the energy that we need to stay active and playful. Bring in different healthy produce for a snack, while also teaching how each item affects our body functions.

- On the board, write different words that describe feelings of playfulness. Example: silly, happy, excited, and energetic. The teacher will say a sentence that has the word in it. Example: Samuel is very “excited” to go on his fishing trip. The teacher will then ask the children how they feel, when they are feel excited about going somewhere. Ask the children to act out their feeling in whatever way that they can! If the word is “silly”, the children could make funny faces or do funny dance movements. If the word is “excited”, the children could jump up and down. Encourage and point out how the children are being playful as they act out the different feeling words.
**Pleased**

**Definition:** Feeling good about something, to be satisfied or feel happy

**How to Teach….Pleased**

- Allow the children to discuss with the class some accomplishments or activities that made them feel proud, happy and pleased. Focus on (why) it made them feel pleased.

- Have the students create a “memory pamphlet” that shows visuals of things that make them feel happy or satisfied. Allow the children to use images from drawings, newspapers, magazines, stickers, and even pictures from home. In the middle of the pamphlet the children will write down their favorite activity or memory and why it that makes them feel good on the inside. Example: My name is _______, and ________ makes/made me feel happy and pleased because________!!
Definition: To be strongly focused on a task or activity, without being easily distracted

How to Teach...Preoccupied

- Have children create a list of everyday tasks and/or activities they like to do. (For example: drawing a picture, reading, cooking with family, walking the dog, listening to music, completing homework, etc.) Ask the children which task/activity would have them preoccupied (to keep busy, and be focused on for a long period of time) the longest throughout their day. Create a graph by putting the student’s names beside each selected activity.
- Split the children into pairs, one child will be called “preoccupied”; the other will be the “distractors”. The “preoccupied” will be given a simple task, write about your birthday and keep writing until the timer goes off. The “distractors” will try to distract the “preoccupied” as they write. Discuss “distractor” around rules such as: no hitting, name calling, touching, etc. The “distractor” must try to talk and/or make funny facial expressions to the person as they write. As the “distractors” continue to be a distraction to the students who are writing, encourage the “preoccupied” to try to ignore the “distractors” and keep writing until the timer goes off. Switch roles, and ask the class how it made them feel to be distracted while they were preoccupied! Talk about ways to be considerate towards others if they seem preoccupied.
- Discuss time management and priorities. Have the children help you make a daily schedule. Talk about what would be the appropriate time range to do a certain task or activity. Discuss how amount time that an activity takes can determine how preoccupied or focused we can be. Talk about how light, noise or space can influence how focused on an activity we can be. For example, reading or doing homework in a quiet room vs a loud noisy room.
**Reassured**

**Definition:** To make less worried; gain some confidence, feel supported and understood

**How to Teach.....Reassured**

**Read:**

*David and the Worry Beast: Helping Children Cope with Anxiety*  
Anne Marie Guanci

- Assign the children in small groups. In each group give the students a piece of paper that has a scenario from the *David and the Worry Beast* story. Ask the children to help each other figure out strategies that could have possibly helped David feel better/less worried about his situation.

- Place children in pairs. Blindfold one student (each student can get a turn) Have the blindfolded child turn around in place 5 times to become disoriented. The child’s partner leads the blindfolded student through a small obstacle course. Talk about how it felt not knowing which direction to go and how reassuring it was to have help to get through the obstacles.
**Rejected**

**Definition:** To feel as if you don’t belong in a group or not being involved in something. Not being able to complete a task the way that you would like to.

**How to Teach...Rejected**

**Read:**


- Play a game of musical chairs. Before the game begins, purposely remove three extra chairs. Since the children will only expect one chair to be missing instead of three, they may feel a bit of confusion. Continue the game as if the usual game rules weren’t changed. Afterwards, ask the children if they felt rejected since they were not given an equal chance to play with the right amount of chairs. Discuss how rejection makes us feel, and the ways that we can help ourselves and others face rejection in a positive way. Talk about the importance of inclusion and giving each other a chance.

- Bring in a bucket and multi-colored bean bags for the children to toss inside the bucket. Tell the children to get in a line, make the bucket easily accessible for them to toss the bags in. After each child attempts to toss it in the bucket, slowly pull the bucket more and more out of reach. Encourage every student to keep trying without giving up. Encourage them to also support one another, despite how far the bucket is. Ask the children how it made them feel when the bucket became out of reach. Praise them on their effort, and explain how we all sometimes don’t complete a task like we would like to. Teach the importance of persistence and not giving up, even after if you fail!
**Definition:** To help someone in need. Being a great friend and a person that people can trust.

**How to Teach...Reliable**

**Read:**

*How to be a Friend*  Laurie Krasny Brown and Marc Brown.

- Split class into small groups giving each group 2 puppets. (Children can make puppets as another activity.) The teacher reads a scenario and pretends as if she needs someone to rely on because of her situation in the scenario. (Scenario example for one group: “I’m a new student, and I’m having a difficult time finding the library). Give groups 5-10 minutes to brainstorm ideas to help the teacher and be reliable. The children could act out: one puppet could volunteer to walk her to the library. Another puppet could tell the teacher that if she ever needs help around school, that she could rely on them for help.

- Using blocks or other building materials, have children to work together to build a house out of blocks. After the house is built, remove certain blocks from the house. As the blocks begin to fall, discuss how the block pieces rely on each other to keep the structure of the house sturdy.
Definition: A feeling of relief by someone or something taking away worry, pain or stress

How to Teach…..Relieved

- Ask the children to think of an experience where their teacher, parent, friend, or family member made them feel better and less worried about a situation.

- In a lesson, implement problem solving strategies. Focus on teaching the children about alternatives and positive thinking strategies when they are feeling stressed. For example, talk about how before taking a test it can be stressful. Go through the problem solving steps, stop and think, think of as many solutions for relieving the stress (relaxing by doing yoga or breathing exercises, studying, talking over the materials with a friend, asking the teacher questions etc.) Encourage the children to try some of their solutions next time there is a test and/or point out and praise children that are trying any of the solutions.
**Satisfied**

**Definition:** I am ok with it, I may or may not like what is happening but I can choose to be satisfied – content, ok or fine

**How to Teach...Satisfied**

**Read:**

*Be Satisfied With Who You Are* Olga Fyne

*Best Friends Wear Pink Tutus* Sheri Brownrigg

*Stand Tall* Molly Lou Mellon  Patty Lovell

- I am Unique! As a journal activity or a writing prompt, have children make a list of as many characteristics about themselves they can think of, including physical characteristics and special things they like to do. Share by creating a class book and discuss how it is okay (satisfied) to be who you are and being unique.

- Using the *Very Hungry Caterpillar* Eric Carle talk about a different meaning of satisfied, having enough of something, in this case food.
Sensitive

**Definition:** To be kind towards others. To care about another person’s feelings, while also being aware of your own personal feelings and emotions.

**How to Teach...Sensitive**

**Read:**


- Visit website: teamtn.tnvoices.org. Create and laminate our "Feelings Wheel". Use different emotions and relatable illustrations in each section, {Embarrassed, Sad, Afraid, and Tense}. Insert a clip/arrow in the middle of the chart. Ask the children to select an emotion and share a time when they felt that way and what made them feel that way. Explain how being aware and sensitive towards other people’s feelings can be a positive thing. If the child selects on “embarrassed” for example; ask child to share about some of the things that make them feel embarrassed. Discuss ideas about how we can help a friend, family member, or classmate cope with an embarrassing situation.

- Share pictures of different characters that have various facial expressions. Talk about ways that facial expressions can represent different feelings. (Sadness, anger, frustration, embarrassment) Ask the children questions about the pictures. Focus on how they individually interpret the facial expressions and how they would interact based on the feeling. Ask questions such as: “How would you interact with a classmate who is frowning?”, “What would you say to them to make you feel better?”. Discuss how some facial expressions can be misinterpreted. Throughout the day, encourage children to be sensitive of other people’s feelings.
How to Teach...Shy

Read:

Shy Spaghetti & Excited Eggs: A Kids Menu of Feelings Marc Nemiroff

Buster the Very Shy Dog Lisze Bechtold

The Shy Scarecrow Mary Packard

- After reading any of the above books discuss & role play how it feels to be shy, how to encourage someone who might be shy to join in to an activity, and times when the children might have felt shy.

- Making a classroom friendly for a shy child or a new child (especially at the first of the year and when a new student joins your class).
  - Play get to know you games -name games, favorite thinks
  - Encourage cooperative activities where groups work together toward a common goal.
  - Have a greeter who meets, introduces and assists visitors who come to the classroom
  - Have a student be paired with new student until they get accustomed to the new school/classroom.
**Definition:** Feeling or showing understanding for another person’s feelings

**How to Teach…Sympathetic**

**Read:**

*How Do I Stand in Your Shoes* Susan DeBell

- Play card game “What Should Miranda Do?” that goes along with the book series

*Everyone Cooks Rice* Norah Dooley

- Model or point out sympathetic behavior. For example, if you see a child fall on the playground, you can say to your child, “it looks like that might have hurt, why don’t you go check and see if they are ok or need some help” or “John was absent yesterday, I bet he needs some help catching up the work he missed.” Talk about how children can help each other.
**Tenacious**

**Definition:** To be determined to complete a task or a goal. To remain focused. To be tough!

**How to Teach…Tenacious**

- Divide the class equally, and play a challenging game. This can be a game of Uno, Tag, or a Hungry Hippo game. Afterwards, discuss the game and the strategies that each person used to stay focused in the game and how they might have been tenacious to win!

- Reward the class with privileges such as: homework passes, a movie day, or pizza party when you see consistency in hard work, “sticking to it” and not giving up when working on a tough assignment. For Example: When the class does well on a test, a month of perfect attendance, or great teamwork skills! Point out that they were being tenacious and that is the reason for the reward.

- Ask the children to individually write down a personal goal. It can relate to academics, a talent, or a long term dream. As the class shares their goal, ask the students to list the ways that they feel that they can achieve the goal. Put emphasis on being tenacious and how much hard work pays off. Discuss how hard work benefits goals and why lack of focus delays goals.
Definition: To feel lucky and grateful for your life, family, friends, and opportunities!

How to Teach…Thankful

Read:
You’re All My Favorites Sam Mc Bratney

Being Thankful Mercer Mayer

The Blessings Jar A Story About Being Thankful Colleen Coble.

- Encourage the children to discuss people, memories, or things in their life that make them feel thankful. Give each child a half sheet of colorful construction paper. Have the children draw and write about one thing they are most thankful for.

- As a class activity, create a “Blessings Box”. Decorate a box by gluing each of the child’s construction paper illustrations of what they are thankful for on the box. This “Blessings Box” will be used to store donations that can be sent to the Salvation Army and other organizations to help others. Discuss why simple donations such as: school supplies, can goods, clothing, encouraging letters/drawings can make a big difference in the lives of others. Help children understand the power of being a blessing to others, while also being thankful for the simple things that are in their life.
**Definition:** When someone does or says something that makes you feel unsafe, uncomfortable, scared or hurt.

**How to Teach...Threatened**

- Write down different sentences that are not threatening when said calmly, then practice saying them with different voice levels. Ask the kids to raise their hands when they feel threatened and talk about how that feels. Some examples:
  - You did that wrong
  - What are you doing
  - What were you thinking

- Discuss personal space & have children move closer to a partner until asked to stop. When they feel uncomfortable or threatened by the person being too close.
Definition: To become extremely excited, surprised, or anxious about something that you have just witnessed!

How to Teach...Thrilled

Read:

* Out the Window Cybèle Young
* Cow Takes a Bow Russell Punter
* The Wednesday Surprise Eve Bunting.

- Play a 20 (or less) question guessing game that involves children being excited and thrilled about a hidden object. Have children sit in a circle and choose one volunteer to sit in the middle. Blindfold the volunteer, and show the classmates an object before you put it in a box. The child who is blindfolded can pick up the box, and ask 20 questions to their classmates to try and guess what is in the box. If the child doesn’t choose the right answer, they can simply ask: “What is the surprise?” The child will then remove their blindfold so that the surprise can be revealed! Blindfold another volunteer, and put another random item to put in the box.
**Tranquil**

**Definition:** Being in a state of relaxation. Not feeling any stress or worry. Have a sense of feeling calm, laid back, and happy.

**How to Teach...Tranquil**

- Have the students sit quietly at their desk, with their head down and eyes closed. Play music with nature sounds: water in a creek, birds, ocean sounds.

- Talk to the students about relaxing their bodies and trying not to think of anything.

- After several minutes, have children discuss how it felt using the word tranquil to describe the peace they felt.
Definition:

To know that someone will take care of you, if you need help or are in trouble, having confidence something will happen.

How to Teach...Trusting

Read:
The Berenstain Bears and the Truth Stan & Jan Berenstain

- Blindfold one student (each student takes a turn) the class verbally leads the blindfolded student through a small obstacle course. This activity can be done in pairs as well.
Understanding

**Definition:** The ability to think about another person’s feelings. To encourage someone, to help them with ideas.

**How to Teach...Understanding**

**Read:**

*It’s Okay to Be Different* Todd Parr

- Use a variety of puzzles. Encourage the children to work together to put the puzzle together. Discuss why specific pieces are conjoined to make the puzzle complete. (Example: If one puzzle piece has a certain shape, ask the children to choose between different shaped pieces. Help them understand why the piece that they choose must have a similar shape to best fit the puzzle.) You have to understand that it takes “different” shapes to complete the puzzle.

- This activity will encourage children to understand uniqueness. Show the class three distinct fruits, {orange, apple, and a peach}. The teacher will ask the students to think about each fruit and discuss the similarities and differences of each fruits. Peel off the layers of each fruit and ask the children to draw what they see. Motivate them to focus on how differences make us who we are, but we are still the same on the inside. (Example: Relate the fruit differences to diversity. Teach them to understand that although the fruits have different shapes, sizes, and features that they are still fruits! Similar to people, we are all unique in our own way, but we are all human!)
**Unique**

**Definition:** To stand out and be different. To be special in your own way!

**How to Teach...Unique**

**Read:**

*Stand Tall, Molly Lou Melon* Patty Lovell and David Catrow. Discuss the character, and the wonderful ways that she embraced her uniqueness!

- Tell the students to write down/draw a picture of one thing about themselves that makes them feel unique. Combine all of the things that make each student feel special, and create a “Unique Class Book”. Ask the children to guess who the person is, based on the unique thing that describes them.

- Bring 5 of the same colored marbles and put them in a jar. Also put 1 multi-colored marble in the same jar. Ask the children to describe the unique marble and the others similar ones. Ask the children to tell you what stands out about the marble. How is the marble different from the other 5 marbles? Now ask them how they would feel if everyone in the world was the same. Have a group discussion on similarities and differences. Discuss the beauty of individuality and being unique.
**Upset**

**Definition:** Feeling mad, frustrated, and/or sad. Not liking something that has happened.

**How to Teach...Upset**

**Read:**

*A Good Day* Kevin Henkes  
*Andrew’s Angry Words* Dorthea Lachner

- Use Tucker Turtle to explain how upset is like angry and that you need to “Think Like Tucker” when you are upset and calm down before you problem solve solutions of how to solve the problem that made you upset.

- Brainstorm with children as many ways as they can think of to calm down when they get upset/angry/mad. Make a poster board chart of all the different suggestions. Either have the children illustrate each idea, take a picture of a child practicing the idea or find clip art to make a visual reminder of things to try when they are upset. Post it where children can see it or be near when they need to “Think Like Tucker”.
**Vibrant**

**Definition:** Lively & full of energy!

**How to Teach.....Vibrant**

**Read:**

*Many Colored Days* Dr. Suess.

