Safe & Caring Vocabulary
and Word Find

LEARNING OBJECTIVES
Students will:
• be introduced to vocabulary that supports learning about their feelings and understanding how they relate to their safe and caring classroom
• internalize the vocabulary as they use it throughout the month and year in real life situations

MATERIALS NEEDED
"Safe & Caring Vocabulary" (page 42) and "Safe & Caring Word Find" (page 43) activity sheets, dictionaries, pencils

LESSON PLAN
Use the vocabulary activities to introduce the concepts and common language associated with this month’s theme. Throughout the month, use the words in writing, spelling, storytelling, and dealing with conflict situations.

For “Safe & Caring Schools Vocabulary,” explain how to choose the correct word from the word bank to decipher the message. (We all have feelings. Some of our feelings make us uncomfortable, but they are all important. Sometimes so many changes happen in our lives that it can be stressful. To help us stay healthy, we need to learn how to calm down and share our feelings in a respectful way. One positive way to share how you feel is to use I-messages.)

For “Safe & Caring Word Find,” discuss what the words mean after completing the page. You may want students to work in pairs to help each other.

Feelings Smoothie

LEARNING OBJECTIVES
Students will:
• learn to identify their feelings and emotions and how they feel in different situations
• understand the importance of expressing their feelings in a respectful way

MATERIALS NEEDED
The book A to Z: Do You Ever Feel Like Me? by Bonnie Hausman and Sandi Fellman, copies of the “Feelings Smoothie” activity sheet (page 44), and pens, pencils, or markers

LESSON PLAN
READ A to Z: Do You Ever Feel Like Me? Even though this book is for younger children, your students will enjoy it, too. Let them know you want them to have fun exploring situations in which they have different kinds of feelings.

DISCUSS the different feelings people have. Feelings are an important part of who we are. We have feelings about the different things that happen to us every day. Sometimes we like the way we feel, and sometimes we don’t, especially when we feel mad, sad, scared, or embarrassed. Help students make a list of different feelings. Explain that all our feelings are important, but sometimes we’re not sure which words express how we feel. When our feelings get mixed up, it may be hard to say the right thing. Emphasize that if we learn to share our feelings in a caring way, we can get along better with our friends.

DO the “Feelings Smoothie” activity sheet, having students unscramble the feelings words.

RELATE the lesson to daily life by reviewing with students how many feelings words they discovered. Tally how many students have felt each feeling. Remind them how important it is to share their feelings in a respectful way.

How Do You Feel?

LEARNING OBJECTIVES
Students will:
• learn how to match facial expressions with different emotions
• explore how different situations make them feel

MATERIALS NEEDED
The book The Boys’ & Girls’ Book of Dealing with Feelings by Eric Dlugokinski, “How Do You Feel?” activity sheet (page 45), and pens, pencils, or markers
**LESSON PLAN**

**READ** The Boys' & Girls' Book of Dealing with Feelings. This book is a good review of different emotions and how to express them in appropriate ways.

**DISCUSS** the feelings presented in the book and the ways students can match feelings with facial expressions. Involve the students in using facial expressions to show how they feel. See if they can predict how others are feeling just by looking at their expressions. Have children predict what feelings they might have in different situations.

**DO** the "How Do You Feel?" activity sheet.

**RELATE** today’s topic to the kids’ lives by asking them to share their activity sheet responses with their classmates. Give students the right to pass if they feel uncomfortable sharing feelings.

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**What Can I Do When I Get Angry?**

**LEARNING OBJECTIVES**

Students will:

- gain a better understanding of what happens to their bodies when they feel angry
- learn positive ways to transition from anger to calmness

**MATERIALS NEEDED**

The book Dealing with Anger by Marianne Johnston, “What Can I Do When I’m Really Angry?” activity sheet (page 46), and pens, pencils, or markers

**LESSON PLAN**

**READ** Dealing with Anger. This book gives examples of different kinds of anger and offers suggestions on how to deal with anger in different situations.

**DISCUSS** how we can recognize our anger level in different situations. What choices can we make when feeling angry? Explain that everyone responds to situations in different ways. One student may feel frustrated when someone cuts in line, but another student may feel very angry about the same thing.

**DO** the “What Can I Do When I’m Really Angry?” activity sheet. The activity sheet illustrates how our bodies sometimes react to anger. In small groups, have the students discuss other possible signs of anger and then make a list of positive choices to make so you can let go of anger and calm down. As a class, review the signs of anger and the positive choices the students named. Have the children name their favorite choice to help them calm down.

**RELATE** the lesson to playing on the playground by having the students share specific choices they have made to calm down when they are angry.

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**The Anger Meter**

**LEARNING OBJECTIVES**

Students will:

- identify different degrees of anger
- discover they have the power to choose how they respond to their anger

**MATERIALS NEEDED**

The book Is It Right to Fight? by Pat Thomas, “The Anger Meter” activity sheet (page 47), and pens, pencils, or markers

**LESSON PLAN**

**READ** Is It Right to Fight? This book describes situations when children feel upset, angry, or frustrated with those around them. The students will learn that it is okay to feel frustrated or angry as long as they choose to resolve their problems in peaceful ways.

**DISCUSS** how we can recognize our anger level in different situations. What choices can we make when feeling angry? Explain that everyone responds to situations in different ways. One student may feel frustrated when someone cuts in line, but another student may feel very angry about the same thing.

**DO** the “Anger Meter” activity sheet.

**RELATE** this activity to daily life by asking students to share completed activity sheets in class. Point out the similarities and differences in how students felt and reacted.
in different situations. Have the students give examples of times they recognized and respected others’ feelings. What suggestions do they have for resolving conflicts in positive ways?

