

2007

"Feelin' blue, oh what to do?": coping with negative emotions

Jana L. Brinkman
University of Northern Iowa

Copyright ©2007 Jana L. Brinkman

Follow this and additional works at: <https://scholarworks.uni.edu/grp>

 Part of the [Child Psychology Commons](#), [Counseling Commons](#), and the [Education Commons](#)

Let us know how access to this document benefits you

Recommended Citation

Brinkman, Jana L., "'Feelin' blue, oh what to do?": coping with negative emotions" (2007). *Graduate Research Papers*. 409.
<https://scholarworks.uni.edu/grp/409>

This Open Access Graduate Research Paper is brought to you for free and open access by the Graduate College at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

"Feelin' blue, oh what to do?": coping with negative emotions

Abstract

Over the past five years I have had the opportunity to work with children and youth, ages birth to eighteen, in a variety of environments. The settings in which I have interacted with children include nonprofit agency environments, after school programs, church environments, parks and recreation programs, individual and small group counseling sessions, classroom guidance settings, and home environments. My own observations and experiences along with those of parents, school staff, university faculty, fellow undergraduate and graduate students, and co-workers have supported my conclusion that children from early childhood to high school youth struggle with knowing how to appropriately respond to negative feelings. Anger outbursts are a common occurrence with the children and youth I have encountered. Countless children I have worked with also fail to appropriately deal with disappointment. Many children grow up in homes where negative feelings are neglected or denied. The purpose of this curriculum is to give children a lens through which to recognize negative emotions, a language to articulate their feelings, and strategies, skills, and tools to cope with their negative feelings in healthy ways.

"FEELIN' BLUE, OH WHAT TO DO?": COPING WITH NEGATIVE EMOTIONS

A Research Project

Presented to

The Department of Educational Leadership, Counseling,

and Postsecondary Education

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

by

Jana L. Brinkman

May 2007

This Research Project by: Jana Brinkman

entitled: "FEELIN' BLUE, OH WHAT TO DO?": COPING WITH NEGATIVE
MOTIONS

has been approved as meeting the research paper requirements for the Degree of
Master of Arts in Education.

March 20, 2007
Date Approved

Linda Nebbe
Adviser/Director of Research Paper

4/4/07
Date Received

Michael D. Waggoner
Head, Department of Educational
Leadership, and Postsecondary
Education

Table of Contents

Rationale	3
Curriculum Format	4
Feelin' Blue Steps	7
Feelin' Blue Cheer	8
Kindergarten Lessons	9
Mad	9
Sad	17
Scared	19
Review of Mad, Sad, Scared	21
First Grade Lessons	24
Mad	24
Sad	26
Hurt	28
Scared	32
Second Grade Lessons	35
Anger	35
Embarrassment	39
Hurt	42
Disappointment	46
Third Grade Lessons	51
Anger	51
Embarrassment	57
Disappointment	60
Worry	63
Fourth Grade Lessons	66
Anger	66
Jealousy	71
Disappointment	73
Worry	76
Fifth Grade Lessons	81
Anger	81
Jealousy	84
Worry/Stress	86
Worry (Lighten' the load)	88
Worry (acceptance of others)	91
Grief	93
Sixth Grade Lessons	97
Anger	97
Anger	99
Stress	102
Stress	106
Curriculum Resource List	110

Rationale

Over the past five years I have had the opportunity to work with children and youth, ages birth to eighteen, in a variety of environments. The settings in which I have interacted with children include nonprofit agency environments, after school programs, church environments, parks and recreation programs, individual and small group counseling sessions, classroom guidance settings, and home environments. My own observations and experiences along with those of parents, school staff, university faculty, fellow undergraduate and graduate students, and co-workers have supported my conclusion that children from early childhood to high school youth struggle with knowing how to appropriately respond to negative feelings. Anger outbursts are a common occurrence with the children and youth I have encountered. Countless children I have worked with also fail to appropriately deal with disappointment. Many children grow up in homes where negative feelings are neglected or denied. The purpose of this curriculum is to give children a lens through which to recognize negative emotions, a language to articulate their feelings, and strategies, skills, and tools to cope with their negative feelings in healthy ways.

Curriculum Format

Who is the Curriculum For?

The "Feelin' Blue, Oh What to Do?" curriculum is designed for children grades kindergarten to sixth grade. The lessons were created to be a part of the guidance curriculum component of a comprehensive counseling and guidance program. However, the lessons could easily be implemented by a classroom teacher as a supplement to the classroom's core curriculum.

What Does It Look Like?

The curriculum contains four lessons for each grade level addressing students' unique emotional and social needs. As mentioned previously, the curriculum seeks to broaden students' awareness of and ability to express and cope with negative emotions in a healthy manner. Lesson plans will be designed according to the Price Lab School Guidance Curriculum template, based on Dr. Ann Vernon's lesson plan, and will incorporate aspects of 252 Basics Childrens Curriculum for K-5th grades published by Family Wise incorporated. Each lesson can be taught in thirty-five minutes, however a forty to forty-five minute time allotment would be ideal, providing plenty of time for students to apply the lessons' content to their own lives. The American School Counseling Association Standards and Benchmarks will be addressed as well. The lessons have four components each addressing a particular aspect of the guidance lesson. The four components fit into Madeline Hunter's *Direct Instruction Method* (Herr, 2001).

Present

The PRESENT component is the teaching element of the curriculum, what Madeline Hunter described as the *Input* component of her direct instruction model (Herr, 2001). Each lesson will begin with a statement of the objective. Madeline Hunter labeled the statement of the objective as a "hook;" a statement used to grab the students' attention and encourage them to fully engage

in the lesson, recognizing it's significance to their own lives (Herr, 2001). Information, skills, and tools are taught through a variety of instructional approaches. Students' developmental levels and classroom dynamics have been taken into consideration. Bibliotherapy, analogies, illustrations, and presentations, as well as songs and cheers, are included in the lessons with the goal of connecting with, teaching, and guiding each child.

Process

The PROCESS component encourages students to make sense of what they just experienced whether through the PRESENT component or an experiential or hands-on activity. The PROCESS component is what Madeline Hunter described as *checking for understanding*; determining whether students grasp the information and concepts being presented (Herr, 2001). The processing component promotes the development of higher level thinking and problem solving skills. Through partner, small group, and classroom discussions, students are given the opportunity to voice their thoughts, concerns, and questions in relation to the content of the lesson.

Personalize

An internal versus external focus is accomplished through the PERSONALIZE component. Madeline Hunter coins this component, *independent practice*, and goes as far as to say that if this aspect is missing from a lesson, application of the lessons' content to the children's lives will fail to occur (Herr, 2001). Students are asked to answer the question: so what does this mean for me? Discussions are focused on facilitating the sharing of thoughts, feelings, concerns, and questions in relation to the students themselves.

Practice

Through role playing, experiential and hands-on activities, students are encouraged during the PRACTICE component to implement the skills, strategies, and tools they have learned in a safe environment. The PRACTICE component, supported by Madeline Hunter's research, offers a unique opportunity for students to receive immediate feedback from classmates, teachers, and counselors (Herr, 2001). Putting the newly acquired skills, strategies, and tools into practice increases the internalization and personalization of the information.

Is There a Common Thread In Every Lesson?

The "Feelin' Blue, Oh What to Do?" curriculum is based on the assumption that there are four main steps involved in appropriately recognizing, expressing, and dealing with negative emotions. The four main steps; walk away, think it through, talk it out, and problem solve, are presented in the "Feelin' Blue" steps handout (p. 7) and are incorporated into the "Feelin' Blue" cheer (p. 8). The four steps are infused into each of the curriculum lessons, grades kindergarten through sixth grade. Each lesson is designed to refer back to the four step model, creating a lens through which future knowledge and experiences related to negative emotions can be viewed. Though the kindergarten, first grade, and sixth grade lessons do not directly address the "Feelin' Blue" steps, the concepts behind each of the steps are repeatedly addressed.

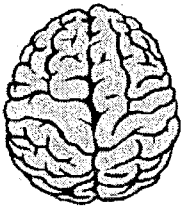
What is Materials are Needed to implement the Curriculum?

A list of needed materials is presented at the beginning of each lesson.

What to Do When You're Feelin' Blue



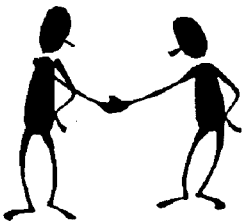
1. Step Away



2. Think It Through



3. Talk It Out



4. Problem Solve
(Decide What to Do)

Hey You! Hey You!
Whatcha gonna do, whatcha gonna do
when you're feelin' blue?
Hey You!



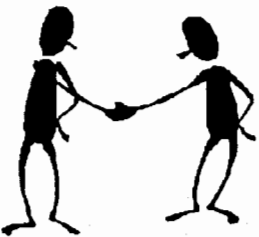
Not feelin' ok?
Take a **STEP AWAY**.



Use the time to **THINK**.
You'll be back in a wink



To **TALK THINGS OUT**.
See, no need to shout.



As the **PROBLEM YOU SOLVE**
Your blues dissolve.

It's what you do
When you're feelin' blue
That matters most to me and you!

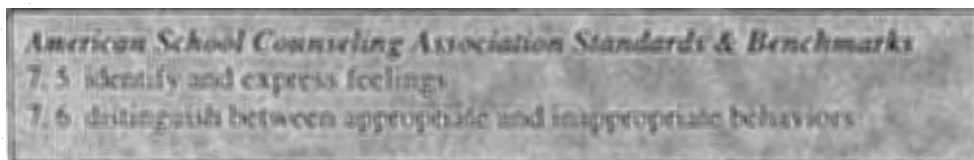
Feelin' Blue, Oh What to Do?

Classroom Guidance Curriculum

Unit: Coping with Negative Emotions

Lesson 1: Feelin' Mad - What to Do?

Grade Level: Kindergarten

**Objectives:**

- A. Students will be able to identify and express anger.
- B. Students will be able to identify situations in which they feel mad.
- C. Students will be able to articulate appropriate ways to express mad feelings.

Materials:

- A. *When I Feel Angry* (Spelman, 2000)
- B. Copies of blank face (pg. 12) (from Karen Vinson, counselor at Francis-Marion Intermediate, Marion, Iowa.)
- C. Feelings faces (pp. 13-16) (from Karen Vinson, counselor at Francis-Marion Intermediate, Marion, Iowa.)
- D. Timmy (turtle puppet)

Procedure:

Present: Show the children a number of different feelings faces (pp. 13-16), asking them to identify the mad faces. Ask students to raise their hand if they have ever felt mad. Then tell the students that you will be talking about ideas of what they can do the next time they feel mad to help themselves feel better.

Personalize: Hand out the blank face worksheets (p.12) and ask students to draw a mad face. As students draw their mad faces, tell them it is ok to be mad. But that it is not ok to act naughty or say bad things. (If time allows and your class size makes this manageable, otherwise move this activity to the end of the lesson.)

Present: Read *When I Feel Angry*, a book giving children various healthy ways of coping with their mad feelings.

Process: Ask students the following content questions:

- When are some times when the character in the story felt mad?
- What did she do to help herself feel better?

Present/Process: Introduce Timmy the turtle. Explain to the students that Timmy is going to be starting kindergarten next year. Timmy has heard that kindergarten is quite a bit different than preschool. He wondered if the class could tell him a few things about being a kindergartener. "Did you hear the story Timmy?" (*Timmy nods*)

- Timmy wonders when you feel mad?
- What do you do when you get mad?
- Timmy says that sometimes he feels like hitting the person he is mad at. What would happen if a kindergartner hit someone?
- What would happen if Timmy were to say mean things to a friend?
- Timmy wonders if you have some ideas of what kindergarteners can do when they feel mad. Can you help him?

Have students indicate whether Timmy's ideas are good choices or bad choices by showing thumbs up or thumbs down. (*As the kids answer the questions, interact with Timmy and encourage students to do the same.*)

Process/Personalize:

"What's that Timmy? You have some ideas you would like to share with our friends?" (*Timmy nods and whispers in your ear.*) Turn to the class and tell them that Timmy wants you to tell them what he usually does when he gets mad.

"The first thing Timmy does when he feels mad is to get alone to calm down."

- How do you think Timmy does this? (*Demonstrate how Timmy hides in his shell.*) (based on 1-2-3 Turtle anger management technique, Joseph & Strain)
- What could you do when you feel mad and need some time to cool down?

When Timmy feels calm, he finds someone he can talk to about his mad feelings.

- Who do you think Timmy could talk to about his mad feelings?
- Who can you talk to when you feel mad?

"What's that Timmy?" (*Hold Timmy up to your ear.*) "You would like to teach the boys and girls the song you sing to remind yourself what to do when you feel mad?" Ask the children if they would like to learn the song that Timmy uses to remind himself of what to do when he feels mad.

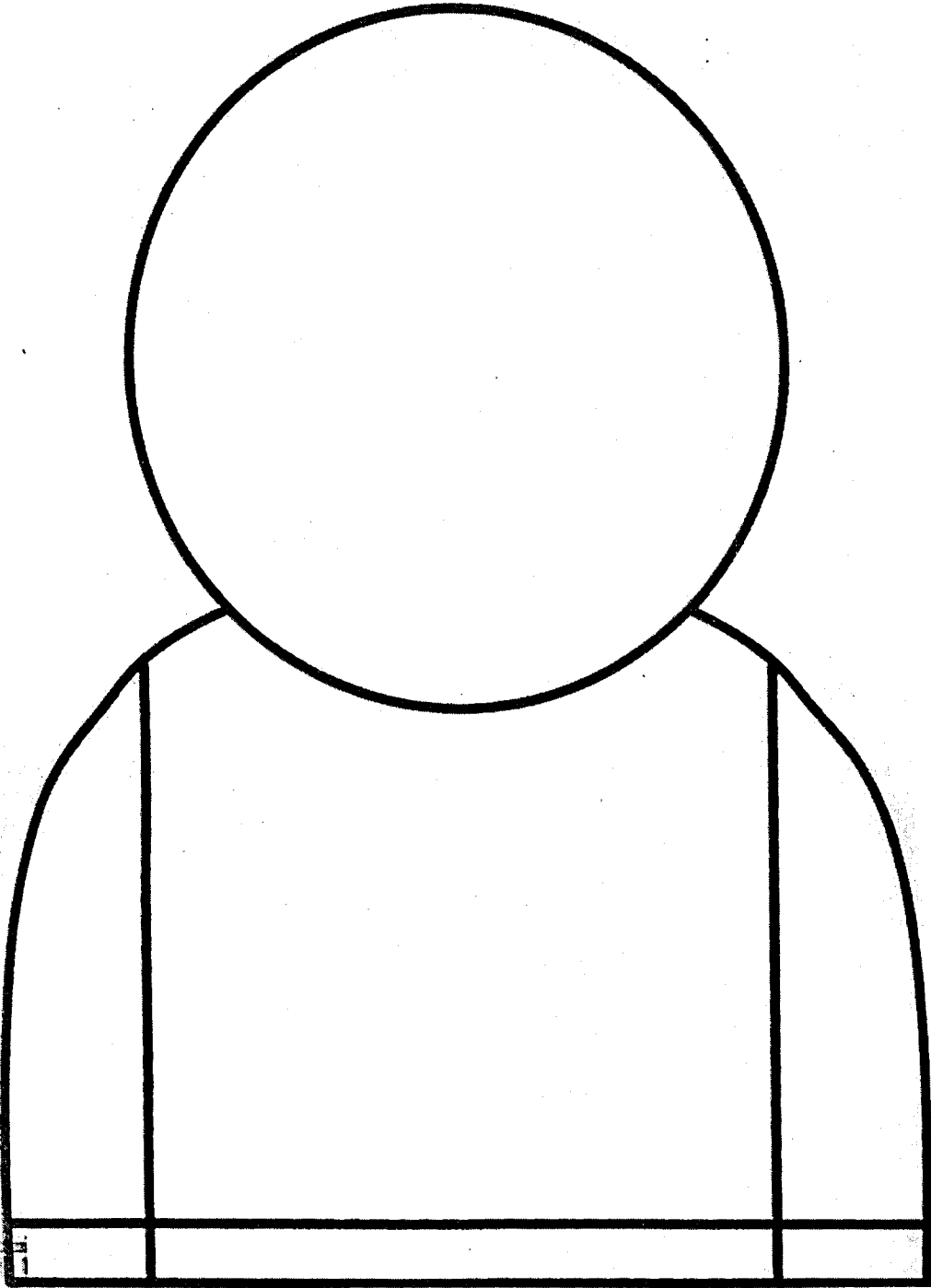
Practice: Talk through each verse with the children – showing them the actions that accompany each verse. (song based on Cecily Kaiser's book *If you're angry and you know it*. The song is to the tune of *If you're happy and you know it*.)

- Walk away
- Take deep breaths
- Tell a friend

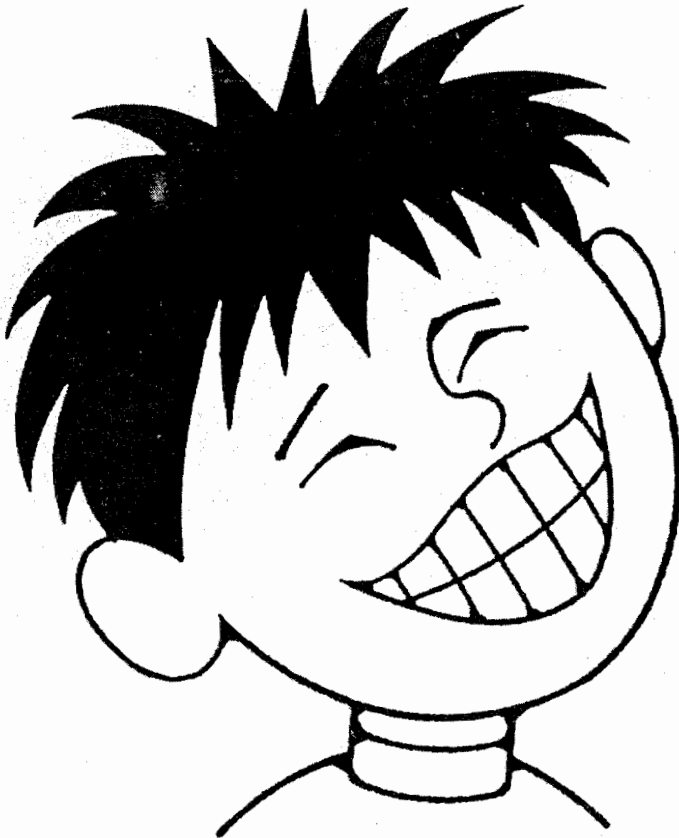
"If you're angry and you know it _____. If you're angry and you know it _____. If you're angry and you know it, and you really want to show it, if you're angry and you know it _____."