- Discuss the different ways that bright colors make us feel. Create a color wheel. Use a paper plate, spinner, and paint for materials. Ask the children to draw lines on the plate, similar to pie pieces. Ask the children to paint colors in each section, using their favorite vibrant colors. The teacher will help insert the spinner in the middle of the plate. The children will spin the spinner. Whichever color it lands on, the child will discuss how it makes them feel! On the selected color, they will then draw something that makes them feel that way. (Example: If the color red makes them feel happy, and Oreos also make them feel happy; they could draw an Oreo visual on the section).

- Ask the kids to draw an object or activity that makes them feel energetic and free! (Example: Playing with their dog, swing set, or musical instrument)

- Bring a musical cd that has a story line or dance that allows the children to move freely.
## Glossary & Time to Teach

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Definitions</th>
<th>Emotional Literacy</th>
<th>Friendship Skills</th>
<th>Anger/Impulse Management</th>
<th>Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting</td>
<td>Being friendly to someone who doesn't look/act/think the same way you do</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Admiration</td>
<td>To be impressed or excited about someone's talent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To have respect and appreciation towards a person.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amazed</td>
<td>Totally over the top surprised! Wow!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annoyed</td>
<td>Being bothered by an object, person or feeling to the point of getting upset (mad or sad)</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Awkward</td>
<td>Being in a situation you are not comfortable with and/or an activity you are not good at doing</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brave</td>
<td>Trying new things even if you are afraid. Courageous</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calm</td>
<td>To feel peaceful and relaxed in your own quiet space.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cautious</td>
<td>Being very careful &amp; watching out for danger</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clever</td>
<td>To learn and use your thinking skills in a smart way to create creative ideas.</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confident</td>
<td>Feeling good and comfortable about your ability to do something and knowing that you can do it well and be successful</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Confused</td>
<td>When one does not understand, not sure or “I don’t know”. Unable to think clearly-“mixed-up”</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Content</td>
<td>Happy with what you have/where you are, peaceful, calm, warm, comfortable</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courageous</td>
<td>To be brave and strong, to not let fear control you</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Deprived</td>
<td>To feel a lack of energy from being tired. To lack or be without something.</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Determined</td>
<td>To want to win or reach a goal, to continue trying to do something, never give up.</td>
<td></td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eager</td>
<td>Really excited for what is coming next</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td>Definitions</td>
<td>Emotional Literacy</td>
<td>Friendship Skills</td>
<td>Anger/Impulse Management</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Earnest</td>
<td>To make an honest decision. To feel and believe that something is truly important to you.</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecstatic</td>
<td>To feel surprised, proud, or overjoyed because of a great outcome!</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elated</td>
<td>Super Super Super Happy!</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embarrassed</td>
<td>To feel ashamed or uncomfortable because of an action or situation.</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraged</td>
<td>To feel more confident and hopeful; being willing to do something that you may have been unsure about before. Get supported by a friend, teacher, or family member.</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>Energetic</td>
<td>You want to move, wiggle, or dance with excitement. A great burst of energy.</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>Getting what you really, really want. Show great interest or excitement about something.</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exuberant</td>
<td>Very happy, excited and enthusiastic</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fascinated</td>
<td>To be highly interested and amazed by a person or object.</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine</td>
<td>Feeling “ok” not really happy and not sad</td>
<td>×</td>
<td></td>
<td></td>
<td>×</td>
</tr>
<tr>
<td>Flexible</td>
<td>“Just go with the flow”, good or bad things may happen, but you have to learn to roll and keep going.</td>
<td>×</td>
<td>×</td>
<td>×</td>
<td></td>
</tr>
<tr>
<td>Free</td>
<td>Having the ability to express yourself and feel a sense of ease and happiness. To be released from a person's control.</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gleeful</td>
<td>To feel cheerful and excited. The act of smiling, laughing, or expression of anything that keeps a smile on your face!</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gloomy</td>
<td>Feeling really sad or dreary and having a hard time seeing good things that are happening around them</td>
<td>×</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td>Definitions</td>
<td>Emotional Literacy</td>
<td>Friendship Skills</td>
<td>Anger/Impulse Management</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>------------------</td>
<td>--------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Guilty</td>
<td>Feeling sorry or ashamed because of doing something wrong</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helpless</td>
<td>Feeling like you can’t do something by yourself, needing help</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Hesitant</td>
