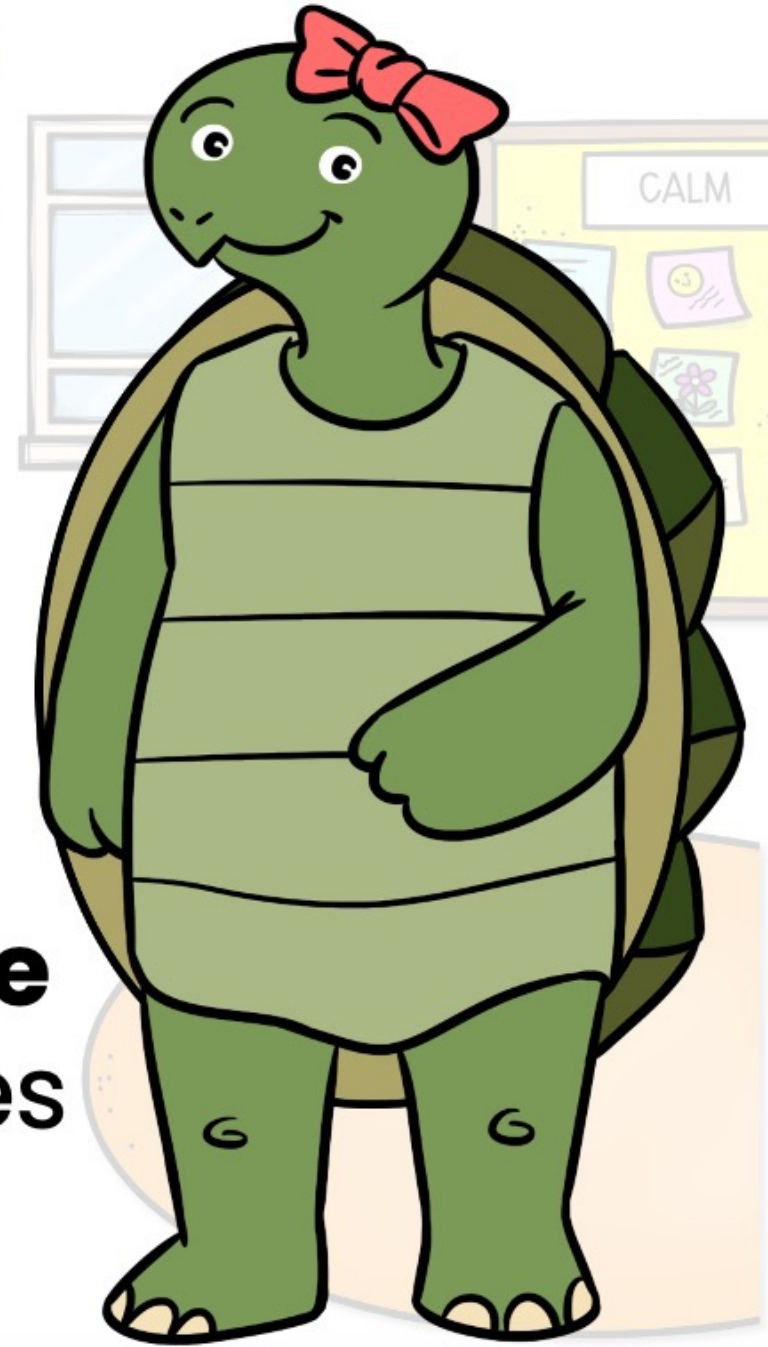


LULU FEELS SAD

- Understanding **sad feelings** for grades **Pre-K + K**
- Helps students **notice** and **name** how **sadness** feels in their bodies
- Super **low prep!**



Designed for Little Learners!

