

# Feelings Activities

# TOUGH FEELINGS

K/1<sup>st</sup>

Su Jin's Tough Day



Lee was waiting in the recess line when someone pushed him. Lee's face feels hot, his heart is beating fast, and he wants to yell.

What feeling does Lee have?



# Social Emotional Learning



# note to the educator

This lesson on **Tough Feelings** (sad, angry, + worried) can be used on it's own or as part of larger Feelings unit. The activities are truly **developmentally appropriate** for your youngest learners (K/1<sup>st</sup>) and require zero independent reading.

It's flexibly designed to accommodate any SEL delivery method or schedule.

It was also created using SEL **research-based** best practices:

- Focus on 1 or more specific skills
- Includes activities to practice the skill(s)
- Incorporates cooperative learning
- Provides opportunity for self-reflection

# resource includes:

- Short story
- Whole group activity
- Independent or small group practice activity
- Closing circle questions
- Extension activity
- Poster/coloring pages
- Recommended book companions



# short story

## Su Jin's Tough Day



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Su Jin learns that it is okay to have tough feelings and what to do if those feelings get too strong.



# short story

It was another amazing day in Ms. Perez's class. Everyone was working hard on an art project. Su Jin was almost spent a lot of time on her picture and was class. She was feeling

She walked over to some other classmates who were playing tag. "Can I play with you?" asked Su Jin. "No, you can't play with us right now," they answered. Su Jin felt tears fall down her cheeks. She was sad that no one would let her join them at recess!

"I'm sorry that happened. It's okay to be angry, but it is not okay to throw things or yell at others," explained Ms. Perez. "You made a safe choice when you came to take a break. Sometimes when we feel angry, we need to take a break and cool off." "At home when I'm angry, I take deep breaths," said Su Jin. "That's great! Taking deep breaths is another great way to help your body feel better when," said Ms. Perez.

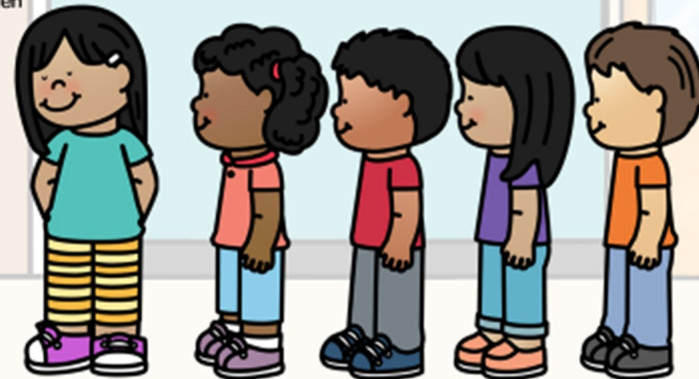


Welcome

Room  
3 2

Ms. Perez  
Kindergarten

Room  
3 3



Su Jin had a tough day – she felt angry, worried, and sad. She knows it's okay to feel all of those feelings sometimes, and that when her feelings get too strong she can take a break, talk to someone about it, or ask for help!

*14 pages*



# whole group activity



Sadie's friend earned tablet time today but Sadie didn't. Her face feels hot, her eyebrows are down, and she has her arms crossed.

What feeling does Sadie have?



Relatable scenario cards to practice identifying tough feelings.



# Independent/small group activity



Students put together puzzles and identify what feeling(s) are represented and why the characters might have them.

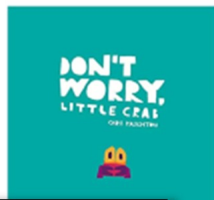
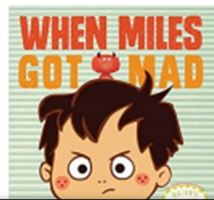


# extensions

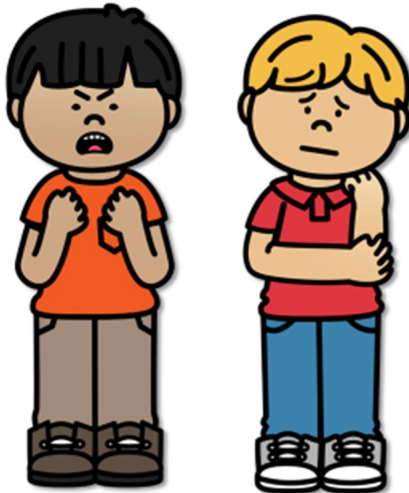
## Book Companions



This lesson can be used without any stories, but the following picture books would make for great companions. Click on the covers to find them on Amazon.



I can tell when I  
feel angry, sad,  
and worried.



It can be tough to have  
these feelings, but all  
feelings are okay.

Name: \_\_\_\_\_

I can tell when I  
feel angry, sad,  
and worried.



It can be tough to have  
these feelings, but all  
feelings are okay.

## Reinforcing Understanding Feelings

Your students just received a lesson about UNDERSTANDING FEELING ANGRY, WORRIED, AND SADNESS. Below is an extension and reinforcement activity you can use with your class to make their learning stick!

Divide students into pairs. Provide students with the following scenarios, then have them turn and name the feeling and practice their coping skill with their partner. You may need to review with the students what they can do when they feel upset (belly breathing, counting, taking a break, etc.).

- My face feels warm and my hands are sweaty. I am feeling

Name: \_\_\_\_\_

I can tell when I  
feel angry, sad,  
and worried.



# how to use

Use for one lesson or multiple lessons.

Can also be used for small group/tier 2 support.

## PACING GUIDE (25-30 minute lesson)

- Story (7-10 minutes)
- Whole group activity (5-7 minutes)
- Introduce small group activity (5 minutes)
- Small group practice activity (7-10 minutes)
- Closing circle question (3-5 minutes)

## PACING GUIDE (45 minute lesson)

- Same as above, but have students complete all three puzzles
- Students color the "I can" page
- Read a recommended book companion

## PACING GUIDE (super mini lessons, weeklong)

Mon	Read and discuss story
Tues	Whole group activity
Wed	Small group practice activity
Thurs	Extension activity + recommended book companion
Fri	Color "I Can" page + closing circle



# how to use

Love technology?

Use the included  
slideshow to guide  
the activities.



Want a tech-free  
option?

Everything can be  
done screen-free  
with printables.



Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.



## Education

B.A. from Michigan State University  
Psychology and Anthropology

M.S. from Vanderbilt University  
Community, Research, and Action

M.Ed. From Vanderbilt University  
Human Development Counseling:  
School Counseling & Mental Health

## Experience

I'm a school counselor from a large southeastern school district with a wonderfully diverse group of students. I create and implement a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. I also share my ideas and resources to reach students and help educators across the world!

Let's  
Connect:

