



**Project Skills:**

- To be able to identify and express a variety of feelings.

**Life Skills:**

- Caring: empathy

**Academic Standards:**

- Health Standard: F.4.2. Describe and demonstrate healthy ways to express needs, wants and feelings

**Grade Levels:** K-2

**Time:** 45-60 minutes

**Supplies Needed:**

Reading Activity

- *Today I Feel Silly* by Jamie Lee Curtis
- *I'm Gonna Like Me* by Jamie Lee Curtis

BINGO Activity

- Cheerios (or other marker)
- BINGO Cards (see page 3): create one for each player
- Mood Cards: create one for each mood in the BINGO Game

Toss-A-Cross Activity

- Mood Dudes® at Training Wheels: <http://store.training-wheels.com/mooddudes.html>

**Do Ahead:**

- Read books
- Set up for BINGO
- Prepare BINGO Cards
- Prepare Mood Cards on index cards

**BACKGROUND**

Silly, cranky, excited, or sad – everyone has moods that can change each day. Youth need to explore, identify and even have fun with their ever-changing moods.

**NOTE:** (amended 5/2006) While using this activity recently, the author discovered that the “Feelings Toss-Across” activity might become unpredictable and difficult to manage in *some* situations. Young children may disclose feelings or incidents that may need to be dealt with immediately. Be sure that your staff has had training in local abuse/neglect reporting procedures before “Feelings Toss Across.”

**WHAT TO DO**

**Activity: Read *Today I Feel Silly***

- Use your pre-reading strategies to get the students excited about this really fun book.
- Read the book. While reading, stop at appropriate times to allow for discussion and to point out new and interesting feelings words. Encourage youth to interact with the text while listening to it.
- After reading, allow youth time to reflect on the book.
- Describe your favorite part or share something new that you learned from the story.

**Activity: Feelings BINGO**

You may ask youth to read or call BINGO if you wish.

- Find a spot where each child will have their own space.
- Hand out a BINGO card and a handful of Cheerios (for markers).
- Pick out a random “mood” card from the envelope and read it. Hold it up so the kids can match the words on their BINGO card to yours.
- You may have to help the kids to “read” the words on their cards.
- You may have to explain or demonstrate the game of BINGO for youth who may not be familiar with it.

Since there are no prizes, decide how you want each winner recognized, e.g., a round of applause, thumbs up for \_\_\_\_\_, stand up and take a bow.

**Activity: Feelings Toss-A-Cross**

- Introduce the Mood Dudes®, the five soft characters with a variety of feelings on their faces. These characters come in multi-cultural skin tones. You could also make your own out of foam balls and markers.
- Ask youth to choose a Mood Dude and tell a word that describes the mood (e.g., happy face), make that face and tell a time when you felt that way. Then toss it to a child. When they catch it, they must make the face, name the emotion (feeling – it doesn't have to be the same emotion as yours) and tell a time that they felt that way and toss it back to you.
- Ask youth to choose another Mood Dude and do the same thing. Keep going until all moods have been covered and all youth have had a turn. If a child is hesitant to share, it's OK...let them observe.

**Sources:**

- Created by Kathy Kauth, Urban 4-H Coordinator, UW-Extension, Brown County
- Reading activity adapted from *The Michigan Team Nutrition Booklist*, Michigan Team Nutrition, Family and Consumer Sciences, Michigan State University, 2002.

**TALK IT OVER****Reflect:**

- What was your favorite part of the activities we did today? Do you have a favorite mood?
- Why is it important to talk about your feelings?
- Why is it important to know names for what you're feeling inside?

**Apply:**

- Think of a time when someone in your family was having a bad day. What could you do to help them get over their bad feelings?

**ENHANCE/SIMPLIFY****Enhance for Older Children:**

You can read the other book, *I'm Gonna Like Me, Letting Off a Little Self-Esteem*, by Jamie Lee Curtis.

**Simplify for Younger Children:**

Go back and re-read the book to reinforce feelings.

**HELPFUL HINTS****Introducing a New Book**

Use these basic, pre-reading strategies to get students interested in a new book before reading it:

- Examine the cover to predict what the book will be about.
- Read the title of the book to, or together with, students.
- Identify the author and illustrator.
- Introduce important concepts and vocabulary words that might be confusing to students prior to reading the book.

While reading:

- Stop at appropriate times to allow for participation and discussion.
- Encourage youth to interact with the text while listening to it. This helps them to understand and remember the important points. Examine the cover to predict what the book will be about.

After reading:

- Provide students with a time to reflect on the book.
- Ask them to describe their favorite part or to share something new that they learned from the story.

**ADDITIONAL WEB LINKS**

Web site with expansion activities for youth and background for educators:

<http://www.harperchildrens.com/hch/picture/features/todayifeelsilly/>.

This web site is from the book's publisher – there are excellent resources and activities for Lauren Child's books as well as other authors.

**Reviewed by Wisconsin 4-H Afterschool Team on: 9/7/04**

# BINGO

Confused	Grumpy	Proud
Happy	Angry	Excited
Bored	Glad	Silly