Created especially for
Pre-K and **Kindergarten:**

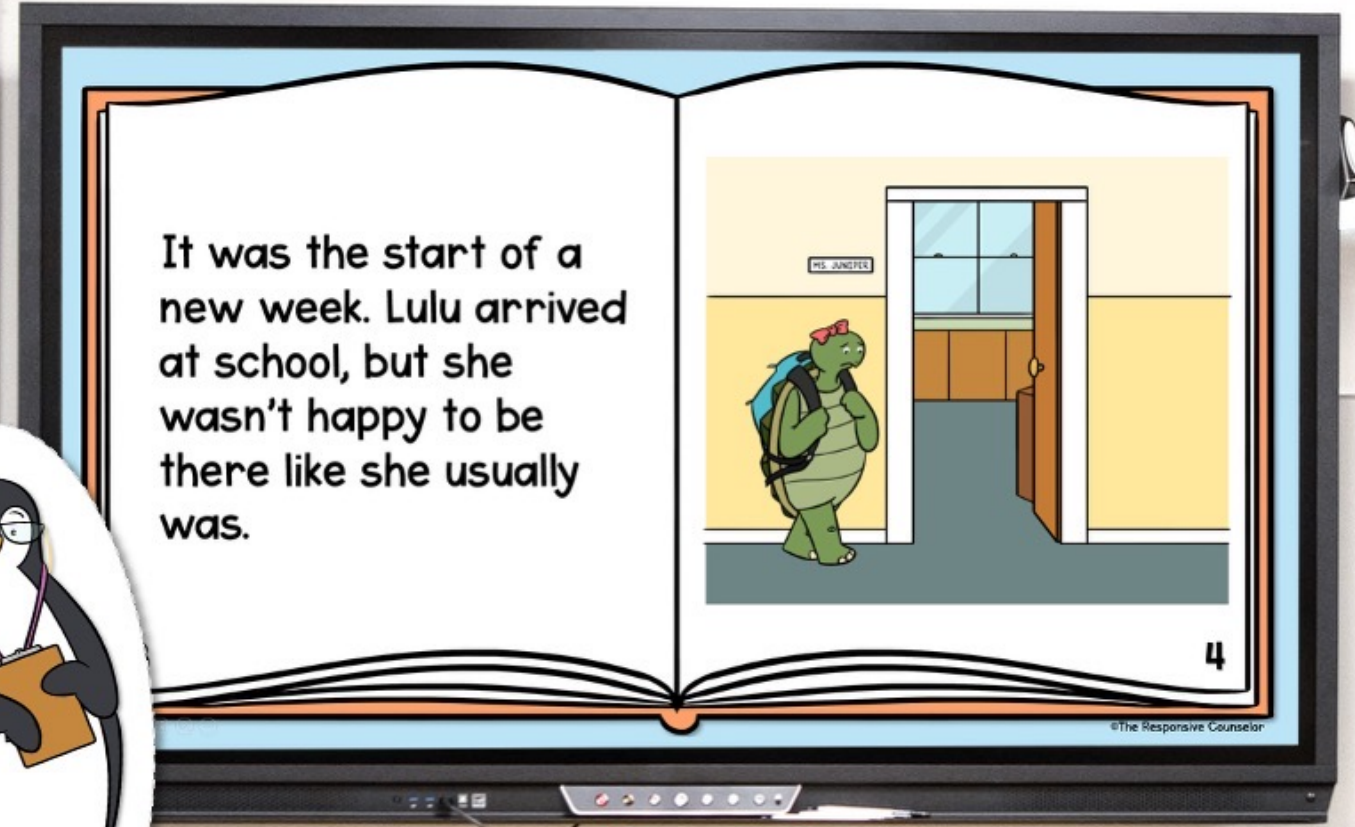
- Lovable characters
- Short, engaging stories
- Simple, age-appropriate language
- Interactive movement and play
- Flexible practice activities



Start with a story!

Lulu feels sad because her Mom is going on a work trip. Ms. Juniper helps her recognize how **sadness feels** in her body and practice a **calming strategy**.