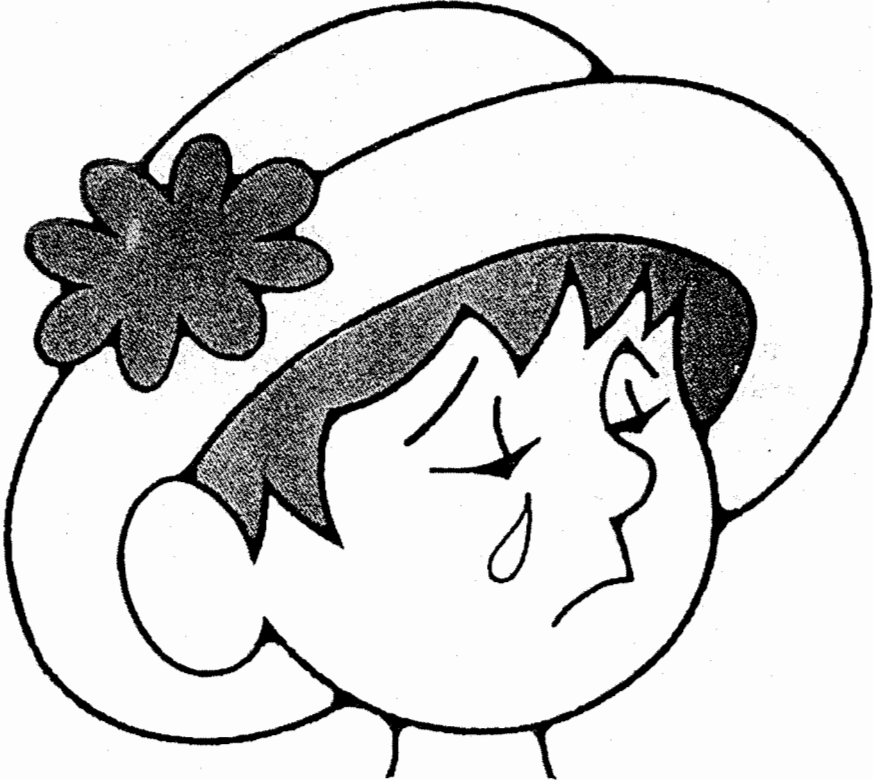
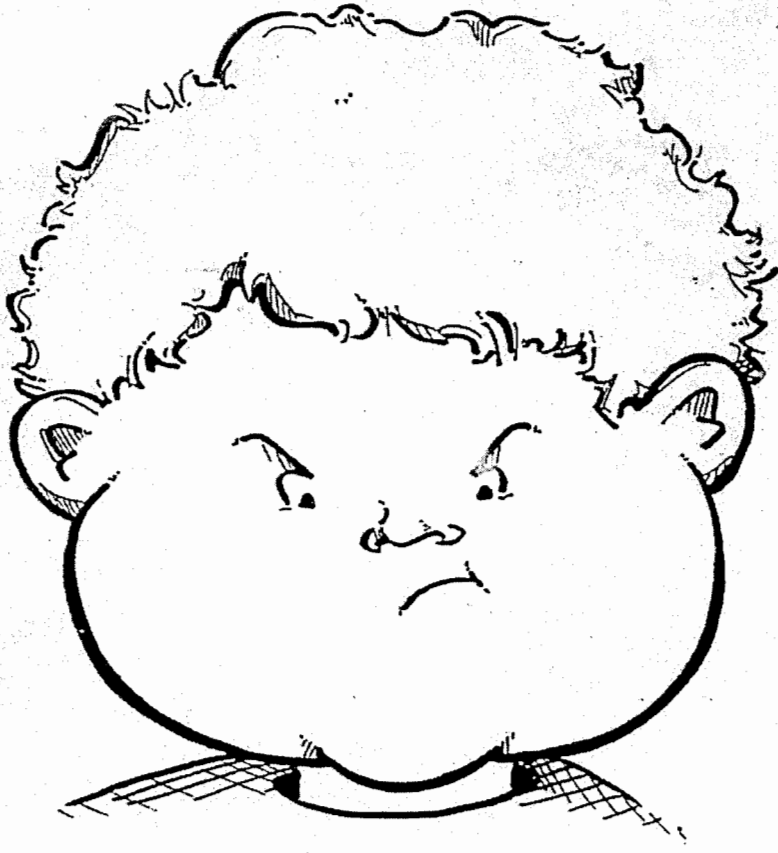
"Then...You're happy and you know it, once again! Then you're happy and you know it once again. Then you're happy and you know it, you're not mad and you can show it. Then you're happy and you know it once again."

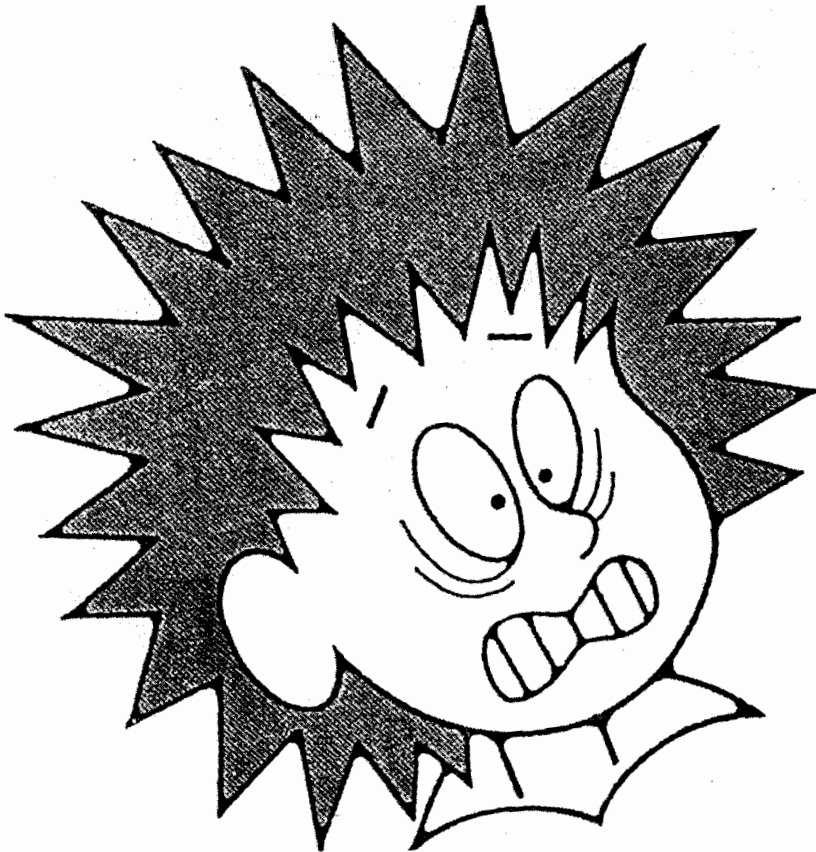
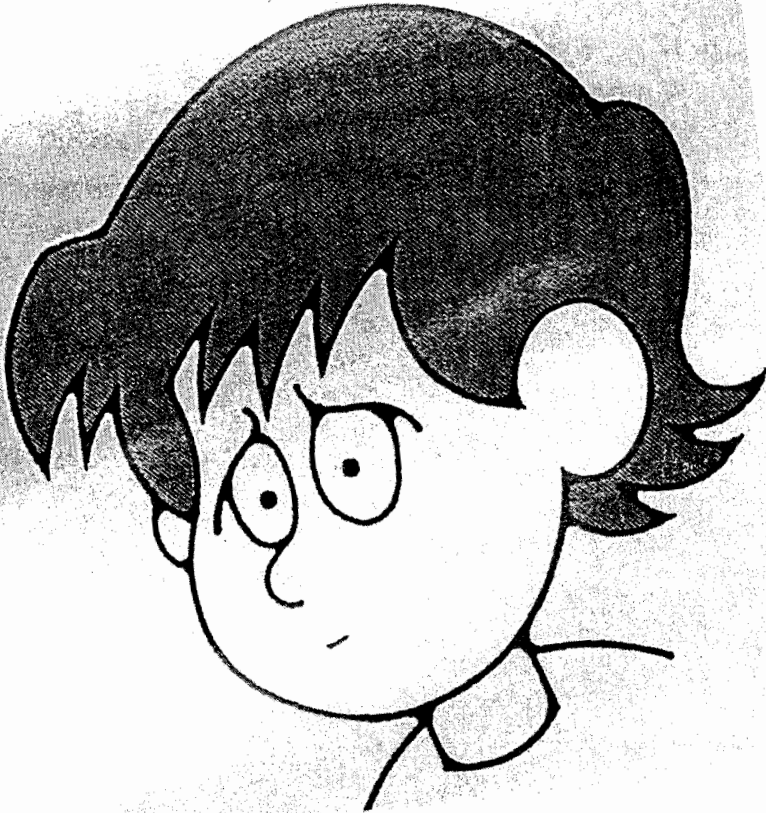
Personalize/Practice: Tell the students to draw a picture of what they can do when they are feeling mad. Walk around with Timmy, conversing with students about their pictures. If time allows and students did not draw their mad faces at the beginning of the story, instruct students to flip their papers over to the blank face side to draw a mad face when they have completed their first picture.











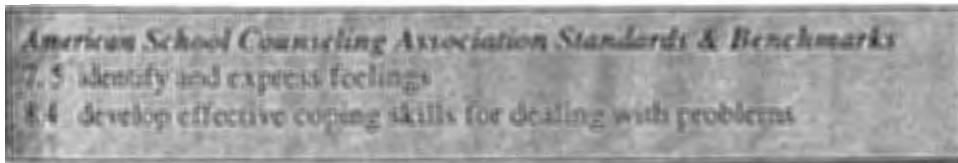
Feelin' Blue, Oh What to Do?

Classroom Guidance Curriculum

Unit: Coping with Negative Emotions

Lesson 2: Feelin' Sad - What to Do?

Grade Level: Kindergarten



Objectives:

- A. Students will be able to identify situations in which they feel sad.
- B. Students will be able to articulate what they can do and who they can talk to when they feel sad.

Materials:

- A. Feelings Faces (pp. 13-16)
- B. *When I Feel Sad* (Spelman, 2002)
- C. Bonnie (bunny puppet)
- D. Plain paper

Procedure:

Process: Show different feeling faces to the children and ask them to raise their hand when they see a sad face. Ask the students to raise their hand if they have ever felt sad. Continue by telling the students that you will be talking about things they can do the next time they feel sad to help feel better.

Present: Read *When I Feel Sad*, a story giving students various suggestions of what to do when they feel sad.

Process: Ask the students the following content questions.

- When did the character in the story feel sad?
- What does the character do when she feels sad?

Personalize: Ask the following personalization questions as you flip through the pages of the book.

- When was a time you felt sad because someone wouldn't play with you?
- Do you feel sad when other people are sad?
- What is it like when you have to say good-bye to someone? How do you feel?
- When are some other times that you feel sad?

Present: Act surprised as Bonnie appears out of a bag. Ask her if she heard the story. (*Bonnie nods.*) "Are you ever sad, Bonnie?" Turn to the students before Bonnie answers and ask them what they think, and then turn back to Bonnie. (*Bonnie nods.*)

- When do you think Bonnie feels sad? (Students make suggestions and Bonnie agrees with a nod.)
- What could Bonnie do when she feels sad?
- Who do you think Bonnie likes to be close to when she feels sad?

Thank Bonnie for sharing her story. Then ask Bonnie if she'd like to hear about times when the boys are girls feel sad. Ask the students to raise their hands to share a time when they felt sad. As the students share examples, ask them to tell their classmates what they did to feel better.

Practice: Bonnie will help you teach the students "If you're sad and you know it." Begin by talking through each verse with its actions. (The song based on Cecily Kaiser's book *If you're angry and you know it*. The song is to the tune of *If you're happy and you know it*.)

- You can cry
- Take a walk
- Tell a friend

"If you're sad and you know it _____. If you're sad and you know it _____. If you're sad and you know it, and you really want to show it, if you're sad and you know it _____."

"Then...You're happy and you know it, once again! Then you're happy and you know it once again. Then you're happy and you know it, you're not sad and you can show it. Then you're happy and you know it once again."

Personalize: Tell the students that drawing a picture of what they are sad about can help them feel better. Ask Bonnie if she would like to see how the students can draw. (*Bonnie nods.*) Send the students back to their seats to draw a picture of a time when they felt sad.

Practice: Close by asking a few students to once again share ideas of what they can do when they feel sad. End with singing "If you're sad and you know it."

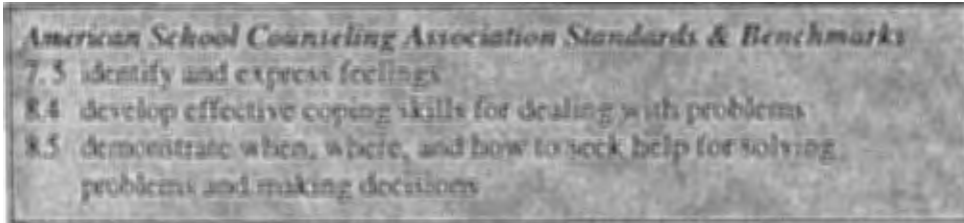
Feelin' Blue, Oh What to Do?

Classroom Guidance Curriculum

Unit: Coping with Negative Emotions

Lesson 3: Feelin' Scared - What to Do?

Grade Level: Kindergarten



Objectives:

- A. Students will be able to identify things that scare them.
- B. Students will be able to distinguish between danger and a fear.
- C. Students will be able to articulate things they can do when they feel scared.

Materials:

- A. Bonnie (bunny puppet)
- B. Bag (for Bonnie to hide in)
- C. Plain paper
- D. Feelings Faces (pp. 13-16)

Procedure:

Present: Call into the bag, "Bonnie, we're ready to start the lesson, aren't you going to come out and join us?" (*pause*) "No, how come?" Turn to the boys and girls and ask

- Boys and girls, why do you think Bonnie doesn't want to come out?

Tell the kids that you guess they'll have to wait until later to find out why Bonnie doesn't want to come out.

Process: Ask for a volunteer to come up and identify the scared faces from the other feeling faces. Ask the students to raise their hand if they have ever felt scared. Next, tell the children that the day's lesson will give them some ideas of what they can do the next time they feel scared.

Personalize: Ask students the following personalization questions:

- What are some things that you are scared of?
- What do you do when you feel scared?
- Who can you talk to when you are scared?

Present: When students have shared several examples, stop mid-sentence and address the bag. "What's that Bonnie?" (*Pick up the bag and peer into it.*) "You say you're feeling scared, Bonnie?" "How come?" (*Wait for a response.*) "You're afraid that the boys and girls might make fun of you? You know they are nice boys and girls." (*Pause*) "Oh, you say you know that, but you look really silly today. Why would you say that? Oh, you're afraid they'll make

fun of the Band-Aid on you're bottom. Well, how did you get hurt, Bonnie?" (*Wait for a response.*) "So, you were playing at recess and an older kid dared you to jump from the top of the slide. You were scared, but you did it anyway? Well, Bonnie, I think what I am about to talk to the boys and girls about would be important for you to hear as well."

Personalize:

Turn to the students and tell them there are two types of things that we can be scared. Talk about how sometimes there are things we are scared of that we should stay away from. These are called dangers. It is a good thing that we feel scared when danger is around. If there is danger we should stay away.

- Can you think of anything dangerous that kindergarteners are afraid of?
- What should kindergarteners do when they see danger and feel scared?

Secondly, tell the students that there are times when we are afraid, but we're not in danger. Talk about how it is alright to feel scared then too, but that we don't have to stay away from these fears. Instead it's a good idea to talk about our fears with someone who cares about us so we can make a plan of what we can do.

Practice: Ask the kindergarteners if they will help Bonnie figure out if what she is afraid of is danger or a fear. Instruct them that you will be sharing one of Bonnie's fears with them. After you share Bonnie's fear, students raise their hand and tell you whether it is danger or fear. When the correct answer is given, ask the entire class to participate by repeating the following sayings.

If the fear is danger, say "*Hey, Hey, Stay Away.*"

If the fear is a fear, say "*Talk it out and make a plan.*"

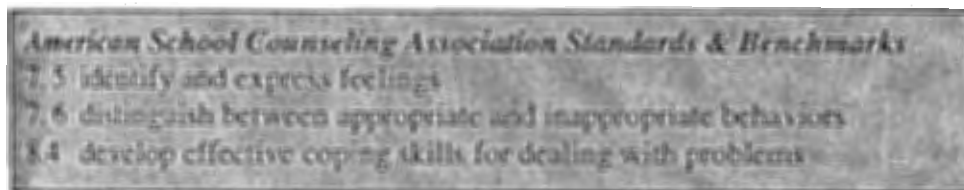
Ask the students further questions if the fear is a fear.

- Who could they talk to?
- What could they do?

Share the following situations with the class one at a time. Adjust scenarios, to best address the needs of the particular class.

- Bonnie is afraid to run across the street to catch up with her friend.
- Bonnie is scared to ride her bike without training wheels.
- She is afraid there are monsters under her bed.
- Someone Bonnie doesn't know is knocking at her front door.
- Bonnie is afraid to meet someone new on the playground.
- Bonnie is scared about learning to read.
- Some of Bonnie's friends keep asking her to jump off the swings, but she's afraid.
- Bonnie is scared about going to a new school.
- Bonnie is afraid of storms.

Personalize: Send the students back to their seats and hand out sheets of blank paper. Ask the students to draw a picture of two things: 1) something they are afraid of and 2) what they are going to do next time they feel scared about it.

Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum****Unit: Coping with Negative Emotions****Lesson 4: Feelin' Blue - Review****Grade Level: Kindergarten****Objectives:**

- A. Students will be able to distinguish between mad, sad, and scared feelings.
- B. Students will be able to identify the situations in which they feel mad, sad, and scared.
- C. Students will be able to articulate appropriate ways to express their mad, sad, and scared feelings.

Materials:

- A. *Sometimes I Feel Like a Storm Cloud* (Evans, 1999)
- B. Feelings Faces (pp. 13-16)
- C. Timmy (turtle puppet)
- D. Bonnie (bunny puppet)

Procedure:

Present: Begin by asking students if they remember the three feelings talked about over the past three sessions. Next ask the children to raise their hand if they have felt mad, sad, or scared in the last week. Inform the children that the lesson today will be review of what they have already learned, but that first you have a book you would like to share with them that talks about many different feelings.

Read *Sometimes I Feel Like a Storm Cloud*, (Evans, 1999) a story depicting various feelings as objects and experiences encountered by children on a daily basis. As each page is turned, ask the children to raise their hand if they have an idea about how the girl in the picture is feeling. Proceed by reading the page. Each feeling analogy could be accompanied by the following actions. Tell the children that they are going to help you tell the story silently. Tell the students to accompany the actions with the appropriate facial expressions as well.

- Storm cloud – make rain with your fingers falling down in front of the body
- Big balloon – slowly puff out cheeks and pop them with your hands
- Flattened balloon – rub one palm on top of the other
- Winter snow – hold arms around the body, and make the whole body shiver
- Newborn kitten – pretend to pet a kitten
- Race Car – pretend to steer a car
- Peacock – hold hands start above the head and make them come down at the sides
- Tornado – make a circular motion with one finger in the air
- Puppy – stick your tongue in and out like a puppy

- Mighty bull – huff and puff
- Fish – put your hands together and make them swim in front of the body
- Bear – use your hands as a pillow
- With her dad – give yourself a hug

Process/Personalize/Practice:

MAD:

Hold up the feeling faces and have the children identify the mad faces.

Bring out Timmy, the turtle. Ask the students if they remember what Timmy talked to them about? Ask them to raise their hand if they can think of something Timmy could do when he feels mad in the following situations:

- Timmy is mad at his sister.
- Timmy doesn't get his way.
- Someone knocks Timmy down.
- Timmy gets mad on the playground.
- Timmy's teacher tells him to do something that he doesn't want to do.
- Someone at Timmy's table takes the piece of paper he wanted.
- Someone is playing at the center Timmy wants to play at.
- One of Timmy's classmates won't share with him.

Thank the children for their ideas and finish by singing, "If You're Mad and You Know it."

(Timmy is put away.)

SAD:

Hold up the feeling faces and ask the children to identify the sad faces.

Bring out Bonnie, the bunny. Ask the students if they remember something Bonnie told them about being sad. Be sure to address that everybody feels sad sometimes and that it is alright to cry when you feel sad.

Ask the students to raise their hand and share a time when they felt sad. Ask them what they did when they felt sad. Did it help?

Have Bonnie share some times when she feels sad. For example; when someone won't play with her at recess, when she says good-bye to her mom and dad in the morning, when her favorite toy breaks, when she has to quit playing with her neighbor to eat supper. If time allows, ask the children to share things Bonnie could do to help herself feel better in each situation. End by asking the students who Bonnie could talk to when she feels sad. Ask the students who they talk to when they feel sad.

End with singing "If You're Sad and You Know it."

(Bonnie stays out.)

SCARED:

Show the feeling faces and ask the children to identify the scared faces.

Begin by asking the students if they remember when Bonnie wouldn't come out of the bag last week.

- Why wouldn't Bonnie come out?
- What was she scared of?

Talk about the two types of things kids can be scared of; danger and a fear.

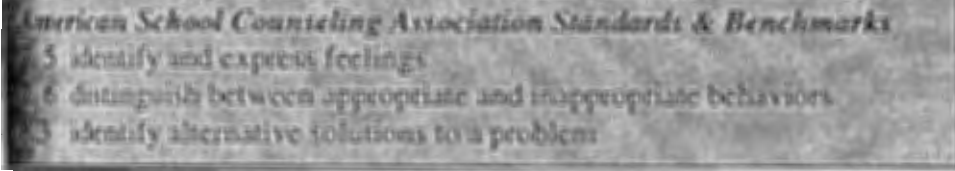
- What should you do if you're afraid of something that is dangerous? ("*Hey, Hey, Stay away.*")
- What should you do if what you are afraid of is a fear? (*Talk it out and make a plan*")
- Bonnie is afraid of strangers. What should Bonnie do when she sees someone coming towards her that she does not know?
- Bonnie is afraid of the dark. What could Bonnie do? Who could Bonnie talk to?
- There are some new students in Bonnie's class. She is afraid to introduce herself to them. What could Bonnie do?
- Bonnie is afraid to learn to tie her shoe. What could Bonnie do? Who can she talk to?

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 1: Feelin' Mad - What to Do?

Grade Level: First Grade

**Objectives:**

- A. Students will be able to identify situations when they feel angry.
- B. Students will be able to articulate appropriate ways of expressing their angry feelings.

Materials:

- A. *When Sophie gets Angry, Really, Really Angry* (Bang, 1999)
- B. Timmy (turtle puppet)
- C. Plain paper

Procedure:

Present: Read *When Sophie gets angry, really, really angry*, a story about a little girl whose first response to anger is to explode, but after time by herself, she is able to calm down and return to her family who loves her.

Process: Ask the following content questions.

- What did Sophie do at first when she got angry?
- Then what did Sophie do?
- How did she feel after she spent some time in her favorite tree?
- What did she do after she calmed down?

Personalize: Ask the following personalization questions.

- Have you ever felt angry, like Sophie?
- What did you do? What happened next?
- What are some good things you can do to help yourself calm down when you feel angry?

Ideally the students should generate a list of many ideas of ways to calm down. If not, use the following questions to guide the children's thinking.

- Have you tried finding a quiet place where you can calm down?
- Have you tried exercising when you were mad?
- Have you tried talking things out with your parents when you were angry?
- Why does it help us calm down when we walk away?
- What are some other things first graders can do when they get angry?

Practice: Talk through each verse of the song with the children – showing them the actions that accompany each verse. (song based on Cecily Kaiser's book *If you're angry and you know it*. The song is to the tune of *If you're happy and you know it*.)

- Walk away
- Take deep breaths
- Tell a friend

"If you're mad and you know it _____ . If you're mad and you know it _____ . If you're mad and you know it, and you really want to show it, if you're mad and you know it _____ ."

"Then...You're happy and you know it, once again! Then you're happy and you know it once again. Then you're happy and you know it, you're not mad and you can show it. Then you're happy and you know it once again."

Present: Get Timmy (turtle puppet) out. Introduce Timmy. Tell the boys and girls that Timmy, like Sophie, has a special place he goes when he feels angry and needs to calm down. Tell the boys and girls that when Timmy feels mad, the first thing he does is snap at the other person. Timmy's snapping gets him into a lot of trouble. Lately he's been talking to his mom about his snapping problem and she gave him an idea that seems to be working. When Timmy feels himself beginning to feel angry, he walks away from where he is, finds a quiet place, and tucks away inside his shell.

- What do you think Timmy does while he is in his shell?
- Why do you think walking away and spending time alone in his shell has helped Timmy stop snapping at people?
- Do you have a special place you can go to when you feel yourself getting angry?
- Where is it? What could you do while you're in your special place to calm yourself down?
- What can you do if you feel mad while you're at school? (*Be sure to have talked to the teacher in advance to see what options students when they feel angry.*)
- What do you think Timmy does when he feels calm enough to come out of his shell again?
- What are some other things Timmy could do to help himself calm down when he feels angry?

Personalize/Practice: Have Timmy asks students if they will draw a picture of something they can do when they feel themselves becoming angry at school/home?

When most of the students have finished, spend some time talking about what they can do at school to find a special place when they need time to calm down. How could they create a special place at school, without disrupting other students? Ask for volunteers to share their pictures.

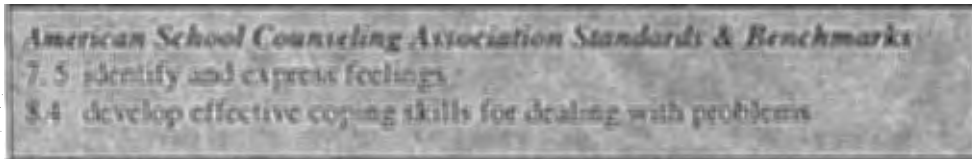
Practice: End with "If You're Mad and You Know it."

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 2: Feelin' Sad - What to Do?

Grade Level: First Grade

**Objectives:**

- A. Students will be able to identify situations when they feel sad
- B. Students will be able to articulate ways of coping with their sad feelings.

Materials:

- A. *Feeling Sad* (Berry, 1996)
- B. Bonnie (bunny puppet)
- C. Plain paper

Procedure:

Present: Ask students to raise their hand if they have ever felt sad. Tell the students that the lesson will help them come up with ideas of what they can do the next time they feel sad.

Read *Feeling Sad*, a story depicting various situations children may experience that result in sad feelings. The book offers readers with suggestions of what they can do to feel better when they feel sad.

Process: Ask the following content questions.

- There were several things that Eliza felt sad about, what were they?
- What were some things that Eliza did to help herself feel better?
- Why is it important to talk to someone when you feel sad?

Personalize: Ask the following personalization questions.

- What about you, when do you feel sad?
- What can you do if you are sad about not getting to do what you want to do?
- What can you do when something is lost or ruined?
- What can you do when you have to leave a place you really like?
- What can you do if someone you love leaves you?
- What can you do if a loved one or pet dies?
- Who can you talk to when you feel sad?
- What happy thoughts could you think about?
- What things could you do that you enjoy?

Present: Introduce Bonnie. Tell the students that Bonnie wanted to come with you to talk to the students about feeling sad. Bonnie most importantly wanted to make sure that all of them know that feeling sad is normal. It is alright to feel sad, even grown-ups feel sad sometimes. Ask the students if they can guess some times when Bonnie feels sad.

Tell the students that Bonnie wonders if any of them ever feel sad. Bonnie is curious about what they do when they feel sad. (*Bonnie whispers in your ear.*) Inform the children that Bonnie asked if the children would draw her a picture of a time when they felt sad and what they did to feel better. Send the students back to their seats to work on their pictures.

Personalize/Practice: Students draw pictures depicting a time when they were sad and what they did about it. Bonnie wanders around interacting with the students as they draw their pictures.

Practice: Bonnie will help you teach the students "If you're sad and you know it." Begin by talking through each verse. (song based on Cecily Kaiser's book *If you're angry and you know it*. The song is to the tune of *If you're happy and you know it*.)

- You can cry
- Take a walk
- Tell a friend

"If you're sad and you know it _____. If you're sad and you know it _____. If you're sad and you know it, and you really want to show it, if you're sad and you know it _____."

"Then...You're happy and you know it, once again! Then you're happy and you know it once again. Then you're happy and you know it, you're not sad and you can show it. Then you're happy and you know it once again."

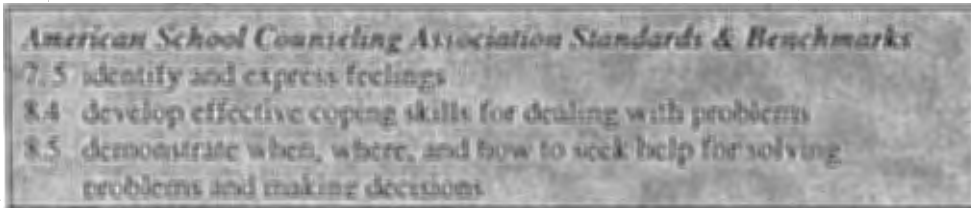
Personalize/Present: If time allows, ask for volunteers to share their drawings with the class.

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 3: Feelin' Hurt - What to Do?

Grade Level: First Grade

**Objectives:**

- A. Students will be able to identify situations when they feel hurt.
- B. Students will be able to articulate ways of positively expressing and coping with their hurt feelings.

Materials:

- A. *Angelina's Dance of Friendship* (Holabird, 2004)
- B. Plain paper
- C. Friendship Dance Overhead (p. 31)
- D. Friendship Dance Cards (copy the picture off of the overhead on p. 33, making as many copies as you desire.)

Procedure:

Present: Ask the students if they have ever had their feelings hurt. Tell the students that your hope for the day's lesson is that they will leave with some ideas of what they can do to feel better the next time their feelings are hurt.

Read *Angelina's Dance of Friendship*, a story portraying hurt feelings experienced between friends, who at the end of the story find a way to mend their friendship. In order to guide the children's thinking processes, include the following thoughts as you read.

- A) *After the family meal, when Angelina and Anya are in the bed room and Angelina is saying hurtful words...* say: "I am thinking that Anya's feelings are hurt because of what Angelina said." Or ask; "How do you think Anya is feeling right now?"
- B) *When Angelina wakes up to find Anya gone...* Ask the following questions.
 - Where do you think Anya went?
 - Why?
- C) *When Angelina goes to apologize and Anya won't speak to her...* say "this reminds me of a time when my feelings were hurt and the thing I did first was to step away and spend some time by myself.
 - When you feel hurt by something someone did or said, do you need time by yourself?
 - How can being by yourself help?

D) *When Angelina is talking to Alice about Anya not speaking to her...*

- How do you think Angelina plans to apologize to Anya?

E) *When Angelina and Anya finish their friendship dance...say "I noticed how Angelina and Anya calmly talked out their feelings. I also noticed how they both used "I messages," instead of you messages.*

Practice: Talk to the students about using "I messages." "I feel hurt when you _____, because _____." Have students take turns practicing with "I messages," inserting times when they feel hurt.

Process: Ask the following content questions.

- Why was Angelina excited at the beginning of the story?
- What happened when Anya first arrived?
- How were Angelina's feelings hurt throughout the story? What did Anya do?
- How were Anya's feelings hurt? What did Angelina do?
- How did the friends become friends again? What did they do?
- Do first graders ever have hurt feelings?
- What do first graders usually do when someone hurts their feelings?

Personalize: Ask the following personalization questions.

- Have you ever had hurt feelings? What happened? What did you do?
- What could you do when someone hurts your feelings?

Present/Practice: Teach the students the friendship dance using the overhead on page 31.

It's the friendship dance, the friendship dance.

First take time away until you feel ok.

Then talk it out, cause there's no need to shout.

"I feel hurt...." is the way to start

Then as friends we will depart.

Do the friendship dance, the friendship dance.

Point out to students that the first step is taking time away. And the second step is talking it out. Also remind the students about the importance of using "I messages" instead of "you messages."

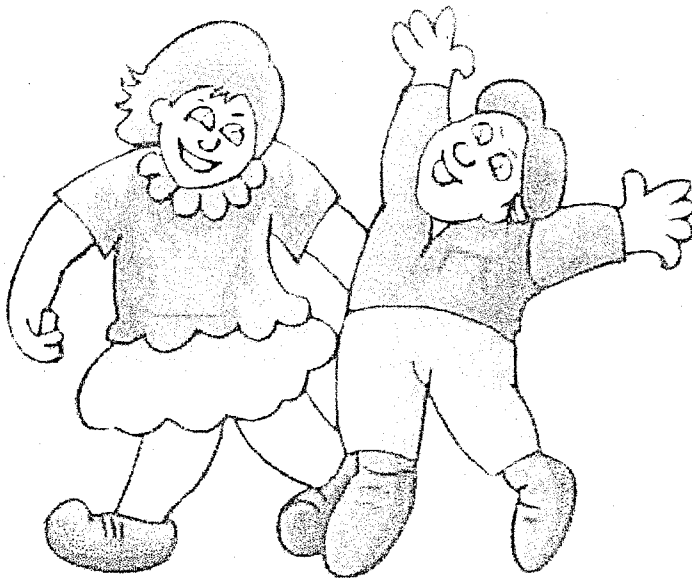
Talk about the "friendship dance cards," informing the students that they will have three friendship dance cards in their classroom. When they are feeling hurt by something someone did or said, they can grab the friendship card and hand it to the person they want to talk to. Talk to the students about making sure it is an alright time for them to talk things out. Warn the students that if it is time to do schoolwork, they will need to set the friendship dance card to the side and talk things out at the next recess or during free time.

- Do we have to have a friendship dance card to use an "I message" to tell someone how we're feeling?
- Why do you think I am leaving three cards in your room?

Talk about how the cards can be used as reminders of the friendship dance; stepping away to cool off and then nicely talking to the person who hurt your feelings.

Personalize/Practice: Ask students to draw a picture of themselves doing the friendship dance with one of their friends.

Practice: If time allows, end with the friendship dance.



It's the friendship dance, the friendship dance.

First take time away until you feel ok.

Then talk it out, cause there's no need to shout.

"I feel hurt...." is the way to start

Then as friends we will depart.

Do the friendship dance, the friendship dance.

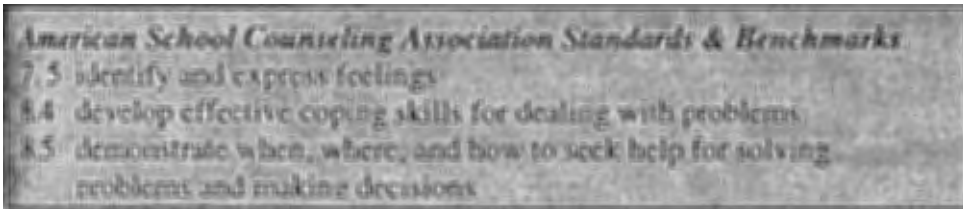
Feelin' Blue, Oh What to Do?

Classroom Guidance Curriculum

Unit: Coping with Negative Emotions

Lesson 4: Feelin' Scared - What to Do?

Grade Level: First Grade



Objectives:

- A. Students will be able to identify situations when they feel scared.
- B. Students will be able to articulate ways of positively expressing and coping with their feelings of fear.

Materials:

- A. *Franklin in the Dark* (Bourgeois & Clark, 1986)
- B. Whiteboard & marker
- C. Overhead of the Feeling Afraid Cheer (p. 34)
- D. Blank paper

Procedure:

Present: Ask students to raise their hand if they have felt scared before. Tell students that as a class you will be coming up with things they can do to help themselves overcome and avoid danger.

Read *Franklin in the Dark*, a story about a turtle who goes in search of advice about how to overcome his fear of entering his shell. Franklin discovered that everyone has fears, including his mother and that how others overcome their fears may not be a way that helps him.

Process: Ask the following content questions.

- What was Franklin afraid of?
- Who did Franklin talk to about his fear?
- What were some of the other animals afraid of?
- What did each of the animals do to help themselves overcome their fear?
- What was Franklin's mother afraid of?
- What did Franklin do at the end of the story to overcome his fear?

Personalize: Ask the following personalization questions.

- What are some things you are afraid of? (*make a list on the board*)
- What do you do when they feel scared?

Present: Talk to the students about the two types of fears. When you introduce the danger, have the kids repeat after you, "Stay away." When you talk about other fears, have the children repeat after you, "You can stay." Teach the students the Feeling Afraid Cheer. Put the cheer on the overhead (p. 36).

If in danger, you get away.

If just afraid, you can stay.

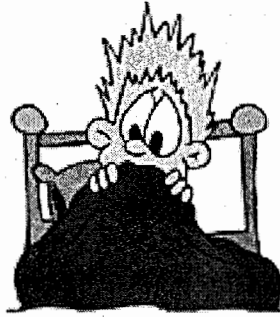
Others can help you find a way

To make your fears go away.

Personalize: Go through the compiled list of fears, asking students to raise their hands to tell you whether the listed fear is a danger or just a fear. As you erase the danger fears, talk to the children about getting away as quickly as possible and finding an adult to talk to. Talk through the remaining fears, answering the following questions for each of the listed fears:

- What could the student tell him/herself to help him/herself not be as scared?
- What could the scared first grader do?
- Who could he/she talk to?

Personalize/Practice: Ask the children to draw something they are afraid of and what they are going to do about it the next time they feel scared.



If in danger, you get away.

If just afraid, you can stay.

Others can help you find a way

To make your fears go away.

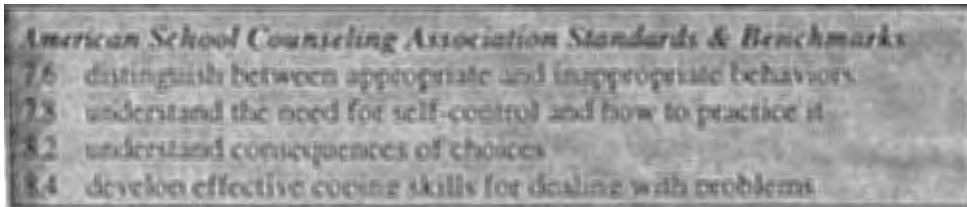
Feelin' Blue, Oh What to Do?

Classroom Guidance Curriculum

Unit: Coping with Negative Emotions

Lesson 1: Feelin' Angry - What to Do?

Grade Level: Second Grade



Objectives:

- A. Students will be able to identify situations when they feel angry.
- B. Students will be able to articulate specific ways of positively expressing their angry feelings.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. Timmy (turtle puppet)
- C. Bag for Timmy
- D. Turtle worksheet (p. 38)
- E. Classroom turtle sheet (enlarge p. 38)

Procedure:

Present: Read through the "Feelin' Blue" cheer, teaching the actions as you go. Ask the following questions to ensure students' comprehension. Explain that there are four steps hidden in the cheer.

- What does it mean to be 'feelin' blue'?
- Can you find the four steps?
- What does it mean, 'Not feelin' ok? Take a STEP AWAY.'?
- What does it mean, 'Use the time to THINK. You'll be back in a wink'?
- What does it mean, 'To TALK THINGS OUT. See, no need to shout.'?
- What does it mean, 'As the PROBLEM YOU SOLVE your blues dissolve.'?
- Finally, what about 'It's what you do when you're feelin' blue that matters most to me and you.'?

Explain to students that over the next four weeks you will be spending time talking about 'negative' emotions; feelings that aren't fun to feel, but that everyone feels at some point in their lives. Explain that the steps in the cheer will help them know what to do to feel better when they are feeling down.

Personalize: Ask the students for examples of times when second graders get angry. (*Write the examples on the far left side of the board.*) Before moving on, ask students if it is alright to feel angry. Explain that feeling angry is normal and ok, but that it is how people express their anger that makes matters most.

Ask students what second graders do when they get angry. (*Write the examples under a middle column labeled choices.*)

Ask the students what kinds of things happen when second graders make the previously listed choices. (*Write their answers under a column labeled consequences.*)

- Are these consequences what you want?
- So in order to get better consequences the choices need to be changed, right?

Present: Proceed with the following script:

"I have a friend who I would like to introduce you to, but he wasn't sure you would be interested in meeting him. So I am not sure if I can get him to come out and meet you. Do you want to meet him? Will you help him feel welcome and comfortable? I am going to tell you a few things about him before he comes. My friend used to suffer many of the consequences you all mentioned because he would lose control when he was angry." (*Reach into the bag and bring Timmy, the turtle out.*)

"Timmy would snap at others when he got angry; in fact, he got the nickname 'snappy.' He didn't like that name much. Finally, he was sick of getting in trouble, so he talked to his favorite uncle about his anger problem. His uncle gave him some ideas. See, his uncle too had been known to snap at others when he got angry. Timmy's uncle told him it is a good idea to step away from the situation when he feel yourself beginning to get angry. His uncle talked about how much of his snapping could be eliminated if he stepped away first and gave himself time to calm down. So the first thing Timmy would do when he started to feel mad was to find a place where he could be by himself. The second step that Timmy's uncle showed him was the thinking step. Timmy would go inside his shell and think."

"What would Timmy think about, you ask. The first thing Timmy would do is to tell himself to calm down."

- What sorts of things do you think Timmy would tell himself?

When Timmy's mind cleared and he had calmed down, Timmy would think about what he could do about the situation.

- What sorts of things do you think Timmy could do when he feels angry instead of snapping at others?

Sometimes before he would decide what he was going to do, Timmy would find someone he could talk to about his angry feelings.

- Who do you think Timmy could talk to about his angry feelings?

When Timmy felt calm enough, he would go back to the friend he had almost snapped at and the two of them would decide what to do about their disagreement. Timmy was so thankful his uncle had given him ideas of ways to deal with his anger that had better consequences than snapping at those he was mad at. His classmates no longer call him snappy and more kids want to play with him at recess.

Process:

- Can someone tell me what things Timmy did when he was angry to keep himself from snapping at others?

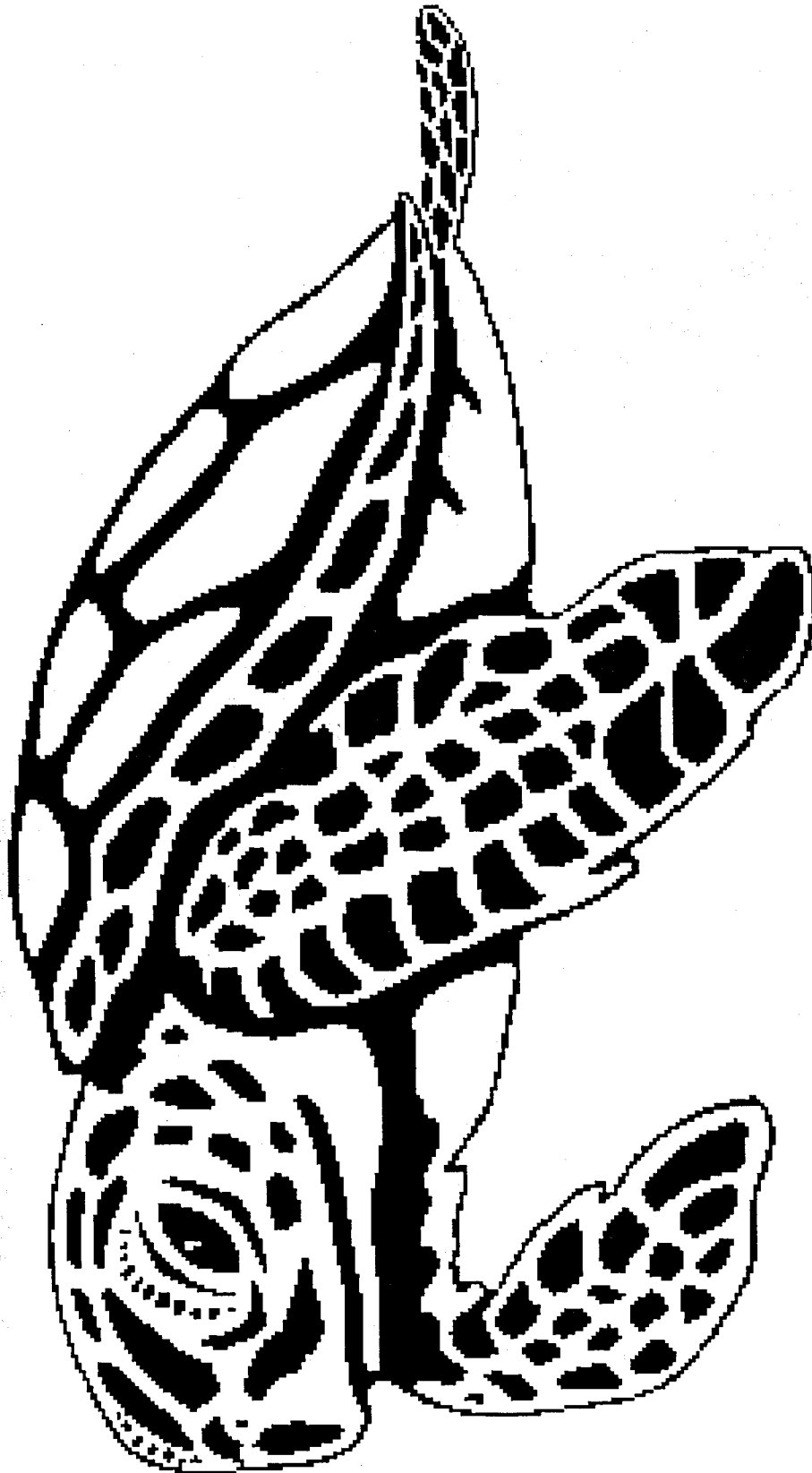
Personalize:

- Do you think some of the things that helped Timmy would help you express your anger in positive ways? Which ones?

Personalize/Practice: Hand out the Turtle worksheets (p. 38) and ask the students to write on the turtle shell things they can tell themselves to calm down as well as things they can do to express their anger in positive ways.

Have students discuss in pairs what they wrote on their turtle shells.

Ask volunteers to share their ideas and record them on the class turtle sheet to be displayed in the classroom, as a reminder of healthy ways to express anger.

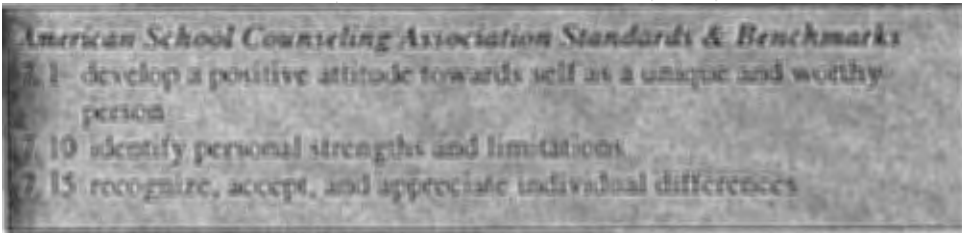


*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 2: Feelin' Embarrassed - What to Do?

Grade Level: Second Grade

**Objectives:**

- A. Students will be able to identify situations when they feel embarrassed.
- B. Students will be able to articulate positive things they can tell themselves when they feel embarrassed.
- C. Students will develop a list of specific things they like about themselves.

Materials:

- A. *A Bad Case of Stripes* (Shannon, 1998)
- B. *I Like Myself* (Beaumont, 2004)
- C. Two blank overheads & marker
- D. 'I Like Myself' worksheet (p. 41)
- E. "Feelin' Blue" cheer (p. 8)

Procedure:

Practice: "Feelin' Blue" cheer.

Personalize: Write 'embarrassed' in the center of an overhead. Ask the students to raise their hands to share times when second graders feel embarrassed. Write the examples, branching out from 'embarrassed'. Tell the students that they will leave the day's lesson with some ideas of things they can tell themselves to help themselves feel better the next time they feel embarrassed.

Present: Read *A Bad Case of Stripes*, a story depicting a school-age girl whose fear of being embarrassed and strong desire to be accepted by her classmates, results in her becoming sick with an extremely rare disease. The only way to cure her rare disease is to become herself again regardless of what those around her think. Tell students to listen for times when Camilla felt embarrassed and what she did about her feelings of embarrassment.

Process: Ask the following content questions.

- Why was Camilla worried about the first day of school?
- What happened to Camilla? Why do you think this happened?
- Many different people tried to help Camilla get better, what finally worked?
- Why do you think eating the lima beans helped Camilla feel better?
- Is there a way that Camilla could have avoided getting the disease? How?

Present: Camilla was so worried about being embarrassed that she pretended to be someone that she wasn't, someone that didn't like lima beans.

Personalize:

- Do second graders ever pretend to be different than they really are so people like them and they won't feel embarrassed? Examples?
- Do you ever pretend to be different than you really are so others will like you?
- How do you feel when you are pretending to be someone you are not?

Present: Read *I Like Myself*, a short story portraying a girl who continues to be confident in herself regardless of what those around her may say.

Process: Ask the following content questions.

- How was the character in this story different from Camilla?
- Do you think she worried about feeling embarrassed?
- Do you think she ever felt embarrassed?
- Probably, but what do you think she told herself?

Personalize:

- What are some things you can tell yourself when you feel embarrassed?

Refer to the list of embarrassing situations and make connections with the THINK IT THROUGH step. Write their ideas on the overhead.

Practice: Hand out the 'I Like Myself' worksheets (p. 41). Ask students to write down things they like about themselves and things they can tell themselves when they feel embarrassed.

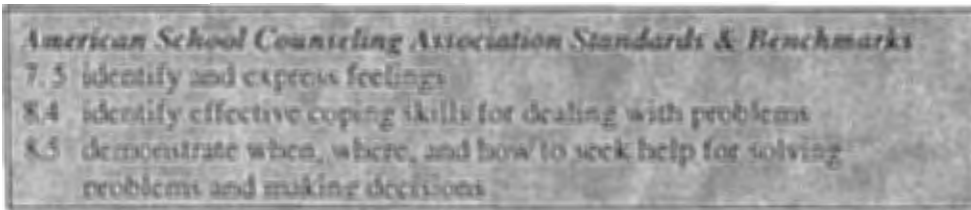
I Like Myself...

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 3: Feelin' Hurt - What to Do?

Grade Level: Second Grade

**Objectives:**

- A. Students will be able to identify situations when they feel hurt.
- B. Students will be able to articulate positive ways to react to hurt feelings.

Materials:

- A. *The Hurt* (Doleski, 1983)
- B. The Hurt/What To Do worksheet (pp. 44 & 45)
- C. "Feelin' Blue" cheer (p. 8)
- D. Beach ball

Procedure:

Practice: "Feelin' Blue" cheer

Present: Begin by asking students to raise their hands if they have ever had their feelings hurt. Inform the students that the day's lesson is designed to help them leave with ideas of things they can tell themselves, people they can talk to, and things they can do to help them feel better the next time their feelings are hurt.

Read *The Hurt*, a story evidencing the negative result of a boy's effort to hide his hurt feelings. In the end the character learns that admitting one's hurt feelings and talking them out with those around him/herself is the key to overcoming the hurt feelings.

Process: Ask the following content questions.

- What happened to Justin at the beginning of the story?
- Justin made a good choice at the very beginning of the story, what was it?

Talk about how Justin STEPPED AWAY and kept himself from saying something he'd later regret.

- What might have happened if he hadn't stepped away?
- What do kids often do when others make fun of them?
- What did Justin's hurt feelings feel like?
- What did Justin do with his hurt?
- What added to his hurt?

- Why did his hurt continue to get bigger?
- What happened when Justin talked to his dad?
- What helped Justin's hurt get smaller?
- Did Justin's hurt come back again?
- What was different when the hurt would come back?

Personalize: Hand out The Hurt worksheets (pp. 44 & 45). Ask students to write a time when their feelings were hurt. Give students some time to work quietly, drawing their picture. Ask volunteers to share some of their examples.

As the students share their examples, blow air into a beach ball. Talk about negative things second graders do and say when they have been hurt.

- How can second graders keep their hurt from continuing to grow?
- What helped Justin's hurt get smaller?

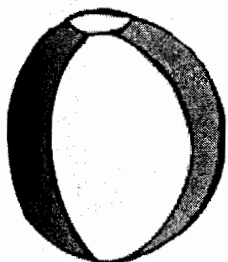
Practice: Ask students to flip over their papers, to the What To Do... side of the worksheet. Instruct students to write down ways to keep the hurt from continuing to grow. As students share their ideas of what to do when their feelings have been hurt, slowly let the air out of the beach ball. (*Refer to the "Feelin' Blue" cheer when the students' ideas fit into one of the four steps.*)

When the ball is flat, ask the students if they think they can always keep their balls flat.

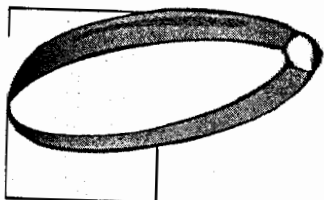
- Do you think you will feel hurt again?
- What happens if your feelings are hurt again?
- What can you do?
- Who can you talk to?

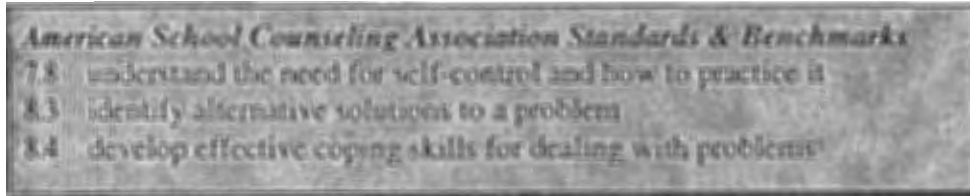
Practice: End with the "Feelin' Blue" cheer.

the Hurt...



What to Do...



Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum****Unit: Coping with Negative Emotions****Lesson 4: Feelin' Disappointed -What to Do?****Grade Level: Second Grade****Objectives:**

- A. Students will be able to identify situations when they feel disappointed.
- B. Students will be able to articulate positive ways to express and cope with their feelings of disappointment.

Materials:

- A. *The Very Angry Day that Amy Didn't Have* (Shapiro, 1994)
- B. Amy and Margaret overheads & marker (pp. 48 & 49)
- C. "Feelin' Blue" cheer (p. 8)
- D. Step cards – brain, talk, solve (p. 50)
- E. Feelin' Blue overhead step sheet (p. 7)

Procedure:

Personalize: Ask students if they have ever had a bad day when everything seemed to not go their way.

- What happened?
- What did you do?

Present: Read *The Very Angry Day that Amy Didn't Have*. Introduce the story by telling students they will be meeting two characters who are both experiencing bad days filled with many disappointments. Encourage the students to pay close attention to how each of the girls responds to the frustrations and disappointments they encounter.

Process: Display the overhead with Amy and Margaret at the top (pgs. 48 & 49).

- What kinds of disappointing things happened to Margaret? To Amy?
- How did each of the girls respond to the situations? (*Record the answers on the overhead.*)

Practice: Transition into the cheer by talking about how it may have been helpful if Margaret had known the "Feelin' Blue" cheer. Then she could have completed the four steps and her day would have gone better.

Practice: "Feelin' Blue" cheer

Practice: Divide the students into pairs, giving each pair a card displaying one of the four steps on it (p. 50). Display the Feelin' Blue overhead step sheet (p. 7). Tell the students that the card indicates which step they will help Margaret with.

- Brain: What could Margaret tell herself?
- Mouth: Who could Margaret talk to?
- Two figures: What could Margaret have done differently?

Explain that you will be showing them a picture of one of the disappointments in Margaret's day. Each pair is to come up with a couple ideas, according to their step card.

Show pictures of the following:

Situations One: Margaret's favorite cereal is gone.

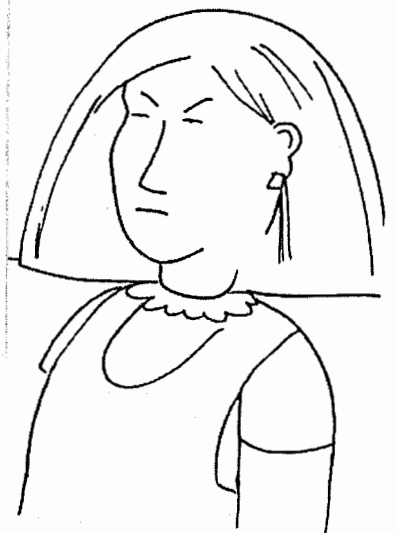
Situation Two: Amy is sitting by the window when Margaret gets on the bus.

Situation Three: Billy accidentally knocks Margaret over during the game of tag.

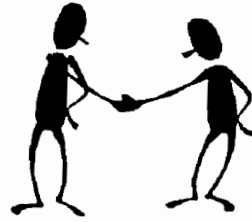
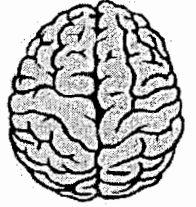
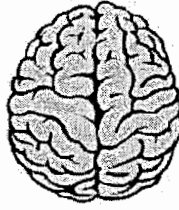
Situation Four: Amy helps Billy and takes his side instead of Margaret's.

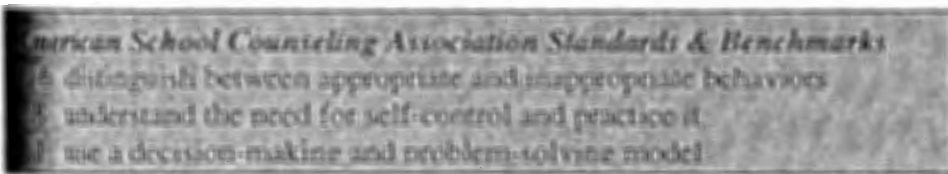
Add your own scenarios depicting situations specifically to address the students' needs.

Practice: End with "Feelin' Blue" cheer.







Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum****Unit: Coping with Negative Emotions****Lesson 1: Feelin' Angry - What to Do?****Grade Level: Third Grade****Objectives:**

- A. Students will be able to identify situations when they feel angry.
- B. Students will be able to articulate positive ways to express and cope with their feelings of anger.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. "Oliver" sign on string
- C. Entire body reaction sheet (from either *How I Learned to Control My Temper*(Pincus, 1995) or *Angry Monster Workbook* (Shore, 1995).) (p. 53)
- D. Cards with body reactions on them (make a copy of pg. 53 and cut it into cards)
- E. Under control and out of control car overheads (from either *How I Learned to Control My Temper*(Pincus, 1995) or *Angry Monster Workbook*(Shore, 1995).) (pp. 54 & 55)
- F. Car worksheets (p. 56)
- G. "Feelin' Blue" overhead step sheet (p. 7)

Procedure:

Present: Teach the "Feelin' Blue" cheer. Talk through the cheer, checking for comprehension. Explain that the four steps embedded in the cheer will be visited over the next four weeks as important steps in dealing with negative emotions. Explain that all the emotions that will be focused on are normal/ok emotions that are felt by everyone. Explain that they will be using the steps in the cheer to help know what to do to feel better when they are feeling down. Have volunteers put each segment of the cheer in their own words.

Present: "Out of Control Oliver"

Ask a volunteer to be Oliver. Ask for eight instructors. Each of the instructors will be given a card depicting one of the reactions the body has when it feels angry (p. 53). The instructors' job is to be sure Oliver is acting out or at least thinking about the body reactions they hold in their hands. Give the instructors time to discuss with other classmates how Oliver could act out the body reaction. (Example: pounding heart – have Oliver pat his chest.) Call the instructors up one at a time until all eight instructors are present, giving Oliver instructions. Try to carry on a conversation with Oliver as he is being told what to do. Send Oliver and the instructors back to their seats.

Process:

- To Oliver: What was it like having all the instructors telling you what to do all at once?
- Was it difficult to carry on a conversation with me? Why?
- What did you feel?
- To audience and instructors: What did you see happening?
- What did you feel as you watched?

Present: Show the entire list on the overhead. Tell the students that the listed body reactions occur when someone is angry. Ask if they have every felt any of the reactions when they've felt angry. Talk about how the brain is busy instructing all these things to happen, which makes it difficult to think clearly about what to do.

Present: Display the car cartoons on the overhead (pp. 54 & 55)

- What does an out of control car look like?
- What does an out of control person look like? (*Make a compare/contrast list on the board.*)
- What does an under control car look like?
- What does an under control person look like? (*Make a list on the board.*)

Personalize/Practice: One way to be in control is to step away and think things out. Display the Feelin' Blue overhead step sheet (p. 7).

- What kinds of things could you tell yourself to calm down? (*Record on the THINK overhead step sheet.*)

Pass out the car worksheets (p. 56). Instruct the kids to decorate their car with the things they can tell themselves when they are feeling angry.

- Who could you talk to when you feel angry? (*Record on the TALK IT OUT overhead step sheet.*)
- What are some things you should keep in mind when talking to the person you are angry at?
- What could you do? (*Record on the PROBLEM SOLVE overhead step sheet.*)

Practice: End with the "Feelin' Blue" cheer.

2. How does your body feel when you get angry? (Check all that apply to you.)



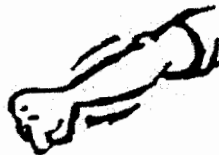
Tight Jaw



Tears



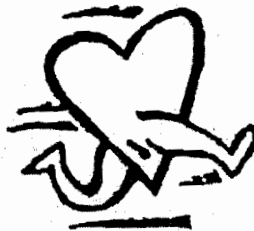
Hot Face



Tight Muscles



Shallow Breathing/
Dizzy



Speeding
Heart Rate



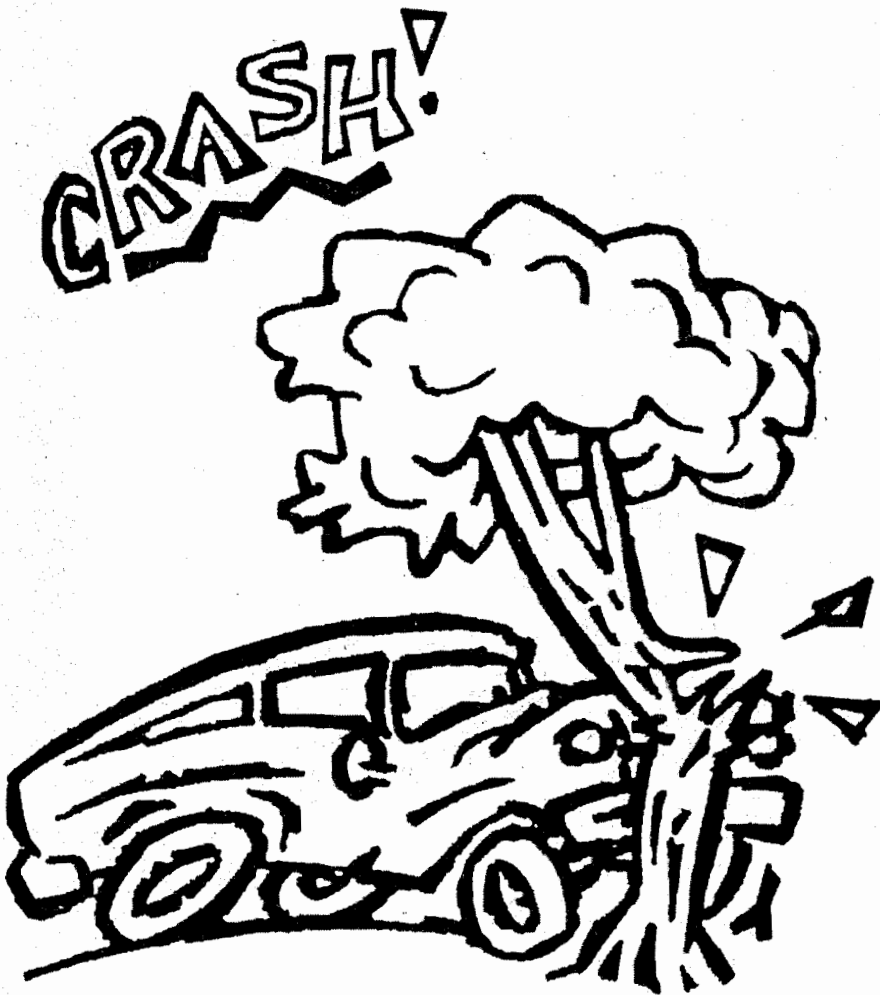
Clenched Fist



Feelings of
Confusion

A car out of control rarely reaches
its destination. . .

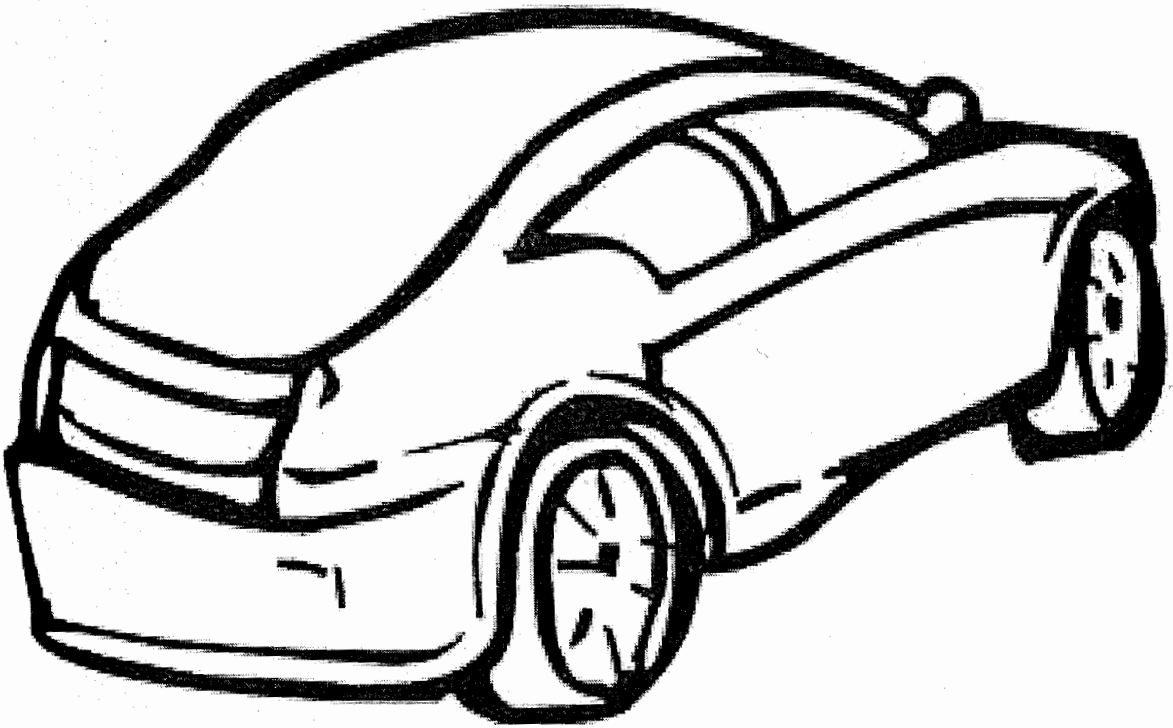
Therefore, it is important to stay
in control.

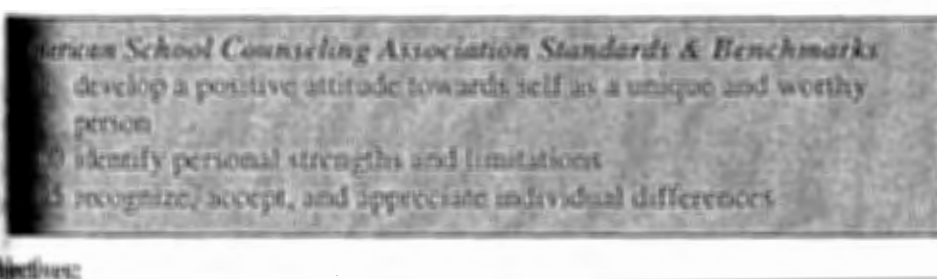


A car that is in control can
take you many places. . .



**THINK IT THROUGH
STAY IN CONTROL!**



Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum****Unit: Coping with Negative Emotions****Lesson 2: Feelin' Embarrassed - What to Do?****Grade Level: Third Grade**

- Objectives:**
- Students will be able to identify situations when they feel embarrassed.
 - Students will be able to articulate positive ways to combat criticisms from other people
 - Students will identify their biggest fans. (support system)

Materials:

- "Feelin' Blue" cheer (p. 8)
- You Are Special* (Lucado, 1997)
- Index cards
- Colored dots
- Star stickers
- "Feelin' Blue" overhead step sheet (p. 7)
- You Are Special Discussion Questions overhead (p.59)

Procedure:

Practice: "Feelin' Blue" cheer.

Present: Tell the students that the day's lesson is designed to give them ideas they can take away and implement the next time they feel embarrassed.

Read *You are Special*, a story about a town whose residents spend all day sticking stickers on each other, either a star (compliment) or a dot (insult). The main character constantly receives dots and has lost hope until he meets a girl whose stickers never stick to. After a visit to Eli, the woodcrafter, the main character discovers that he has control over whether the stickers stick or not, whether he listens to the words of those around him or not. Eli reminds him that he is special no matter what others say to him.

Process: Ask the following content questions.

- What is another word for "stars"?
- What is another name for "dots"?
- What did it mean in Wemmicksville if you received a sticker? What about a dot?
- What happened to Punchinello? How did he feel?
- What was different about Lucia?
- What did Eli tell Punchinello?
- What do you think Eli's line "The stickers only stick if you let them" means?
- How do you think Punchinello felt when he left Eli's shop?

Personalize: Ask the following personalization questions.

- Have you ever felt like Punchinello?
- What did you do? Did it work?
- What else could you have done?
- What are some “dots” you have received as a third grader?
- What are some “stars” you have received as a third grader?
- What could you have told yourself?
- Who is your Eli? (the person or people who cheer you on)
- Who could you go to, to be reminded of how special you are?

Personalize: Hand out index cards with dots on them. Ask students to write down on their index cards a “dot” that kids in third grade may be given. Then have the students turn the index cards in.

Practice: Shuffle the cards and redistribute. On the other side, have students write answers to the following questions. (p. 61)

- What could someone who was given that “dot” tell him/herself? (*THINK*)
- Is there someone that person could talk to? (*TALK IT OUT*)
- What could that person do? (*PROBLEM SOLVE*)

Have students turn in their cards. Ask students for their thoughts and feelings about coming up with ways to deal with embarrassment or the “dots” people give them.

Discuss as many of the cards as time allows. You may want to fill in the “Feelin’ Blue” overhead step sheets as well.

As you leave, give each child a star sticker to remind the student that he/she is special and that the student does not have to let the dots stick.

You Are Special Discussion Questions

- 1) What could someone who was given that "dot" tell him/herself? (*THINK*)
- 2) Is there someone that person could talk to? (*TALK IT OUT*)
- 3) What could that person do? (*PROBLEM SOLVE*)

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum***Unit: Coping with Negative Emotions****Lesson 3: Feelin' Disappointed - What to Do?****Grade Level: Third Grade**

American School Counseling Association Standards & Benchmarks
 I understand the need for self-control and practice it
 identify alternative solutions to a problem

Objectives:

- A. Students will be able to identify situations when they feel disappointed.
- B. Students will be able to articulate positive ways to react to life's disappointments.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (Viorst, 1972)
- C. Scenario pages (copy pages from the book to be used to the guide group discussions)
- D. Overhead with instructions (p. 62)
- E. "Feelin' Blue" overhead step sheet (p. 7)
- F. Lined paper

Procedure:

Present: Read *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Divide the students into four groups, with each group being assigned a different portion of the title. (*Group A – Terrible, Group B – Horrible, Group C – No Good, Group D – Very Bad, Everyone – Day.*) Students are instructed to say their part when it is read in the story.

Process: Ask the following content questions.

- What were the bad things that happened in Alexander's day?
- How did Alexander react?
- How did he feel?
- What kinds of things was Alexander telling himself?
- What did Alexander's mom say about bad days?

Personalize: Ask the following personalization questions.

- Have you ever had a bad day?
- What happened during your bad day?
- How did you feel?
- What do you usually do when you feel disappointed?
- What did you do? What were the consequences?
- What kinds of things were you thinking?
- If you were to go back and live that day over again, would you do anything differently?

Practice: Helpin' Him Out:

Divide students into five groups. Ask each group to take out a piece of paper and a writing utensil. In a group discuss each of Alexander's scenarios. (Car pool, friendship trouble, lunch time, shoe store, and bed time) For each scenario label what Alexander was disappointed about. Explain to the students that

Alexander has been given an opportunity to STEP AWAY and start over. Each group will be assigned one of the scenarios. Their task is to help Alexander respond differently to his feelings of disappointment. In order to do so, the students will answer the following questions. Display the overhead with the instructions (p. 62).

- What can Alexander tell himself? (*THINK*)
- Who can he talk to? (*TALK IT OUT*)
- What could he do? (*PROBLEM SOLVE*)

When groups have had time to formulate answers, call the students attention to the front of the room. Tell students that before they share their ideas, you need their help. Divide the class into four groups again. Assign the following statements to each group; Group A – step away, Group B – think it through, Group C – talk it out, Group D – take action, everyone – kind of day. Read through each assigned scenario and end it with the following replacement statement: “I could tell it was going to be a step away, think it through, talk it out, take action kind of days.” Have the students join in with their assigned part.

After each scenario is read and the replacement statement is given, ask students to share their thoughts about how to help Alexander have a more positive day by dealing with his disappointment in an appropriate manner.

Finish by having the entire class repeat the saying “A Step Away, Think it Through, Talk it Out, Take Action Kind of Day.” Remind the students that they have a choice. Which day will they choose to have; a “Terrible, Horrible, No Good, Very Bad Day” or a “A Step Away, Think it Through, Talk it Out, Take Action Kind of Day?” The things they tell themselves, the people they talk to, and what they decide to do in response to their disappointments determines what kind of day they will have.

Practice: If time allows, end with the “Feelin’ Blue” cheer.

Helpin' Him Out...



Alexander has been given the opportunity to “step away”.



What can Alexander tell himself? (think)



Who can Alexander talk to? (talk it out)



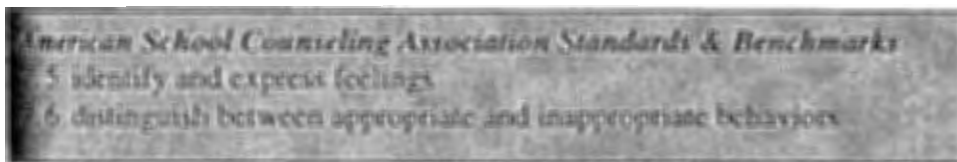
What could Alexander do? (problem solve)

It's Your Choice...

A Terrible, Horrible, No Good, Very Bad Day

OR

**A Step Away, Think it Through, Talk it Out, Take
Action Kind of Day**

**Objectives:**

- A. Students will be able to identify situations when they feel worried.
- B. Students will learn the importance of acknowledging their worries.
- C. Students will be able to articulate healthy ways of dealing with worry.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. *You've Got Dragons* (Cave & Maland, 2003)
- C. Defeating your dragon overhead (p. 65)
- D. "Feelin' Blue" overhead step sheet (p. 7)
- E. Lined paper
- F. Plain white paper

Procedure:

Personalize: Ask students what third graders worry about. List worries on the board. Tell the students that they will leave with ideas of things they can do to help themselves feel better the next time they feel worried.

Present: Read *You've Got Dragons*. Tell students that the author uses dragons as the way to describe worries. Tell students to substitute one of their own worries in the story every time the author talks about a dragon.

Process: Ask the following content questions.

- What happened to the boy when his dragon was around?
- How did the boy deal with his dragon?
- What do you think the boy's dragon was?
- What were his suggestions to defeat dragons?

Present: Ask the students what ideas the book gave to defeat a dragon. Walk through the *Defeating your dragon* overhead continuing to use the words dragon and worry intermittently.

Personalize/Practice: Hand out a blank piece of paper to each student. Walk through each of the steps for defeating the dragon using the *Defeating your dragon* overhead as a guide (p. 65).

Step 1: Give attention to and get to know your dragon.

- Why is it important to give attention to and get to know your dragon/worry?

- Does pretending help you feel better?
- What is something you worry about? (Assure students that they will not have to share their worry with anyone else unless they choose to.)

Step 2: Describe your dragon. Have students draw a picture of their dragon. Thinking through the following questions will help them get ideas about what their dragon looks like.

- When do you face your dragon/worry?
- Where do you face your dragon/worry?
- What usually happens when you face your dragon/worry?
- Would anyone like to share what their dragon/worry looks like?

Step 3: Laugh

- Why would the author say that laughing is a step to getting rid of your dragon?
- What does it look like to laugh even when your dragon is still around?
- How could you do this?

Step 4: Talk to someone about your dragon. Ask the students to write down the names of two people they can talk to about their worry. Instruct students to put a box around the two names.

- Who can you talk to about your dragon/worry?
- Why is it a good idea to talk to someone else about your dragon/worry?
- What kinds of things would you talk about with that person?

Step 5: Describe what to do about your dragon. Ask students to write down three arrows somewhere on their sheet. Instruct them to come up with three things they can do to help themselves feel better the next time they feel worried. Ask students to share examples. If they aren't willing, offer examples and have students help with coming up with a plan of what to do.

- What could you do about your dragon/worry?

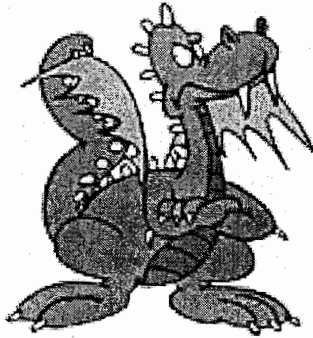
Step 6: Get hugs. Talk to students about the fact that not everyone would like to have a hug.

- How could getting a hug be helpful or not helpful?

Encourage students to find someone they trust to talk to about their dragon/worry.

Practice: End with the "Feelin' Blue" cheer.

Defeating Your Dragon



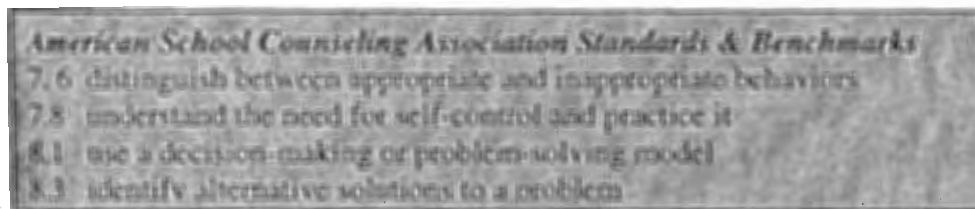
- Give attention to and get to know your dragon...
- Describe your dragon...
- Laugh...
- Talk to someone about your dragon...
- Decide what to do about your dragon...
- Get hugs...

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 1: Feelin' Angry - What to Do?

Grade Level: Fourth Grade

**Objectives:**

- A. Students will be able to identify situations when they feel angry.
- B. Students will learn the importance of and have the opportunity to implement the four "Feelin' Blue" steps.
- C. Students will be able to articulate healthy ways of dealing with anger.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. Thermometer slips (p. 68)
- C. "Feelin' Blue" overhead step sheet (p.7)
- D. Anger O'Meter worksheet/overhead (p. 69)
- E. What's Your Temperature? Scenario sheet (p. 70)

Procedure:

Present: Teach the "Feelin' Blue" cheer along with the actions. Ask for volunteers to explain each of the steps. Tell the students they will be using the steps for the next four weeks as you talk about different negative emotions that individuals often feel. Begin by acknowledging that everyone feels angry at times and that anger is a normal/okay emotion to feel. But that the important thing is how the anger is expressed.

Process: Have students raise their hand if they have ever felt angry before. Tell the students that the day's lesson will equip them with ideas of things they can do the next time they feel angry to help them feel better.

Ask students to list other words for anger. Display the Anger O'Meter overhead (p. 69). Ask the students to raise their hand and tell you which anger words go at the top of the thermometer, which in the middle, and which at the bottom. The more intense anger words are written at the top of the thermometer. Record their thoughts on the Anger O'Meter overhead.

Personalize: What's Your Temp? Activity:

Give each student a half sheet thermometer slip, labeled 1-6 (p. 68). Explain that you will be reading different scenarios (p. 70). When each scenario is read, the students are to indicate what level of anger they would feel in the situation by coloring in the thermometer to match the level of anger they feel.

Process/Personalize: Ask the following questions about the What's Your Temp? activity.

- What was it like completing the activity?
- What were your feelings as you completed each thermometer?
- How can you explain the fact that different students had different levels of anger indicated on their thermometers for the same situations?
- Did you learn anything about yourself?

Present/Process: Go through the "Feelin' Blue" step overheads.

Step 1: Step Away

- Why is it important to step away from the situation when you are feeling angry?
- Have you ever been sick and had a temperature? Was it difficult to concentrate on anything other than the fact that you were sick? (Explain that when someone is angry, oxygen leaves the brain, which makes it difficult for someone to think clearly.)

Step 2: Think it through

- What sorts of things do you need to think through when you feel angry?
- What sorts of things could you tell yourself to calm down?

Step 3: Talk it out

- Who could you talk to about your angry feelings?
- What are some things to keep in mind when you're talking things out with the person you are angry with?

Step 4: Problem Solve

- What are some things to keep in mind as you problem solve with the person you are angry at?

Personalize: Hand out the Anger O'Meter sheets. Ask students to fill in the lines to the right of the Anger O'Meter with how he/she responds to anger. His/her best responses are written at the bottom. These responses could be thoughts, words, actions, or outbursts.

- What are some things you can do to lower your anger temperature?

Ask for volunteers to share their reactions and anger-lowering ideas; write the examples on the class thermometer.

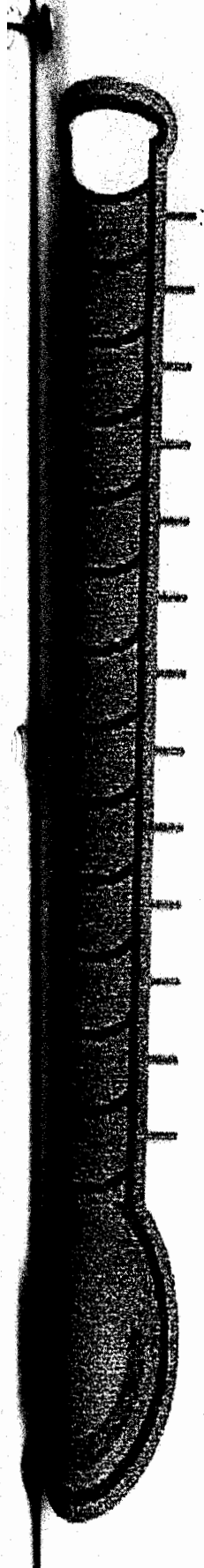
- What was it like writing down specific responses you have to anger?
- Did you learn anything about yourself?

Personalize:

- What has changed about your view of anger as a result of this lesson?
- What will be different about the way you respond to anger in the future?
- What is the main thing you will take away from this lesson?

Practice: If time allows, end with the "Feelin' Blue" cheer.

ANGER O'METER



Anger Scenarios – What's Your Temperature?

(4th Grade Feelin' Blue Curriculum)

You're playing a game and one of the other players is cheating.

A friend borrows something from you and it comes back broken.

Someone teases you on the playground.

Your parents will not let you go to a friend's party.

You are given a huge homework assignment in your least favorite subject.

Your teacher picks your friend to help him/her with a special project, instead of asking you.

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Coping with Negative Emotions

Lesson 2: Feelin' Jealous - What to Do?

Grade Level: Fourth Grade

American School Counseling Association Standards & Benchmarks

- 1. develop a positive attitude towards self as a unique and worthy person
- 15. recognize, accept, and appreciate individual differences
- 8. know when peer pressure is influencing a decision

Objectives:

- A. Students will be able to identify situations when they feel jealous.
- B. Students will be able to articulate a plan of action for effectively coping with feelings of jealousy.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. *The Sneetches and other stories* (Seuss, 1962)
- C. Poster board with a green star on it
- D. Sticky notes
- E. "Feelin' Blue" overhead step sheets (p. 7)
- F. Index cards with star stickers on them

Procedure:

Present: Read *The Sneetches*.

Process: Ask the following content questions.

- Who were the two types of Sneetches?
- How were they different?
- How were they the same?
- What role did jealousy play in the story?
- What was the result?
- In the end they decided to get along, what changed?
- How does jealousy look in fourth grade?
- What are the things fourth graders are jealous of?

Personalize: Hand out sticky notes to the students and ask the following questions.

- How does jealousy look in your own life?
- What are you jealous of?

Instruct students to write their ideas on the sticky note. When students are finished writing, they will place their sticky note on the poster board with the green star. Read through the examples.

- Which examples of the things you are jealous of can you control? (*You may need to review that the only thing we have control over is what we think, act, and say. Most, if not all the examples should fall under the 'no control' category, because they have to do with what other people say, do, act, have.*)
- What thoughts do students have when they are feeling jealous?

- What do fourth graders usually do when they feel jealous?

ice:

by the THINK IT THROUGH overhead.

- What can you tell yourself when you are feeling jealous? (*Record these answers on the overhead.*)

by the PROBLEM SOLVE overhead.

- What could you do differently the next time you feel jealous? (*Record these answers on the overhead.*)

by the poster board that was used earlier. Have students come up one at a time to write down an idea of they can tell themselves or what they can do the next time they feel jealous. The poster board can be ayed in the classroom as a reminder.

nalize:

- What is the opposite of jealousy? (Thankfulness)
- What does thankfulness look like?

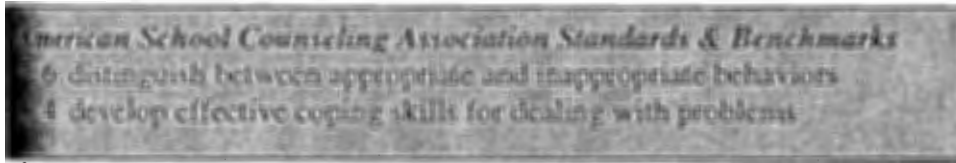
ice: Give each student an index card with a star sticker on it. Ask students to write down things they thankful for in their life right now. Encourage students to include ways that they themselves and their tions are different from those around them. Ask for volunteers to share their thoughts. Encourage ents to keep their index cards visible to remind themselves of all they have to be thankful for the next they feel jealous.

ice: End with the "Feelin' Blue" cheer.

Unit: Coping with Negative Emotions

Lesson 3: Feelin' Disappointed - What to Do?

Grade Level: Fourth Grade

**Objectives:**

- A. Students will be able to identify situations when they feel disappointed.
- B. Students will be able to articulate effective ways of coping with feelings of disappointment.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. M & M's
- C. Dixie cups
- D. "Feelin' Blue" overhead step sheets (p. 7)
- E. M & M reminder cards (p. 75)

Procedure: Make a circle of chairs, with every student having a chair. As the circle is being formed have students wash their hands.

Present: I feel disappointed when... M & M Game:

Give each student a Dixie cup with 10-15 M & M's in it. One student at a time completes the following statement: "I feel disappointed when..." If the statement describes anyone else's feelings in the group, that student gets out of his/her chair walks over to the person who made the statement and gives him/her an M & M. Explain that everyone will get a chance to share. Ask students if they have ideas of what participants need to keep in mind during the game. Be sure students address respecting the person that is speaking as well as the importance of being honest. When everyone has had a turn being 'it,' ask students to return to their desks.

Process/Personalize: Discuss the activity.

- What did you like about the activity?
- What didn't you like about the activity?
- What aspects of the game did you have control over?
- What aspects of the game did you not have control over? (*Make a statement about how often times the things that disappoint us are out of our control.*)
- Were you disappointed about the amount of M & M's you were left with?
- When do you feel disappointed? (*Make a list on the board.*)
- What do you do when you don't get your way?
- What do you tell yourself when you feel disappointed?

Personalize/Practice: Inform the students that next you will be applying the "Feelin' Blue" steps to feeling disappointed.

Step 1: STEP AWAY

- Why would it be helpful to STEP AWAY when you're feeling disappointed?

Step 2: THINK IT THROUGH

- What could you tell yourself when you feel disappointed?

Step 3: TALK IT OUT

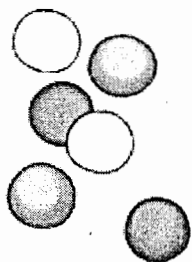
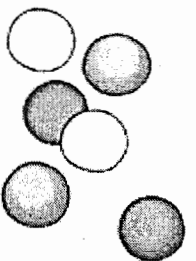
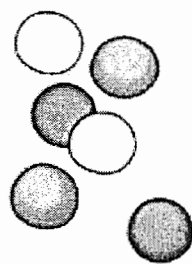
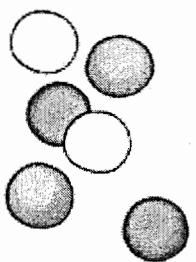
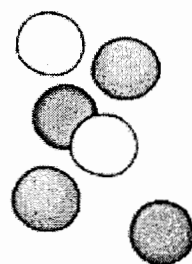
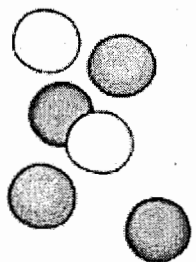
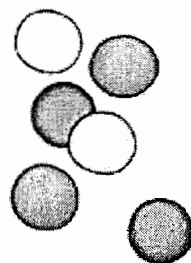
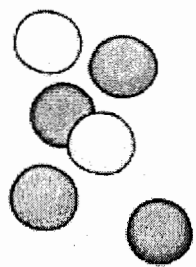
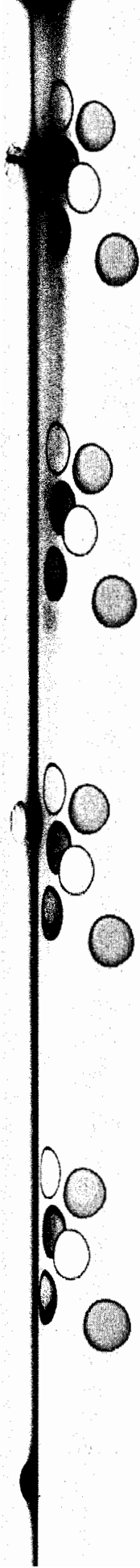
- Who could you talk to about your feelings of disappointment?
- What would that look like right now if those of you who were disappointed about the amount of M & M's you ended up with, talked to me about your feelings?

Step 4: PROBLEM SOLVE

- What could you do?

Personalize/Practice: Give students M & M cards (p. 75). Talk about how there are many things throughout the day that disappoint us. Instruct them to write down one thing they will tell themselves when they feel disappointed. Tell students they can snack on their M & M's as they write down their ideas. Encourage students to post the M & M reminder cards somewhere as a reminder of how they can positively deal with the feeling of disappointment.

Practice: End with the "Feelin' Blue" cheer.

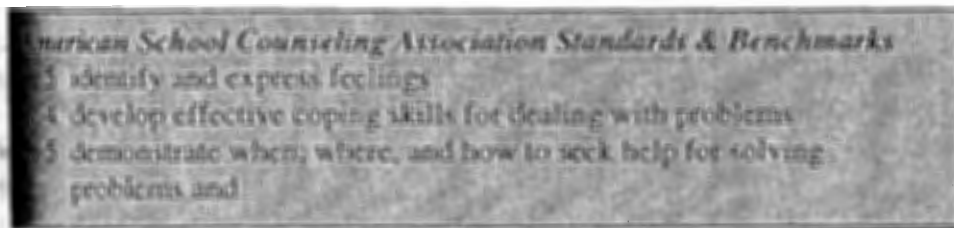


*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 4: Feelin' Worried - What to Do?

Grade Level: Fourth Grade

**Objectives:**

- A. Students will be able to identify situations when they feel worried.
- B. Students will be able to demonstrate effective ways of coping with feeling worried.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. Worry or Not scaling worksheet (p. 78)
- C. My Plan worksheet (p. 79)
- D. Slips of paper with negative thoughts on them (p. 80)
- E. "Feelin' Blue" overhead step sheets (p. 7)
- F. Worry Jar
- G. Light switch
- H. Mask
- I. Fruit
- J. Paintbrush
- K. Heating pad
- L. Exercise video
- M. Paper sack

Procedure:

Present: Begin with the "Feelin' Blue" cheer.

Personalize: What are some things that fourth graders worry about? (*Make a list on the board.*)

Personalize: As the Worry or Not scaling sheets (p. 78) are being handed out, inform the students that the you will be discussing worries and what they can do to help themselves overcome their worries. Number each of the worry examples on the board. As you number the examples, instruct the students to write the example or a summary of the example by the corresponding number on their worksheet. They are then to rate how worried they feel about each of the examples. Explain that a ten means you worry all the time about it and a zero means you never worry about it.

Process/Personalize: When students have completed the scaling worksheet, ask the following questions.

- What was it like to rate your level of worry?
- Were some of them difficult to answer?
- Why do you think that was the case?

- If you were to compare your ratings with the entire class' how do you think they would compare? Explain.

Instruct students to circle their top worry. Encourage students to keep that worry in mind as you continue throughout the day's lesson.

Present: Display the THINK IT THROUGH "Feelin' Blue" step overhead. Explain that often times when we are worried our thoughts get stuck in a negative rut. Talk about how changing negative thoughts to positive thoughts can help students relax and have a more positive outlook on the worry. In some cases the change in thoughts can eliminate the worry all together.

Practice: Switch It Activity:

Inform the students that they will take turns coming to the front of the room to draw a negative thought from the worry jar. The students' task is to come up with a positive thought to combat the negative thought. If this is accomplished, the light switch is switched from the negative position to the positive position. Demonstrate by drawing a negative thought slip and changing it to a positive thought.

Process: Display the TALK IT OUT "Feelin' Blue" step overhead and ask the following questions.

- Why is it important to admit that you feel worried?
- Why do you think people are sometimes reluctant to admit that they feel worried about something?
- How do people try and hide their worry? (*Show the mask to remind the students of the importance of admitting their worries, the importance of taking off the masks and being real.*)
- Who is someone you could talk to about your worries?

Process/Personalize: Display the PROBLEM SOLVE "Feelin' Blue" step overhead and ask the following questions.

- What are some things you could do when you are feeling worried to calm yourself down?

Share some ideas with visuals.

- Exercise (exercise video/tennis shoes)
- Eat healthy (fruit)
- Deep breathing (paper sack)
- Tighten and relax muscles (heating pad)
- Do something you love to do (paintbrush)
- Change your thinking from negative to positive, like you did in the Switch It Activity (light switch)

Some of the ideas and information are adapted from *What to do when you're scared and worried* (Crist, 2004) and *Counseling kids with emotional and behavioral problems in schools* (Cook & Weldon, 2006).

Practice: Ask students to flip their sheets over to the My Plan side. At the top of the paper they are to write the worry they circled on the front of their paper. Inform students that you will be working through the worksheet as a class.

Secondly, ask the students to write down a positive thought they could tell themselves when they start to worry. Ask for volunteers to share their positive thoughts.

Next ask the students to write down who they plan to talk to about their worry.

Finally, instruct the students to write down three things they are going to do the next time they feel worried. Have the students share what they wrote with a partner.

End with the "Feelin' Blue" cheer.

Worry or Not...

1. _____

Never a Worry

1 2 3 4 5 6 7 8 9

Always a Worry

10

2. _____

Never a Worry

1 2 3 4 5 6 7 8 9

Always a Worry

10

3. _____

Never a Worry

1 2 3 4 5 6 7 8 9

Always a Worry

10

4. _____

Never a Worry

1 2 3 4 5 6 7 8 9

Always a Worry

10

5. _____

Never a Worry

2 3 4 5 6 7 8 9

Always a Worry

10

Never a Worry

2 3 4 5 6 7 8 9

Always a Worry

10

My Plan...



I am going to fail the test.

This test is going to be impossible.

Everyone is better than me.

Oh no, my test is in two days.

Everyone is going to laugh at my new haircut.

My teacher is going to yell at me.

I am going to make a mistake on my assignment.

I have tons of homework to get done.

I am not going to fit in with my classmates.

My friend is going to be mad at me if I play with a different friend at recess.

I am going to be too nervous to give my speech in front of class.

I'm going to look like a fool on the soccer field.

Everyone will laugh at me if I say the wrong answer in class.

No one will pick me to be on their kick ball team.

My friends are going to think I am silly if I tell them what I did this weekend.

What if something happens to someone I love?

Grade Level: Fifth Grade

American School Counseling Association Standards & Benchmarks

- 6 distinguish between appropriate and inappropriate behaviors
- 1 use a decision-making or problem-solving model
- 3 identify alternative solutions to a problem

Objectives:

- A. Students will be able to identify situations when they feel angry.
- B. Students will learn the importance of and have the opportunity to implement the four "Feelin' Blue" steps.
- C. Students will be able to articulate healthy ways of dealing with anger.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. Poster boards
- C. "Feelin' Blue" overhead step sheet (p. 7)
- D. Presentation guide sheets (p. 83)

Procedure:

Present: Teach the "Feelin' Blue" cheer along with the actions. Talk through each of the steps.

Personalize/Process:

- When I say the word anger, what sorts of things come to mind?
- Is it alright to feel angry? Why or why not?
- What do people do when they feel angry?
- What are the consequences of these responses to anger?
- Do you think students struggle with controlling their anger? Why? Why not?
- What have you noticed in yourself and others?

Personalize/Practice: Explain to the students that they are going to be coming up with creative ways to teach second graders healthy ways to express anger. Divide the students into groups of three or four. Before dismissing the students to their groups, explain that each group will be given questions to guide their lesson planning. It is each group's responsibility to A) address each question and B) create a poster board display.

THINK IT THROUGH GROUP:

- Why is this an important step?
- What are some things someone who is feeling angry can tell him/herself?
- How could the person remind him/herself of these things?

TALK IT OUT GROUP:

- Why is this an important step?
- Who are some people a second grader could talk to when he/she is feeling angry?
- When the second grader decides to talk to the person that he/she is angry at, what are some things the second grader should keep in mind?

PROBLEM SOLVE – DECIDE WHAT TO DO GROUP:

- What are some healthy ways of expressing your anger?
- When trying to solve a problem, it is important to remember what you can/cannot control. Be sure to address this on your poster.

Each group is given a presentation guide sheet and a piece of posterboard. The groups are given ten to fifteen minutes to work, encourage them to use their time wisely. At the end of the 10 to 15 minutes, have the groups take turns giving a short three minute presentation addressing the questions from the presentation guide sheet. The presentation must also include a poster displaying the things the group think are most important for second graders to know about each of the steps.

Personalize/Process: If time allows, ask the following questions.

- What was it like coming up with your presentation?
- What was the most difficult part? The easiest part?
- What do you think is the most important thing people need to keep in mind when they feel angry?

THINK IT THROUGH GROUP:

- Why is this an important step?
- What are some things someone who is feeling angry can tell him/herself?
- How could the person remind him/herself of these things?

TALK IT OUT GROUP:

- Why is this an important step?
- Who are some people a second grader could talk to when he/she is feeling angry?
- When the second grader decides to talk to the person that he/she is angry at, what are some things the second grader should keep in mind?

PROBLEM SOLVE – DECIDE WHAT TO DO GROUP:

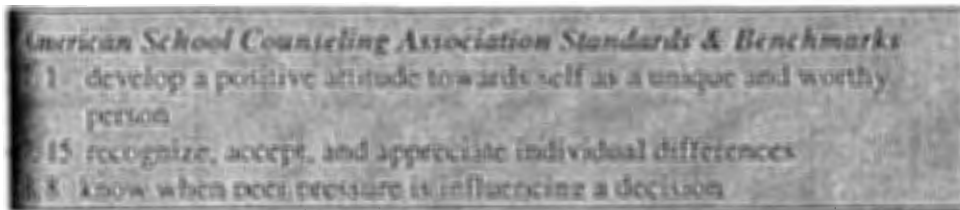
- What are some healthy ways of expressing your anger?
- When trying to solve a problem, it is important to remember what you can/cannot control. Be sure to address this on your poster.

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 2: Feelin' Jealous - What to Do?

Grade Level: Fifth Grade

**Objectives:**

- A. Students will be able to identify situations when they feel jealous.
- B. Students will identify ways in which they define another's value and importance.
- C. Students will be able to articulate healthy ways of dealing with jealousy.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. "Feelin' Blue" overhead step sheet (p. 7)
- C. *You Are Mine* (Lucado, 2001)
- D. Big Box

Procedure:**Present:**

- What is jealousy?
- How do students express jealousy?
- Have you ever felt jealous?
- What do you do when you feel jealous?

Read *You Are Mine*. The number of balls and boxes that an individual owned became the standard by which the characters in Wemmicksville determine a person's value. The main character gets caught up in the competition until Eli, the woodcrafter reminded him that his value is found in who he is, not what he has.

Process: Ask the following content questions.

- What were the two things that all Wemmicks wanted?
- What did the Wemmicks say about Wemmicks who had lots of boxes and balls?
- What did the village people say about Wemmicks who didn't have many boxes or balls?
- How do you think the Wemmicks with many boxes and balls felt?
- How do you think the Wemmicks with very few boxes and balls felt?
- What was Punchinello's view on the matter?
- At one point the rules changed. How did they change? And what happened?
- What happened to Punchinello?
- What did Eli tell him?
- What makes someone special? What they have or who they are?

Personalize/Practice: Ask the following personalization questions.

- What are the “boxes and balls” at our school? (*Have students write their examples on the box at the front of the room.*)
- What/who determines whether someone is important?
- What do kids say about the “important/cool” kids?
- What do kids say about the “less important/uncool” kids?
- How do you feel when you’re included in the “important” category? In the less “important” category?

through the Feelin' Blue Steps, record the students answers on the board.

Personalize/Practice:

THINK IT THROUGH

- What can you tell yourself when you feel jealous?

TALK IT OUT

- Who can you talk to when you feel jealous?

PROBLEM SOLVE

- What can you do when you feel jealous?

Personalize/Practice:

- Do you agree with Eli’s statement that who you are is more important than what you have? Why or why not? (*Write Eli’s statement on the overhead.*)
- How has your view of your classmates changed because of this lesson? Your view of yourself?
- What will be different about the way you treat your classmates?
- How will you deal with jealousy when you next experience it? What will you tell yourself? Who will you talk to? What will you do?

Personalize: Hand out an index card with a dot (representing a ball) on it to each student. Instruct students to write down three ideas of things they can tell themselves or things they can do the next time they feel jealous.

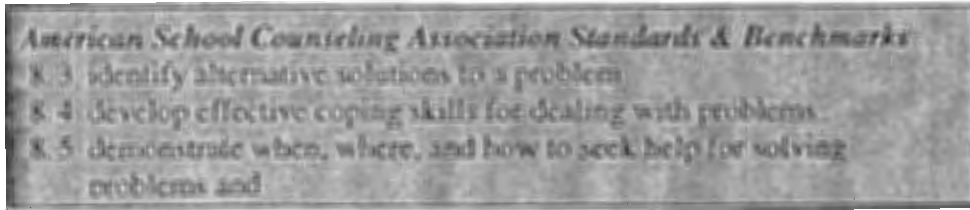
Practice: End with the “Feelin’ Blue” cheer.

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 3: Feelin' Worried - What to Do?

Grade Level: Fifth Grade

**Objectives:**

- A. Students will be able to identify situations when they feel worried.
- B. Students will demonstrate their ability to take charge of their thoughts.
- C. Students will be able to articulate healthy ways of dealing with their worries.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. "Feelin' Blue" overhead step sheet (p. 7)
- C. Bingo cage and cards
- D. Cut out ball shapes; one per student
- E. Cut out box shape labeled "Save for Later"
- F. Masking tape

Procedure:

Present: Ask students to raise their hand if they ever feel worried. Tell them that you will be talking about worry and ways to cope with worry, but that first you would like to begin with a quick game of Bingo.

Process: As students clean up the Bingo game, ask the following questions.

- How much control did you have over which balls came out of the cage?
- How much control did I have over which balls came out of the cage?

Personalize: Board-work:

Hand out a ball shape to each student. Ask students to write down their biggest worry on the ball shape they were given. Inform students that you will be asking them to share their worries, so they should only write worries they feel comfortable with others knowing. Students then come up one at a time and share their worry, sticking the ball on the white board after they share.

When everyone has shared, ask the following questions.

- What are your reactions as you look at the board and all the worry balls?
- Is this an accurate picture of a typical fifth grader?
- What do you do to survive with all that rolling around in your head?

Present: Bingo Cage Analogy:

Explain how you are using the Bingo cage to represent their mind. All the balls in the cage are students' thoughts. Remind the students of their previous answers about who had control over which ball came out during the Bingo game, no one. Inform them that you have good news. Unlike the Bingo game, they have control over which thoughts they choose to think about. When a ball is selected to focus on, the rest of the balls/thoughts can be put into a "Save for Later" box. Stick the "Save for Later" box on one side of the board.

Practice: Select a worry to focus on that is related to school. (*Be sure to make sure that the example is something many students can relate to.*) Move all other balls to the "Save for Later" box and walk through the "Feelin' Blue" steps as they relate to the selected worry.

Step 1: STEP AWAY Acknowledge that sometimes it is difficult to fit time into the day to step away, but talk about the importance of giving your worry attention.

- When would be a good time to give your worry attention?

Step 2: THINK IT THROUGH

- What could you tell yourself about the worry to help calm down? (*Record on the overhead under THINK IT THROUGH.*)

Step 3: TALK IT OUT

- Who could you talk to about your worry?
- What might he/she say?

Step 4: PROBLEM SOLVE

- What will you do?
- If you didn't feel the worry was resolved, how do you go about putting it into your "Save for Later" box until you have time to give it more attention?

Go through the four steps with as many worries as time permits. Each time a new worry is focused on, remove it from the "Save for Later" box and return the previously discussed worry to the box. Encourage students to go through the steps with their own worries.

Practice: End with the "Feelin' Blue" cheer.

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 4: Feelin' Worried - What to Do?

Grade Level: Fifth Grade

American School Counseling Association Standards & Benchmarks

3.3 identify alternative solutions to a problem

3.4 develop effective coping skills for dealing with problems

3.5 demonstrate when, where, and how to seek help for solving problems and

Objectives:

- A. Students will be able to identify situations when they feel worried.
- B. Students will demonstrate their ability to take charge of their thoughts.
- C. Students will be able to articulate healthy ways of dealing with their worries.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. "Feelin' Blue" overhead step sheet (p. 7)
- C. Lightin' the Load...Partner-Up overhead (p. 90)
- D. Lined paper

Procedure:

Present: Ask for a volunteer to review what was covered the previous week. Remind the students that you discussed the importance of talking about your worries with someone. Inform the students that the day's lesson will give them the opportunity to talk through their worry with a classmate. Talk about the fact that some of the worries shared are very personal. Tell the students that because this is true, confidentiality is extremely important. They will be sharing their worries in partners with the goal that partners will be able to help each other come up with ways to cope with their worries.

Personalize: Begin by asking students to get out a piece of lined paper. Have students write down the answers to the following questions.

- What is your worry?
- What have you tried?
- Has it worked?

Practice/Personalize: Divide students into partners. (Be sure to get the teacher's insights into how to best divide up students.) Display the Lightin' the Load...Partner-Up overhead (p. 90).

Ask students to complete the "You Share" section answering the following questions.

- Share your worry...
- What have you tried?
- Has it helped?
- Further questions from your partner...

At this point, instruct students to exchange their papers. They will be answering the questions found under the "You Help" section on the overhead.

- What could he/she tell him/herself?
- Who could he/she talk to?
- What could he/she do?

Instruct students to discuss their ideas with their partners.

- Discuss the ideas
- Do you think your partner's ideas would be helpful?

Ask for students to share the ideas they and their partners came up with.

Finally have students follow the "You Commit" section instructions on the overhead.

- Make a plan...
- What role will your partner play in your plan?
- What is your commitment for this week?

Process: As students finish up, ask for volunteers to share their plans and commitments with the class.

Lighten' the Load...Partner-Up

YOU SHARE

- 1) Share your worry...
- 2) What have you tried?
- 3) Has it helped?
- 4) Further questions from your partner...

-----Switch Worries-----

YOU HELP

- 1) What could he/she tell him/herself?
- 2) Who could he/she talk to?
- 3) What could he/she do?

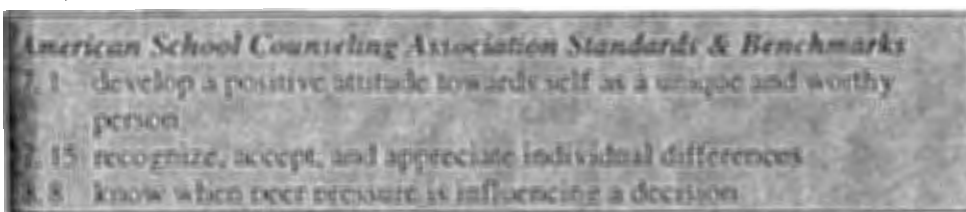
-----Exchange Ideas-----

YOU DISCUSS

- 1) Discuss the ideas
 - Do you think your partner's ideas would be helpful?

YOU COMMIT

- 1) Make a plan...
- 2) What role will your partner play in your plan?
- 3) What is your commitment for this week?

**Objectives:**

- A. Students will be able to identify situations when they feel nervous about not being accepted.
- B. Students will identify ways in which their classmates put pressure on them to be somebody they are not.
- C. Students will be able to articulate healthy ways of dealing with their fear of not being accepted.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. "Feelin' Blue" overhead step sheet (p. 7)
- C. *A Hat for Ivan* (Lucado, 2004)
- D. Plain paper

Procedure:

Present: Begin by asking how many students have ever worried about what other people think about them? Continue by discussing that it is not uncommon for 5th graders and even adults to worry about the opinions of those around them. Tell them that today you will be reading a book entitled *A Hat for Ivan*. Ask them to listen for times when Ivan worries about what others think about him

Present/Personalize:

Read *A Hat for Ivan*, a story about a young boy about to receive his very own hat. His father, the hat maker, creates a uniquely designed hat for each community member. However, when it comes time for Ivan to receive his hat, his friends give him hats they have created for him. None of the hats fit right, but because he is afraid of hurting their feelings, Ivan attempts to wear the hats anyone. At the end of the story an exhausted and confused Ivan is encouraged by his father's words that though his friends mean well, they do not know what is best for him. Ivan is encouraged by his father's words that he will make Ivan a hat like no one else's, that that fits Ivan perfectly.

In order to guide the students' thinking, complete the following think-aloud as you read *A Hat for Ivan*.

- Pg. 16 (second to last paragraph). "Ivan didn't want to hurt anyone's feelings." I can understand how Ivan feels. Felix and Miss Anita are his friends. He knows they care about him and he trusts what they say. But when each of his friends places a hat on his head, he doesn't feel right. Ivan had a choice here, stop and think things through, OR just go along with his friends ideas, accepting them as the way things should be.
- Pg. 20 (second to last paragraph). "What was he going to do?" Ivan was given another hat, this time from his friend, Bruno. It sounds like Ivan is confused. He cares about his friends and wants to be who they want him to be, but he struggles with knowing how to be who they want him to be. The baker's hat falls over his eyes, he is embarrassed to wear Miss Anita's hat, and Ivan is not strong enough to stand up with the fireman's hat on.

- Pg. 24 (first paragraph). I bet Ivan is overwhelmed. How can he juggle all the hats? How can he be who all the different people want him to be? **Have you ever felt like Ivan, overwhelmed by all the expectations of those around you?**
- Pg. 27 (end of the page). It sounds like Ivan is so concerned with not hurting his friends' feelings that he has forgotten to listen to his own feelings. **When might this happen to a fifth grader? Has it ever happened to you?**
- Pg. 28 (end of the page). I think Ivan is beginning to feel relaxed and listened to, like his dad really understands how he is feeling. This reminds me of times I have spent time with my special friends who I feel truly understand where I am coming from. They do not try to force me to say the right things, to be who they want me to be. Instead, my friends listen to what I am saying, accept me just as I am, and support me in my decisions. **Have you ever had a friend who treated you in the way that I just described?**
- Pg. 31 (third paragraph from the top). What does Ivan's father mean by his statement that "...just because someone gives you a hat, that doesn't mean you are supposed to wear it. They mean well, but they don't know you..."? In Ivan's case, he had his dad to help him discover who he truly was. **Who in your own life can you depend on to help you discover who you truly are, without expecting you to be who they want you to be?** It can be pretty tricky, deciphering between all the voices we hear. In my own life...(Share an example from your own life.)

Process: Ask the following content questions.

- How did Ivan's Dad decide what kind of hat to make a person?
- As Ivan's Hat Day approached, what was he feeling?
- When was Ivan worried about what other people thought of him?
- How did Ivan feel when his friends gave him the hats they had made for him?
- What did Ivan do when each of his friends passed on his way home from school?
- What did Ivan's Dad say about Ivan's friends and the hats they had made him?
- How do you think Ivan will react the next day if someone gives him a hat they have made for him?

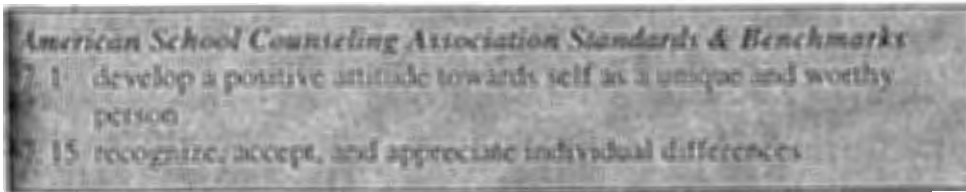
Personalize: Ask the following personalization questions.

- Have you ever felt like Ivan, like other people expected you to be someone that you are not?
- What could the hats in the story be used to represent in your life?
- Have you ever tried to be someone that you really weren't?
- What was the result? How did you feel?
- Have you ever felt nervous that people wouldn't accept you?
- What can you tell yourself when you feel nervous about being accepted? (*Write on the THINK IT THROUGH overhead.*)
- Have you ever experienced the freedom that Ivan experienced at the end of the story to be who you want to be?
- What was that like? How did you feel?
- Who in your life accepts and encourages you to be who you truly are?
- How do they do this?

Personalize/Practice: Hand out a plain pieces of paper to each student. Instruct the students to design a hat that represents who they are, what they like to do, what they are good at.

Give students the opportunity to share their hats with their classmates.

Grade Level: Fifth Grade

**Objectives:**

- A. Students will be able to identify situations when they have experienced grief.
- B. Students will identify ways in which they can deal with their grief in a healthy positive manner.

Materials:

- A. "Feelin' Blue" cheer (p. 8)
- B. "Feelin' Blue" overhead step sheets (p. 7)
- C. Overcoming Loss worksheet (p.95)
- D. Grief quotation overhead (p. 96)

Procedure:

Present: Define Grief. Begin by asking students if they know what grief is. Show the definition on the overhead. (Grief: the pain from loss and change.)

Personalize/Process: Acknowledge that the topic being discussed is a difficult subject to talk about. Assure the students that they will not be asked to share unless they volunteer to share. Hand out the Overcoming Loss worksheets. Ask students to fill out the top section of the worksheet. They will be writing down a loss they experienced and the emotions they felt in the weeks and months that followed the loss.

- What are some feelings that people feel when they have experienced a loss? (*List them on the board.*)

Present: Display the grief quotation overhead. (Grief comes and goes like waves in the ocean. There will be stormy times...There will be calm times...Grief comes and goes.) (Adapted from *When something terrible happens* (Heegaard, 1993).) Ask students for their reactions.

- Do you agree with the quote? Why or why not?

Present/Personalize: Draw a wave and label the stages of grief. (Adapted from *When something terrible happens* (Heegaard, 1993).)

1. Start by labeling the **Loss or Change** (list some examples)
2. **Shock and Denial.** Ask the students what they think this stage looks like.
 - What feelings might people in this stage feel?
3. **Confusion and Painful Feelings.**
 - What might this stage look like?
4. **Healing and Growth.**
 - What might this stage look like?
 - What feelings would someone in this stage be feeling?

Process: Put the grief quote back on the overhead. Ask for students thoughts. Point out that it is normal to go through the stages over and over, and at times in a different order.

- Why is it important to know these stages?
- Why might it be helpful?

Personalize/Practice: Display the THINK IT THROUGH overhead. Ask students to write down what they miss most after experiencing the loss or change. They can write this on their worksheet. Ask for volunteers to share examples, again assuring students that they do not need to feel as though they must share.

Display the TALK IT OUT overhead.

- Who can you talk to about your loss and the feelings you are experiencing?
- Who are your cheerleaders?
- What do I mean by cheerleaders?

Display the PROBLEM SOLVE overhead. Encourage students to answer the question what now? What is their plan as they continue to work through the loss or change? Encourage the students by acknowledging that all types of loss and change take time to overcome.

Be sure to let students know that you will be available if they want to talk to you individually and in more detail.

Overcoming Loss

Feelings I felt...

The Loss I experienced...

I miss most is...



My cheering section is...

an is...

Grief: the pain from loss and
change.

Grief comes and goes like
waves in the ocean.
There will be stormy times...
There will be calm times...
Grief comes and goes.

Grade Level: Sixth Grade

American School Counseling Association Standards & Benchmarks

- 7.6 distinguish between appropriate and inappropriate behaviors
- 8.1 use a decision-making or problem-solving model
- 8.3 identify alternative solutions to a problem

Objectives:

- A. Students will be able to identify situations when they feel angry.
- B. Students will create metaphors they think best describe anger.
- C. Students will be able to articulate healthy ways of dealing with anger.

Materials:

- A. Articles depicting consequences of angry outbursts.
- B. Poster board
- C. Markers
- D. Can of pop anger simile overhead (p.98)

Procedure:**Personalize:**

- Is anger a problem for students your age?
- What sorts of things do you get angry about?
- How do you express your anger and what are the consequences to your expressions of anger?

Personalize/Practice: "Anger is like..."

Ask someone to define the word simile. Divide the students into groups of three or four and give them the following instructions:

- "You will be given a piece of poster board. As a group you are to come up with a simile that describes anger."

Prepare the Anger is Like a Can of Pop simile overhead (p. 98).

- "Your poster will complete the statement "Anger is like..." Your poster will need to include three to four reasons to support your simile." (some ideas if groups get stumped are; a volcano, a thunder storm, a hurricane, a forest fire)
- "The second side of your poster board should display five healthy ways to deal with anger. These ideas can be written in words or displayed in pictures."

Remind the students that these are posters, so they should be catching to the eye and they should use a majority of the space on the poster board.

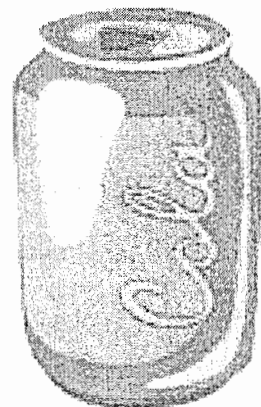
Personalize/Process: Ask students for their reactions on the activity.

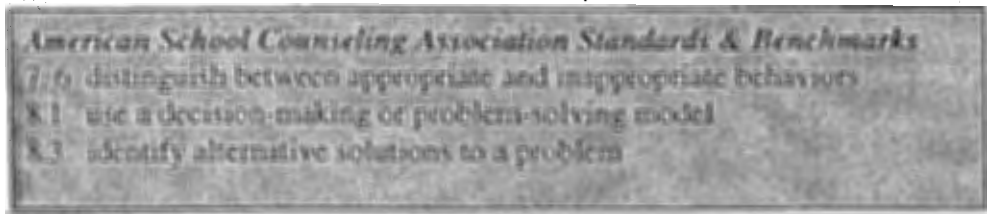
- What was it like coming up with a simile to describe anger?
- What was difficult about the activity? What was easy?
- Did you learn anything or begin to think about anger in a different way?

Remind the students that they will share their posters with the class next time you meet.

ANGER IS LIKE...A CAN of POP

- **Anger under control is good.**
- **If not given enough time to calm down - anger can result in an explosion.**
- **For positive results - anger requires time away before being expressed.**
- **An angry outburst can negatively affect many people.**
- **If handled in a controlled manner - anger can accomplish positive things.**
- **Anger is expressed in many ways, some positive and some negative.**
- **Anger can get you into sticky and messy situations.**
- **Anger can be positive when it is handled with care.**





Objectives:

- A. Students will present their simile posters.
- B. Students will be able to articulate healthy ways of dealing with anger.
- C. Students will begin to understand passive-aggressive behaviors and identify when passive-aggressive anger may be exhibited either by themselves or those around them.

Materials:

- A. Simile posters
- B. Scenarios about silent anger (p. 101)

Procedure:

Present: Students share their "Anger is like..." posters, as well as the list of healthy ways of dealing with and expressing anger.

Process: The two articles that we read at the beginning of last class period as well as many of the similes used described anger as being expressed outwardly and violently. Anger can also be expressed in more subtle, less noticeable ways. We call this Passive-Aggressive or Hidden Anger.

Practice: Place the scenarios on the overhead one at a time. Ask students to read the scenario as you read it aloud. Explain to the students that there could be many reasons why the character is acting the way he/she is. However, for the discussion today, the students are to attempt to make a connection between the character's actions and anger. After reading each scenario, make the point again that just because someone acts the way the character acted, it doesn't mean he/she is angry. Read each scenario and ask the students the listed questions.

Present/Process:

Nathan chooses not to finish his science assignment.

- What might Nathan be angry about?
- What might be some consequences for Nathan's behaviors?
- What are some other ways Nathan could have dealt with his anger?

Caroline ignores her friend's invitation to sit with her at lunch and play with her at recess.

- What might Caroline be angry about?
- What might be some consequences for Caroline's behaviors?
- What are some other ways Caroline could have dealt with her anger?

Marshall continually makes scratching sounds with his pencil while his classmates are finishing their social studies test.

- What might Marshall be angry about?
- What might be some consequences for Marshall's behaviors?
- What are some other ways Marshall could have dealt with his anger?

Kimberly makes an extra effort to treat Cassy with kindness, inviting Cassy to go to the movie with her.

- What might Kimberly be angry about?
- What might be some consequences for Caroline's behaviors?
- What are some other ways Caroline could have dealt with her anger?

Process/Personalize: Remind the students that over the past two lessons you have talked about various aspects of and kinds of anger.

- Did any of you have an "Aha" moment? Learn anything new?
- Does something in your life make more sense now after participating in the last two lessons?
- How will you handle anger differently as a result of these two lessons?

The Silent Anger

Nathan chooses not to finish his science assignment.

- What might Nathan be angry about?
- What might be some consequences for Nathan's behaviors?
- What are some other ways Nathan could have dealt with his anger?

Caroline ignores her friend's invitation to sit with her at lunch and play with her at recess.

- What might Caroline be angry about?
- What might be some consequences for Caroline's behaviors?
- What are some other ways Caroline could have dealt with her anger?

Marshall continually makes scratching sounds with his pencil while his classmates are finishing their social studies test.

- What might Marshall be angry about?
- What might be some consequences for Marshall's behaviors?
- What are some other ways Marshall could have dealt with his anger?

Kimberly makes an extra effort to treat Cassy with kindness, inviting Cassy to go to the movie with her.

- What might Kimberly be angry about?
- What might be some consequences for Caroline's behaviors?
- What are some other ways Caroline could have dealt with her anger?

*Feelin' Blue, Oh What to Do?**Classroom Guidance Curriculum*

Unit: Coping with Negative Emotions

Lesson 3: Feelin' Stressed - What to Do?

Grade Level: Sixth Grade

American School Counseling Association Standards & Benchmarks

8.3 identify alternative solutions to a problem

8.4 develop effective coping skills for dealing with problems

8.5 demonstrate when, where, and how to seek help for solving problems and

Objectives:

- A. Students will be able to identify situations when they feel stressed.
- B. Students will be able to articulate healthy ways of dealing with stress.

Materials:

- A. Lessen Your Stressin' worksheets (pp.104 & 104)
- B. Whack-a-Mole website <<http://www.jebikes.com/java/WhackAMole/>>
- C. Projector/laptop
- D. List of stress reducers from the curriculum lesson plan

Procedure:**Present/Process:** Whack-a-Mole <<http://www.jebikes.com/java/WhackAMole/>>

Ask students one at a time to come to the computer and play a game of whack-a-mole.

- What was it like playing the game?
- What were your thoughts?
- Were you thinking about the fact that all your classmates were watching?
- What were your feelings?
- Did you feel overwhelmed or out of control at times?

Process/Personalize:

- How might life be like a Whack-a-Mole game?

Hand out Lessen Your Stressin' worksheet. Instruct students to write down all the things that are stressful to them right now. They will write their stressors in each of the 'mole holes.'

- What was it like making your stress list?

Ask for volunteers to share some of their current stressors.

- What do you usually do when you feel stressed?
- Does it help to reduce your stress?

Present/Personalize: Instruct students to flip their papers over. Tell students the class is going to focus on coming up with a list of helpful ideas for reducing stress. Follow-up suggestions with the following questions:

- Could you give me an example of when this strategy worked for you?
- What specific situations might it be helpful in?
- What are some things you could tell yourself when you are feeling stressed?

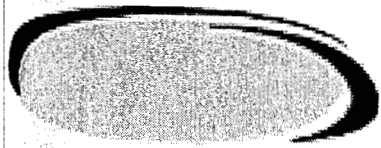
Be ready to offer suggestions if need be. (Ideas from *Stress can really get on your nerves* (Romain & Verdick, 2000).)