Stop, Think, Choose

**LEARNING OBJECTIVES**
Students will:
- review different emotions, especially negative ones
- learn a simple process to help them stay calm and resolve conflicts in a positive way

**MATERIALS NEEDED**
The book *Feelings* by Aliki, “Stop, Think, Choose” miniposter (page 48), and colored pencils, crayons, or markers

**LESSON PLAN**

**READ** *Feelings*. This book comprehensively reviews feelings and ways to express emotions appropriately. You may want to highlight certain feelings, particularly anger, as you read.

**DISCUSS** Show students the “Stop, Think, Choose” miniposter, or use the large laminated poster, if you have it. Discuss the uses of a stoplight on the street, and explain that the colors on this stoplight are to remind them to Stop (red), Think (yellow), and Choose (green).

**DO** Have students color the words on their miniposters using red, yellow, and green markers, crayons, or pencils. Ask older students to prepare their miniposters for teaching this skill to younger students in the school. You also could have your students prepare the posters for display throughout the school.

Explain that the kids can use Stop, Think, Choose to help them stay calm when they are angry or having a conflict with someone. Teach these steps:
- Stop (red): When angry, slow down, breathe, and relax.
- Think (yellow): Ask yourself, what’s the problem? How am I feeling? How is the other person feeling? What are my options for solving the problem? What can I do about it? What will be the consequences of my choice?
- Choose (green): Use safe and caring words. Make a good choice about what to do.

**RELATE** Practice using Stop, Think, Choose by role-playing the following situations:
- Inclusion. A group of children is playing a game at recess and they do not want to include you. What do you do? (Stop, Think, Choose)
- Taking Turns. You are waiting for your turn on the swing, but your friend won’t get off. What do you do? (Stop, Think, Choose)
- Sharing. It is time to choose a book for quiet reading time, but someone else wants to read the same book as you. What do you do? (Stop, Think, Choose)
- Rejection. Your friend says that he or she does not want to go to the movies with you. What do you do? (Stop, Think, Choose)
- Respecting Property. Someone takes something from your desk without asking. What do you do? (Stop, Think, Choose)

Remind the students that they can always ask for help from people they know and trust if they cannot solve a problem by themselves.

I-Messages

**LEARNING OBJECTIVES**
Students will:
- learn to use “I-messages” to help them express how they feel in a positive way during conflicts
- practice using I-messages to communicate how they feel during conflict without blaming others

**MATERIALS NEEDED**
The book *Learning About Assertiveness from the Life of Oprah Winfrey* by Kristin Ward, “I-Messages” activity sheet (page 49), and pens, pencils, or markers

**LESSON PLAN**

**READ** *Learning About Assertiveness from the Life of Oprah Winfrey*. Oprah Winfrey explains why assertiveness is important and how it helped in her personal and professional life.

**DISCUSS** How did being assertive help Oprah? What did she do that you would consider being assertive? Discuss how sometimes people hurt our feelings without knowing they did. How do you say how you feel in a respectful way when you are upset with a friend, or when there is a problem?
Find and circle the words listed at the bottom of the page.
(Hint: Answers can run forward, backward, up, down, or diagonally.)

CHANGES
CALM
ANGER
STOP
HEALTHY

THINK
HEART
PATIENCE
POSITIVE
FEELINGS

STRESSFUL
SHARE
RESPECTFUL
CHOOSE
I-MESSAGE

UNCOMFORTABLE
IMPORTANT

U O R E S P E C T F U L K
L N F Z I M P O R T A N T
P U C H A N G E S V A N M
A F I O U H E A R T U S J
T E Y R M X B N G U C T S
I E D O U F U G H I Z R C
E L W L P N O E U U P E U
N I Q U S H A R E O I S C
C N A D K N I H T C W S H
E G U V H N O S O A U F O
R S H E A L T H Y L B U O
P O S I T I V E R M U L S
U S T J U I M E S S A G E

we are
a safe
& caring
SCHOOL.
We have lots of feelings. Sometimes they get all mixed up. Unscramble the feelings words in the blender and write the words on the lines in the glass below.
How Do You Feel?

Draw how you feel when...

...someone teases you.
...someone invites you to a birthday party.

...you get blamed for something you didn’t do.
...you do a great job on a school project.

Tough Spots

Your best friend got a new bike just like the one you really wanted.

How do you feel? __________________________

What can you do? __________________________

You want to join a game during recess, but the other kids won’t let you.

How do you feel? __________________________

What can you do? __________________________

Your friend loaned you a favorite sweatshirt and you lost it.

How do you feel? __________________________

What can you do? __________________________
**When I get angry...**

- my hands turn into fists
- my eyes hurt
- my face feels hot
- I get a headache
- my stomach hurts
- I get sweaty

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**My list of things to do when I get angry:**

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**From the list above, what works best to help you calm down, and why?**

List things you can do to help yourself when you feel angry, and then describe what works best, and why.

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Write a number from 1 to 5 in the Anger Meters to describe how you might feel in the following situations.

If someone made fun of the way you look, how would you feel?

If someone called you a name, how would you feel?

If someone took your things without asking, how would you feel?

If someone cut in line in front of you, how would you feel?

If someone spread rumors about you, how would you feel?

If someone teased you about a new haircut, how would you feel?

Other?

How would you feel?
Calm down and breathe deeply.

Consider everyone’s feelings.

What is the problem? What are your options?

What are the consequences of your actions?

Make your choice.

Talk to someone you trust for support.

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When you’re in a tough spot, you can use I-Messages to help figure out a good solution. Follow the steps below.

1) I feel... (write how you feel)

2) When... (write what happened)

3) I need... (write what you need to make things better)