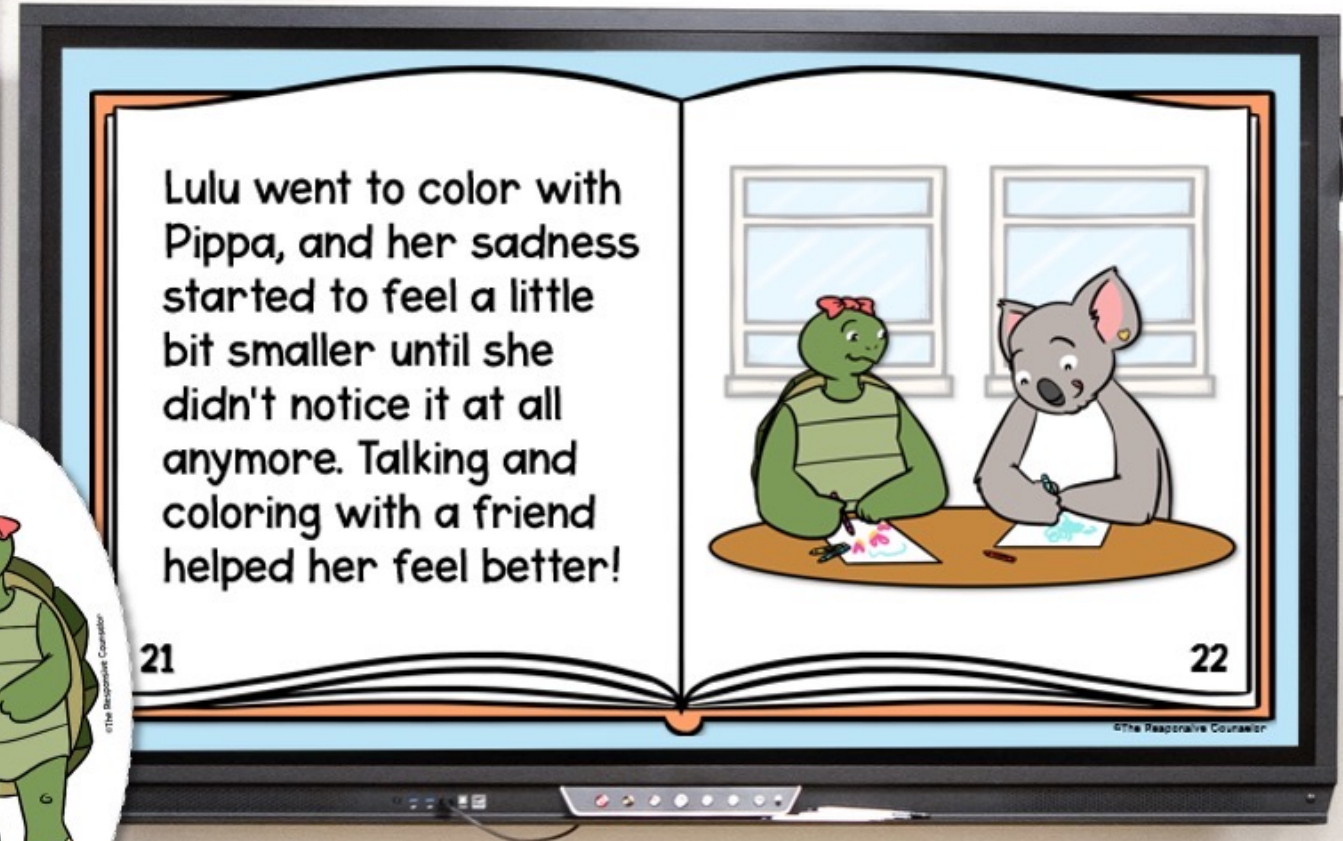
Use easy stick puppets to add another **engaging** element.



Follow Along!

Young learners will enjoy following Lulu's adventures as she **explores** big feelings and discovers helpful ways to **cope**.

Every page encourages discussion, reflection, and learning.