- | | |
|------------------------------------|------------------------------|
| Listen to soothing music | Help someone out |
| Spend time with family and friends | Clean something |
| Take a long walk | Play with your pet |
| Do your favorite hobby | Exercise |
| Read | Eat well |
| Breathe in deeply | Make a worry jar |
| Make a 'To Do List' | Tense and relax your muscles |
| Talk about it | Get enough sleep |
| Laugh or tell jokes | Avoid caffeine |

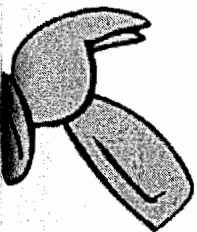
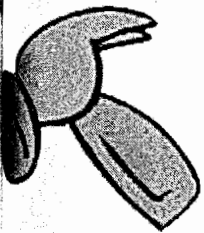
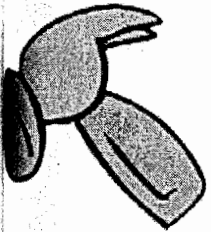
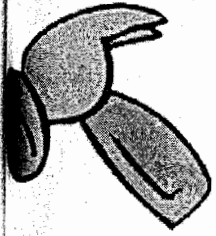
- Why do you think these ideas may be helpful in reducing stress?

Instruct students to talk in their groups, committing to trying out one specific stress reducer the upcoming week.

Lessen your Stressin'



Lessen your Stressin'



Grade Level: Sixth Grade

American School Counseling Association Standards & Benchmarks

- 8.3 identify alternative solutions to a problem
- 8.4 develop effective coping skills for dealing with problems
- 8.5 demonstrate when, where, and how to seek help for solving problems and

Objectives:

- A. Students will be able to identify situations when they feel stressed.
- B. Students will be able to articulate healthy ways of dealing with stress.

Materials:

- A. Scattegories overhead (p.108)
- B. Letter dice (a way to select a letter)
- C. Timer that speeds up at the end
- D. Steps for Stress Relief overhead (p.109)
- E. Copies of Steps for Stress Relief, one per student (p. 109)
- F. Lessen Your Stressin' sheets from last week

Procedure:

Present: Ask students to get out a piece of paper. Instruct the students to number their paper one to twelve. Roll the dice and have the students write the rolled letter at the top of their paper. Tell the students they will have the amount of time the timer gives them to come up with words that fit the numbered description on the overhead and start with the rolled letter. Inform the students that they will be competing against the people in their groups. Students receive points when no one else in the group's answer matches their own. When the time runs out, have students put their pencils down. Go through each of the numbered descriptions, having students keep track of their points.

Process/Personalize:

- What was it like playing the game?
- Were there parts that were difficult or stressful?
- What feelings were you feeling as the timer ticked away?
- When the timer began to speed up what were you feeling?
- Did you have a strategy? What was it? Did it work?

Present/Practice/Personalize: Specific Strategies: Hand out the Steps for Stress Relief sheets (p. 109). Ask students to take out their Lessen' Your Stressin' sheets from last week.

Step 1: Calm down & take care of yourself.

- Did you try any of these strategies last week?
- What could you tell yourself to calm down?
- How can taking care of yourself reduce stress?
- Have you tried any of these? Were they helpful?

Step 2: Prioritize

- Have students look through their list of stressors and decide which ones need immediate attention.
- What is most urgent? What needs to be given immediate attention?
- How did you prioritize in Scattegories? How about at Whack-a-Mole?
- Why is it important to prioritize?

Step 3: Determine your control.

- Why is this important?
- What aspects of Scattegories did you have control over? What didn't you have control over?
- What aspects of Whack-a-Mole did you have control over? What didn't you have control over?
- What are some examples of stressors you have no control over? What can you do in those situations?
- What are some examples of stressors you have control over?

Step 4: Focus on ONE stressor at a time.

- Have students pick one of their stressors to focus on.
- Was focusing on one thing at a time a strategy you used in Scattegories? In Whack-a-Mole?
- How might focusing on one stressor at a time reduce your stress?

Step 5: Develop a plan.

- What needs to be done in order to reduce your stress?
- Again, what do you have control over?
- Have students make a 'To Do' list. What things did you include on your 'To Do' list?

Step 6: Gather a team of supporters.

- Who are your cheerleaders?
- How can they help you?

Step 7: Reward yourself from time to time.

- What is something you like to do that could give you a break from your 'To Do' list?

Process/Personalize:

- Do you think the strategies shared would be helpful? Why or why not?
- Did the activity today help you feel more in control of your stress?
- What is something you learned from the activity?
- How will the way you deal with stress be different after participating in the lesson today?

Scattegories:

1. A boy's name
2. A girl's name
3. Something that is cold.
4. School supplies
5. Pro sports team
6. Animal
7. Breakfast food
8. TV Show
9. Something found in the ocean
10. Something you plug in
11. Something found on a map
12. A tool
1. Something found at a beach
2. Vehicles
3. An item found in the refrigerator
4. Dairy product
5. A type of sandwich
6. Something found in a park
7. A musical instrument
8. A pizza topping
9. An item in this room
10. A kind of candy
11. Something with a tail
12. An item in a suitcase

Steps for Stress Relief

1. Calm down & take care of yourself.

- Take deep breaths & relax your muscles.
- Exercise, eat well, & get enough sleep.
- Talk about your stress with someone.
- What messages are you telling yourself?
- Do any of these messages need to change?

2. Prioritize.

- What requires your immediate attention?
- Number your stressors from most urgent to least urgent.

3. Determine your control.

- Which stressors do you have control over?

4. Focus on ONE stressor at a time.

5. Develop a plan.

- What needs to be done to reduce the stressor?
- What do you have control over?
- Write the steps of the plan in a 'to do' list.

6. Gather a team of supporters.

- Who are your cheerleaders?
- How can they help you?

7. Reward yourself from time to time.

- Take a break - do something you like to do!

Curriculum Resource List

- Bang, M. (1999). *When Sophie gets angry, really, really angry*. U.S.A.: The Blue Sky Press
- Beaumont, K. (2004). *I like myself*. New York, NY: Scholastic Inc.
- Berry, J. (1996). *Feeling Sad*. New York, NY: Scholastic Inc.
- Bourgeois, P. & Clark, B. (1986). *Franklin in the dark*. New York, NY: Scholastic Inc.
- Cave, K. & Maland, N. (2003). *You've got dragons*. Atlanta, GA: Peach Tree Publishers.
- Cook, M. N. & Weldon, K. (2006). *Counseling kids with emotional and behavioral problems in schools*. Denver, CO: Love Publishing Company.
- Crist, J.J. (2004). *What to do when you're scared and worried*. Minneapolis, MN: Free Spirit Publishing.
- Doleski, T. (1983). *The hurt*. Mahwah, NJ: Paulist Press.
- Evans, Lezlie. (1999). *Sometimes I feel like a storm cloud*. New York, NY: Mondo Publishers.
- Family Wise Inc. (2006). 252 Basics: *Childrens curriculum for K-5th grades*. Retrieved October 25, 2006, from <http://www.252basics.com/splash.php>
- Gunter, M.A., Estes, T.M., & Schwab, J. (2003). *Instruction; A model approach*. (4th Ed.) Boston, MA: Pearson Education, Inc.
- Hazen, B.S. & Stevens, J. (1990). *Wally, the worry warthog*. New York, NY: Clarion Books.
- Heegaard, M. (1993). *When something terrible happens*. Minneapolis, MN: WoodlandPress.
- Herr, N. (2001). *Elements of lesson design; From Madeline Hunter*. Retrieved December 13, 2006, from http://www.csun.edu/science/ref/plans/lesson_design_hunter.html
- Holabird, K. (2004). *Angelina's dance of friendship*. United States: Pleasant Company Publications.

- Joseph, G.E. & Strain, P. S. (2003). *Helping young children control anger and handle disappointment*. University of Illinois at Urbana-Champaign, IL: The Center on the Social and Emotional Foundations for Early Learning.
- Kaiser, C. (2005). *If you're angry and you know it*. New York, NY: Cartwheel Books.
- Lucado, M. (2004). *A hat for Ivan*. Wheaton, IL: Crossway Books.
- Lucado, M. (2001). *You are mine*. Wheaton, IL: Crossway Books.
- Lucado, M. (1997). *You are special*. Wheaton, IL: Crossway Books.
- Ormrod, J.E. (2003). *Educational psychology; Developing learners*. (4th Ed.) Upper Saddle River, NJ: Merrill Prentice Hall.
- Romain, T. & Verdick, E. (2000). *Stress can really get on your nerves*. New York, NY: Free Spirit Publishing.
- Pincus, D. (1995). *How I Learned to Control My Temper*. King of Prussia, PA: The Center for Applied Psychology.
- Seuss, Dr. (1961). *The sneetches and other stories*. New York, NY: Random House.
- Shannon, D. (1998). *A bad case of stripes*. New York, NY: The Blue Sky Press.
- Shapiro, L. E. (1994). *The very angry day that Amy didn't have*. Plainview, NY: Childsworld/Childsplay.
- Shore, H. (1995). *Angry Monster Workbook*. King of Prussia, PA: The Center for Applied Psychology.
- Spelman, C. M. (2002). *When I feel sad*. Morton Grove, IL: Albert Whitman & Company.
- Spelman, C. M. (2000). *When I feel mad*. Morton Grove, IL: Albert Whitman & Company.
- Viorst, J. (1972). *Alexander and the terrible, horrible, no good, very bad day*. New York, NY: Children's Publishing Division.

"FEELIN' BLUE, OH WHAT TO DO?": COPING WITH NEGATIVE EMOTIONS

A Research Project Literature Review

Presented to

The Department of Educational Leadership, Counseling,

and Postsecondary Education

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts OR Master of Arts in Education

by

Jana L. Brinkman

May 2007

Literature Review

I have had the opportunity to work with children and youth in a variety of settings over the past five years. In preparation for the creation of the Feelin' Blue curriculum, I was not surprised to find significant research supporting my own findings that a vast majority of children and youth do not possess useful skills and strategies to appropriately express and respond to negative emotions. A great deal of research is available on this topic, and the following is a brief review of current literature related to the topic of emotional education in public schools.

Summary and Analysis

Social Emotional Learning

The idea of giving attention to and addressing individuals' emotional and social needs is not a new concept. However, over the past two decades much attention has been given to what has been labeled social emotional learning (SEL) (Cohen, 1999). Education systems have begun to assume responsibility for not only students' academic success, but also their social and emotional success. Abraham Maslow's hierarchy of needs reflects much of what SEL is based on (Ormrod, 2003). Maslow's theory suggested that before individuals can engage cognitively, a myriad of needs must be met: physiological, safety, love and belonging.

Pasi (2001) reported that more and more schools in recent years have begun realizing that emotional development is a key ingredient for success in life. Schools that have implemented SEL programs believe that because their comprehensive social and emotional learning component is infused into all aspects of the school, academic success is not sacrificed. Instead, students develop a balance of self-control, self-understanding, interpersonal skills, and good decision-making skills (Pasi, 2001). According to Zins, Weissberg, & Walberg (2004), research

indicates that academic instruction alone does not result in students becoming knowledgeable, responsible, and caring learners.

With an increase in school violence in the past decade, students needs of safety, and love and belonging are being threatened and as a result, schools are being forced to examine their policies and approaches to educating America's children. In May 2002, the Department of Education interviewed forty-one school shooters and found that two-thirds of them had been bullied and that their motivation was revenge against their attackers (Seale, 2004). According to the Governor's Prevention Partnership, twenty-nine percent of students who were bullied on a regular basis reported bringing a weapon to school (Sampson, 2002). Sampson also reported that victims of bullying exhibit a wide array of problems including depression, anxiety, decline in school performance, and truancy (2002). In response to the research, the U.S. Department of Education published a handbook entitled *A Guide to Safe Schools* (1998). One of the characteristics listed as being a crucial component of a safe school is creating an environment where students feel safe to express their feelings.

One social emotional learning program that schools have begun to implement in hopes of creating a safe school environment in called Aggressive Replacement Training (ART). ART was developed by Goldstein and Glick and is based on the premise that students often feel as though they lose their ability to choose their behaviors when they feel angry (Hogan, 2003). Through ART, counselors and teachers help students examine the reasons they become angry (triggers), their behaviors, and the consequences for their behaviors (2003). The U.S. Department of Education recommended ART as an effective program for teaching students anger control techniques, social skills, and moral reasoning (2001). ART along with a myriad of other SEL programs strives to assist educators in helping their students become emotionally competent

individuals who appropriately express and respond to their emotions creating a safe and successful academic setting.

Emotion Coaching

Gottman (1997) noted the important role that emotional development plays in academic and life success. Although Gottman's book was written as a guide for parents, many of his ideas can easily be applied to the school setting. He divided parents into four categories according to the way they react to their children's expression of emotions: dismissing parents, disapproving parents, laissez-faire parents, and emotion coaching parents (Gottman, 1997). As Gottman shared, through his exploration of the four styles, many children grow up in homes where their negative emotions are neglected, rejected, ignored, or shunned. For these children, a school counselor's role may become that of a surrogate emotionally present parent, helping to create a foundation for the children's emotional development. For children who are fortunate enough to grow up in homes where their parents acknowledge and empathize with their children's emotional expressions and equip them with strategies and decision-making skills for healthy expression of emotions, a school counselor plays a supportive role, helping build upon the foundation already established. In both cases, the school counselor fulfills the role of an emotion coach, serving as a guide for students as they navigate through the sometimes murky waters of emotions.

Benefits for Students

According to Gottman (1997), children who are raised in homes where an emotion coach was present are healthier physically and emotionally, and succeed more academically than children who lack the influence of an emotion coach. These students also maintain healthier friendships and are less likely to act out violently (Gottman, 1997). Gottman and his colleagues

conducted their own research focusing specifically on the relationship between children's emotional health and intelligence and their ability to adjust to their parents' divorce and other familial problems. The research reported that couple conflict has several negative effects on the children of the family, including a decrease in academic success, increased physical illness, as well as an increase in deviant and violent behaviors. The good news, however, is that Gottman's research strongly indicated that emotional health and intelligence created a buffer for children whose parents had conflicts or got divorced. Gottman suggested that emotionally coached children are more resilient, and though still enduring negative feelings, they are better able to adapt, sooth, and recover from the ups and downs of life.

Resiliency

Hall and Pearson (2003) defined resilience as "the ability to persevere and adjust to life's difficulties" (p. 1). Difficult times are inevitable and with no sure way to avoid them, it is important for children to be equipped with skills to not simply survive, but to thrive through the dark seasons of life. According to these authors, thirty years of research evidence that resilient people are healthier, live longer, experience more success in school and work, and maintain healthier relationships. The goal of the article was to convince readers of the importance of teaching children resilient thinking strategies. Hall and Pearson cited Ellis and Beck's ABC model as helpful in assisting individuals in recognizing the influence that their beliefs about adversity and difficult situations have on their behaviors and their consequences. Hall and Pearson listed several flexible thinking skills supported by Ellis and Beck's ABC model. Asking oneself what he/she is telling him/herself about the adversity can shed some insight into his/her thoughts. The authors stated that assisting students in their awareness of and ability to combat

their irrational beliefs are crucial thinking skills in developing resiliency. Perspective taking and problem solving skills are also encouraged by Hall and Pearson.

Research and Curriculum Connection

Hall and Pearson (2003) zeroed in on the top three resiliency skills for children; calming, generating alternatives, and gaining perspective. The Feelin' Blue curriculum is based on the assumption that in order to express and respond to negative emotions in positive ways, four steps must occur: step away, think it through, talk it out and problem solve. Hall and Pearson's imperative resiliency skills fit into each of the four steps. Calming can occur during the step away, think it through, and talk it out steps. Students generate alternatives during the think it through and problem solving steps. Finally, perspective can be gained through talking about the adversity, in this case the negative emotion, with a trusted friend. Gaining perspective can also occur during the think it through step.

As stated previously, many students grow up in homes where emotions, especially negative ones are ignored, rejected, or corrected. With this in mind, the curriculum was written with the assumption that a vast majority of children need to be given permission to accept and acknowledge their own emotions. The Feelin' Blue curriculum seeks to teach students that what matters most with regard to negative emotions is what the student chooses to do and how he/she expresses the feeling. Besley (1999) suggested that children will change their behaviors if four conditions are present: the setting is a safe and accepting environment, support and encouragement are received during the decision-making process, the instruction is relevant to the child, and the child is given a feeling of control.

The Feelin' Blue curriculum is divided into four components *present, process, personalize, and practice*. Research supports the importance of each on of the components. As

Besley (1999) and Marion (1997) stated, the creation of a safe and accepting environment is crucial if positive change is to occur. The *present* component, which encompasses the teaching and communicating of information through a variety of approaches, is supported by Marion's statement that books and stories can play a powerful role to communicate information about emotions (Marion, 1997). Leseho's (1999) qualitative study found that the use of metaphors give children a language through which to talk about their emotions. The *process* and *personalize* components involve the discussion and analysis of the content and the application of what was learned to their own lives. These components are supported by both Besley and Marion.

Besley discussed the importance of children being supported during the decision-making process, along with the importance of instruction that is relevant to the children's lives. Marion (1997) suggested that equipping children with self-regulatory skills, practiced through the *process* and *personalize* components, give children a language to express their emotions and encourage them to talk about their negative emotions. The final component of the Feelin' Blue curriculum is *practice*. The *practice* component gives students the opportunity to practice the strategies and skills they have learned. Besley (1999) stated that in order for change to occur, control must be handed over to the children. Children gain a sense of control through the *practice* component. The *practice* component, just as the *personalize* component, increases the relevance of the lesson material to the children.

As evidenced by the research, a comprehensive guidance counseling curriculum focused on the exploration of and healthy expression of negative emotions has much promise in equipping students with skills and strategies to overcome negative emotions and to develop resiliency skills. Emotional well-being plays a key role in individuals' physical health, their

academic and work success, and their interpersonal relationships. The Feelin' Blue curriculum seeks to creatively present relevant information about negative emotions and coping skills.

Through the various interventions, students are given opportunities to process, personalize, and practice effective and healthy coping strategies. The Feelin' Blue curriculum seeks to provide a foundation for healthy emotional development that parents, teachers, students, and counselors can build upon.

References

- Besley, K.R. (1999). Anger management: Immediate intervention by counselor coach. [Electronic version]. *Professional School Counseling*, 3 (2), 81-91.
- Cohen, J. (Eds.). (1999). *Educating minds and hearts; Social emotional learning and the passage into adolescents*. New York: Teachers College Press.
- Gottman, J. (1997). *The heart of parenting: Raising an emotionally intelligent child*. [Electronic version]. from New Horizons for Learning website:
<http://www.newhorizons.org/strategies/emotional/goleman.htm>
- Hall, D.K. & Pearson, J. (2003). *Resilience – giving children the skills to bounce back*. Retrieved on November 5, 2006, from www.voicesforchildren.ca
- Hogan, E. (2003). *Anger management 3: Structured programs and interventions*. Retrieved on February 15, 2007, from Eric Digests' website: www.eric.ed.gov
- Leseho, J. (1999). Dealing with angry students: A qualitative study with implications for school counselors. [Electronic version]. *Professional School Counseling*, vol. 3, issue 2, 91 – 101.
- Marion, M. (1997). Helping young children deal with anger. *Guiding young children's understanding and management of anger*. Retrieved November 5, 2006, from <http://www.athealth.com/Consumer/issues/childsanger.html>
- Ormrod, J.E. (2003). *Educational psychology; Developing learners* (4th Ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Pasi, R. J. (2001). *Higher expectations; Promoting social emotional learning and academic achievement in your school*. New York: Teachers College Press.
- Sampson, R. (2002). *Bullying in schools; Guide No. 12*. Retrieved on February 15, 2007, from <http://www.popcenter.org/Problems/problem-bullying.htm>

Seale, A. (2004). *The 411 bullying*. Retrieved on February 15, 2007, from

<http://www.hamfish.org/newsroom/bullying411.pdf>

U.S. Department of Education. (2001). *Exemplary and promising safe, disciplined and drug-free schools programs*. Retrieved on February 15, 2007, from

http://www.ed.gov/admins/lead/safety/exemplary01/report_pg7.html

U.S. Department of Education. (1998). *A guide to safe schools*. Retrieved on November 5, 2006,

from <http://www.ed.gov/about/offices/list/osers/osep/gtss.html>

Zins, J.E., Weissberg, R.P., Wang, M.C., & Walberg, H. J. (Eds.). (2004). *Building academic success on social and emotional learning; What does the research say?* New York: Teachers College Press.