<td>To feel unsure about an action, or to have difficulty in making a decision.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humiliated</td>
<td>Feeling like you want to hide, extremely embarrassed</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impulsive</td>
<td>To act without patience. Completing an activity or make a decision without stopping to thinking or plan how to complete the activity.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquisitive</td>
<td>To constantly wonder, to feel curious! Wanting to learn more about a subject.</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Jubilant</td>
<td>Showing &amp; having great joy. Happy &amp; successful</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kind</td>
<td>Nice, caring, loving, friendly, sharing, being good to others, treating others how you want to be treated</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lonely</td>
<td>Feeling alone, sad, left out, no confidence in yourself. Feels like you have no friends or support</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loved</td>
<td>To feel comforted, protected, encouraged, and deeply cared about by another person.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miserable</td>
<td>Very sad and very uncomfortable</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervous</td>
<td>Feeling worried or scared about something</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offensive</td>
<td>To cause a person to feel a sense of anger, embarrassment, or sadness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optimistic</td>
<td>The wonderful feeling of knowing that everything will work out. To feel positive and hopeful about a circumstance that is going to happen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outgoing</td>
<td>Eager to make friends or enjoys/likes meeting new people. Be willing to try new things or new experiences.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peaceful</td>
<td>Chilled out, relaxed, calm, everything is going great.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td>Definitions</td>
<td>Emotional Literacy</td>
<td>Friendship Skills</td>
<td>Anger/Impulse Management</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------------</td>
<td>-------------------</td>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Perplexed</td>
<td>To feel confused or puzzled. To have a difficult time understanding something that is going on.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pessimistic</td>
<td>To feel doubtful and gloomy about a circumstance. To be less hopeful about something that might happen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playful</td>
<td>Feeling a sense of energy, silliness, and excitement. To simply enjoy yourself while having fun.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleased</td>
<td>Feeling good about something, to be satisfied or feel happy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preoccupied</td>
<td>To be strongly focused on a task or activity, without being easily distracted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reassured</td>
<td>To make less worried; gain some confidence, feel supported and understood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rejected</td>
<td>To feel as if you don't belong in a group or not being involved in something. Not being able to complete a task the way that you would like to.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reliable</td>
<td>To help someone in need. Being a great friend and a person that people can trust.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relieved</td>
<td>A feeling of relief by someone or something taking away worry, pain or stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td>I am ok with it, I may or may not like what is happening but I can choose to be satisfied - content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensitive</td>
<td>To be kind towards others. To care about another person's feelings, while also being aware of your own personal feelings and emotions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shy</td>
<td>Nervous or scared around new people. Being wary of new experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sympathetic</td>
<td>Feeling or showing understanding for another person's feelings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings</td>
<td>Definitions</td>
<td>Emotional Literacy</td>
<td>Friendship Skills</td>
<td>Anger/Impulse Management</td>
<td>Problem Solving</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>--------------------</td>
<td>------------------</td>
<td>--------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Tenacious</td>
<td>To be determined to complete a task or a goal. To remain focused. To be tough!</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Thankful</td>
<td>To feel lucky and grateful for your life, family, friends, and opportunities!</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatened</td>
<td>When someone does or says something that makes you feel unsafe, uncomfortable, scared or hurt.</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thrilled</td>
<td>To become extremely excited, surprised, or anxious about something that you have just witnessed!</td>
<td>x</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Tranquil</td>
<td>Being in a state of relaxation. Not feeling any stress or worry. Have a sense of feeling calm, laid back, and happy.</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trusting</td>
<td>Know that someone will take care of you, if you need help or are in trouble. Having confidence something will happen.</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding</td>
<td>The ability to think about another person's feelings. To encourage someone and possibly help them with ideas.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Unique</td>
<td>To stand out and be different. To be special in your own way!</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upset</td>
<td>Feeling mad, frustrated, and/or sad. Not liking something that has happened.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Vibrant</td>
<td>Lively &amp; full of energy!</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>