Reinforce!

With rhymes and motions, engage students in a call-and-response chant to **reinforce their learning.**

Sometimes I feel a little low.
My smile is small, my body moves slow.

My eyes might water, I might feel shy,
And I might not know exactly why.

It's okay to feel a little sad,
It doesn't mean all things are bad.

Sadness comes and sadness goes.
Our face and body lets us know.

25

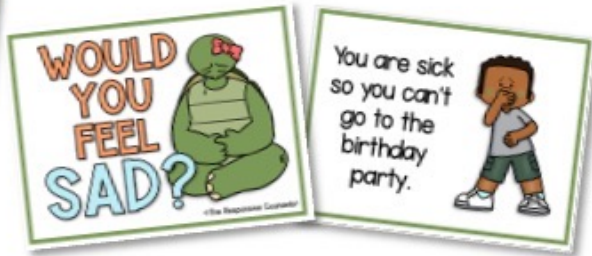


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Practice!

Interactive whole-group activity for sharing what makes students feel sad.

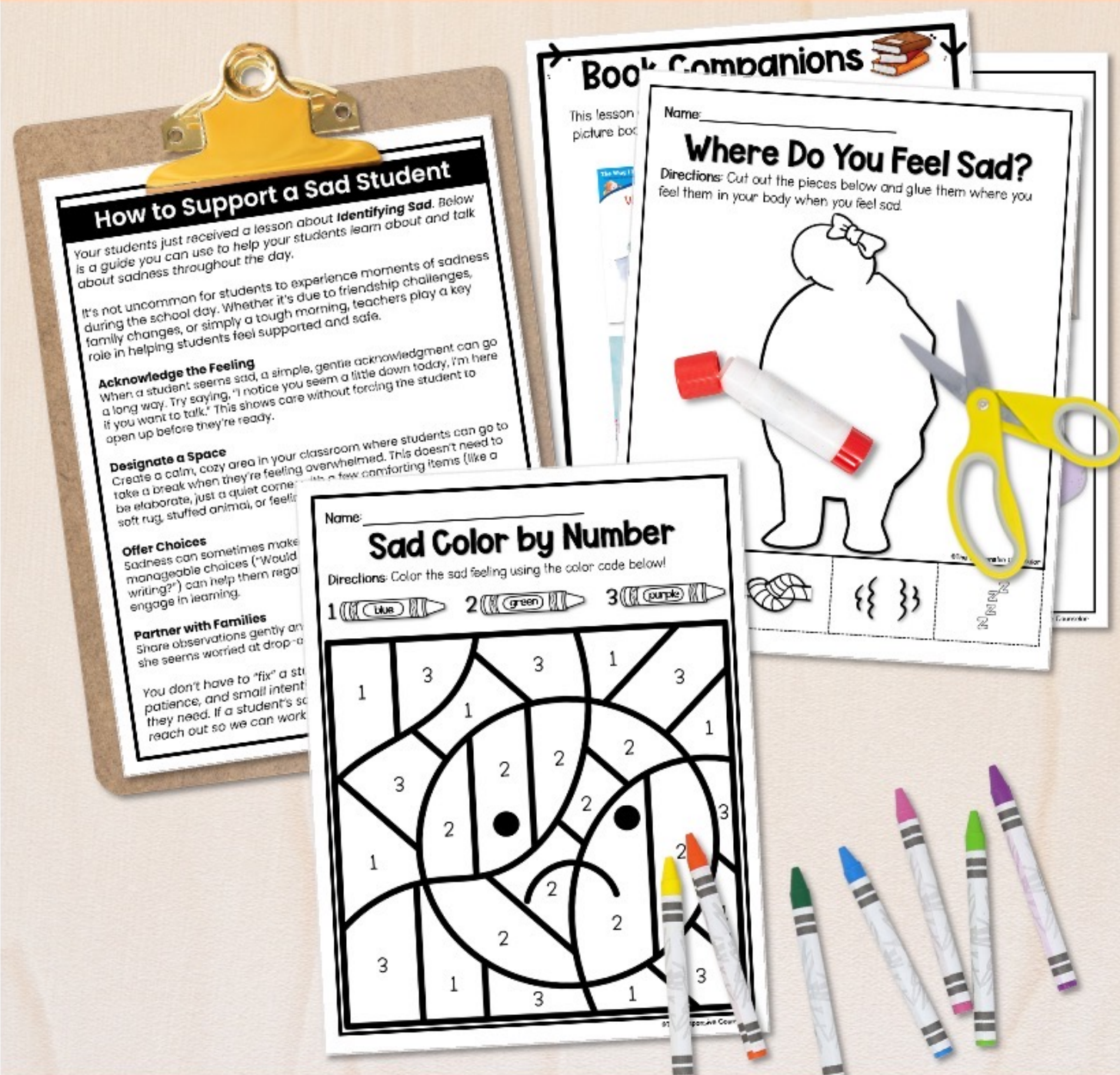
Picture card **discussion** activity for identifying and talking about different feelings.



Extend!

Options include to **extend the learning:**

- Teacher tip sheet
- Color by Number coloring page
- Body Feelings cut-and-paste
- Recommended book companions



Detailed Lesson Plan

ASCA and CASEL aligned lesson plan

Identifying Sad

Objective(s): Students will identify sadness in themselves through the use of stories and interactive activities that explore facial expressions, body language, and personal experiences.

ASCA Mindsets/Behaviors: B-SMS 7. Effective coping skills

CASEL Domains: Self-Awareness

Additional Materials Needed: Tape, scissors, and coloring materials for worksheets, popsicle sticks (optional)

PLAN/PREP

Slideshow: Review the directions, suggested scripting, and slides ahead of time. Print puppets and glue onto large popsicle stick, if using.

Whole Group Activity: Review directions. Decide whether you will print or draw. If printing, print one cloud for the class and one raindrop for each student.

Extension Activity: Review directions for each activity and decide which you would like to use. If using, print/copy a set of task cards. You may want to laminate for durability.

Worksheets: There are two worksheets included. Select which you would like to use (or both!). Print/copy one per student for each.

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IDENTIFYING SAD

Option 1: If you are using this activity within the same lesson, move to Page 27. If you are not, hide page 27.

- Page 27: Read the instructions on the slide aloud.
- Explain each graphic:
 - Z's - "Sometimes when we are sad, our bodies and brains feel slow and tired"
 - Tear - "When we think about feeling sad, we usually think about crying. That happens sometimes, but not all the time!"
 - Wiggly lines - "Sometimes sadness makes our chest feel tight and it might feel hard to breathe."
 - Knot - "Sadness sometimes gives us a bellyache that feels tight, like a knot."
 - Ask students if there are any other things they notice about their body when they are sad, like a frown, slumped shoulders, etc.
- Demonstrate this activity by reading a task card and pointing to where you might feel your sadness. "If someone said something that was unkind, I might get a knot in my belly." Call on students to participate.

Option 2: If you want to have students practice scaling instead of body sensations, hide page 27 and move to page 28.

- Page 28: Read the instructions on the slide aloud.
- Demonstrate each hand movement and explain that they should walk to find a partner.
- Instruct them to find their first partner. Read a task card, read the options and corresponding movements again. Say, "rock, paper, scissors, GO!" Explain that there is no winner and that they will now find a new partner.
- At the end, ask them if they always had the same response as their partner. Discuss.

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**Optional/
suggested
scripting to
use**

**Outline
breakdown
with activity
directions**

Hi, I'm Sara! At The Responsive Counselor, we create resources for school counselors, child therapists, and teachers that improve social emotional learning and help students be their best selves.

Our focus is creating resources that are effective (using research-based best practices) and engaging (through collaborative learning and relevant scenarios) for students.

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



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let's connect:

