Project Plan: Kindergarten
Social and Emotional Learning

Class description

Our lessons were designed for and implemented in a kindergarten classroom. The class was in a large elementary school in Delta. The kindergarten class had twenty-two students who were energetic and engaging. The classroom had a large carpet in the center where most of the lessons took place. The classroom had organized groups and tables as well as circle spots, which the students always sat in. There was one student who had extra support from an Education Assistant. The student would participate fully in all class activities, but at times needed extra explicit instruction from their EA . The students in the class came from diverse backgrounds, some students spoke multiple languages, but did not require any extra support to understand activities. Most students were eager to share their ideas during class discussion and when they had opportunities to share their work. All students enjoyed singing and dancing during songs and acting during play-based activities.

Rationale

In kindergarten, students begin to develop self awareness and social skills. The idea behind this unit was to encourage emotional awareness and positive social interactions. The students liked making and maintaining friendships and were working on developing self-regulation skills. We wanted to help deepen their awareness of emotions and promote social and emotional learning in the classroom.

Resource critique

"The Way I Feel," by Jana Cain:

This book goes through thirteen different emotions and gives a description of each of them. The emotions are: silly, scared, disappointed, happy, sad, angry, thankful, frustrated, shy, bored, excited, jealous, and proud. The book has really colourful pictures that accurately depict the different emotions. The book is also written in rhymes so it is engaging to listen to. The students in the Kindergarten class we read the book to enjoyed listening. However, I would recommend this book for older grades because some of the emotions like bored and jealous were a bit abstract for the students to apply to themselves. The book also did not have a story line and was a bit long, which also made it hard for the Kindergarten students to engage with. If I used this again, I would use it in a older primary grade or only pick a few emotions to read to the class. This book is available on Amazon and in the UBC Education Library.

"Have You Filled a Bucket Today?" by Carol McCloud:

This book teaches children about how being considerate and using kind words can have a positive effect on others and themselves. The book also teaches children about the negative effects of being unkind to someone. This is a great book for teachers to use when incorporating social and emotional learning in the classroom. It gives examples of ways children can be a better person at home, at school and in their community.

“If You’re Happy,” by Super Simple Songs:

This YouTube video is a variation of “If You’re Happy and You Know It.” This is a great song for kindergarten students. It has simple lyrics that teach them about emotions. Getting the students to act out the movements of the characters in the video made the song more exciting and reinforced the teaching of emotions.

Bucket Filler Worksheet:

This is a great resource to assess students’ learning after reading “Have You Filled a Bucket Today?” It is especially useful for kindergarten students because they can draw to express their ideas of how to be bucket filler, as opposed to writing. They can also express their creativity when decorating their personal bucket.

LESSON 1		
October 16th 2015	**GRADE: Kindergarten**	
THEME: Learning about feelings		
Learning Objective: To have students realize they have a range of emotions and to expand student's vocabulary of them. **Connection to curriculum** - Core competencies = Personal & Social - Big ideas – our communities are diverse and made of individuals who have a lot in common (they all have emotions!)		
Introduction to lesson: (At carpet circle) o Check in - "What is the weather like in your world today, is it sunny or rainy?" (Gage student mood and also an opportunity to learn names) o Introduce topic - "Today we are going to talk about how there are different emotions, sometimes we feel happy and sunny and sometimes we feel sad and rainy. Whatever we feel is okay, but we want to know about our different emotions"		Time 5 min
Brainstorm - Put big pre-made traffic light in the middle of the circle - Ask and collect response o What do you think green emotions would be? Happy, excited, joyful etc. o What do you think red emotions would be? Angry, frustrated, jealous, mad, disappointed, sad o What do you think yellow emotions would be? Shy, bored		Time 5 min
Read "They Way I Feel," by Jana Cain • Prompt student to think about where on the traffic light each emotion told in the book would go		Time 10 min
Act and sort • Students act out each emotion and then decide as a class which spot the emotion should be placed in • The emotions are represented in pre-made pictures, which are placed on the traffic light by students to categorize the emotions in the book		Time 10 min
Song		

- Sing if you're happy/mad/excited/silly/proud and you know it clap your hands/stomp your feet/ jump up and down/ stick out your tongue / stand up tall

Materials

- A big red, green and yellow circle and big sheet of paper = traffic light
- Faces – one of each from the book
- Book – "The Way I Feel," by Jana Cain

Reflection and notes for next time

What went well: The students were really engaged with the story and one of our classes had background knowledge about green/red/yellow emotions, which helped the activity run smoother.

What we changed: From our feedback from teachers, we learned that this lesson had too much sitting down and listening time. For kindergarten students, they can sit for less than 10 minutes before becoming restless and disengaged. We learned that we needed more breaks in between and more activities that included movement to engage our students.

LESSON 2

October 30th 2015	**GRADE: Kindergarten**	
THEME: Our faces show our emotions		
Core competencies: Personal and social **Content:** Ways in which individuals and families differ and are the same **Rationale:** To show that our faces change when we have different emotions, and to gain awareness of emotions		
Introduction to lesson: (At carpet circle) **Circle time check in:** • Re-introduce ourselves • Go around in a circle: Names and how are you feeling today? • Introduce topic "We can sometimes tell how someone is feeling by the expression or look on their face. Today we are going to make faces and show how they can have different feelings" **Introduce lesson** o Today we are going to go outside and make faces out of nature ▪ Example: Before class we collected things from outside and are going to make them into a face ▪ For example: We are going to make a surprised face! ▪ Let's see your surprised face!		Time 10 min

▪ When we are surprised out eyes get big, our eyebrows go up and our mouth opens (make the face with our items) ○ In a minute you guys will have a chance to make your own face with things you find on the playground	
Transition • Go outside	Time 10 min
Activity (Playground) • Stand in a circle around the tarp • As we said inside, we are going to make faces out of things we find in the playground, like leaves, sticks and rocks ○ "Are we going to rip things off trees? "NO! Please only use things you find on the ground • You can collect anything from the ground and bring it back to a spot on the tarp and make your face ○ The first face we are going to make is a happy face! ○ Now we are going to make a sad face ○ Surprised face ○ Angry face ○ A face that's like your face – how do you feel?	Time 15 min
Follow up game (If time allows) Play emotion four corners • One student in the middle • Four corners of the playground are happy, sad, surprised, angry • Student in the middle closes their eyes – the rest of the students pick a corner and freeze in a way that shows the emotion • Student in the middle picks an emotion – everyone in that corner is a winner! A new student from that corner becomes 'it' and the game begins again	
Transition: Go back inside	Time 5 min
Reflection and notes for next time **What went well:** The students were able to connect their learning to nature, which they really enjoyed. It was also more hands-on and interactive than our previous lesson.	

What we changed: From our feedback from teachers, we learned that the instructions were not clear enough for our activity. We learned that we should have told the students how many items to bring from the forest to create their faces. We also learned that it would have been beneficial to get them to work in groups. For the first class we did not have anything to separate the faces and it made it hard to see them on the blacktop, which was already covered in some leaves. For the second class, we made circles out of skipping rope to create a workspace for each group of students.	
LESSON 3	
November 20th 2015 / **GRADE: Kindergarten**	
THEME: Being kind to one another	
Core competencies: Personal and social **Content:** Ways in which individuals and families differ and are the same **Objective/Rationale:** To get students to think about how actions affect each other and to brainstorm ideas on how to be kind.	
Introduction to lesson: (At carpet circle) **Circle time check in:** • Re-introduce ourselves • Go around in a circle: Names and how are you feeling today? **Introduce lesson** ○ Today we are going to talk about how we can be kind to one another and how we can make our classmates and families feel happy.	Time 5 min
Read – "Have You Filled a Bucket Today?" by Carol McCloud • Pre-reading: define invisible and the concept of the bucket • Read "Have You Filled a Bucket Today?" (page 1-13 and 20-31) (Inset break if necessary – sing a song or shake out our sillies)	Time 10 min
Group activity: • Have a bucket in center • Ask students to brainstorm ideas on how to fill the class bucket • Write suggestions on pieces of paper and place them into the bucket	Time 5 min
Individual activity (at tables) • Hand out bucket sheets • Each student can draw or write three things that they can do to "fill a bucket" and colour their bucket	Time 10 min
Materials: • Book: "Have You Filled a Bucket Today?" by Carol McCloud	

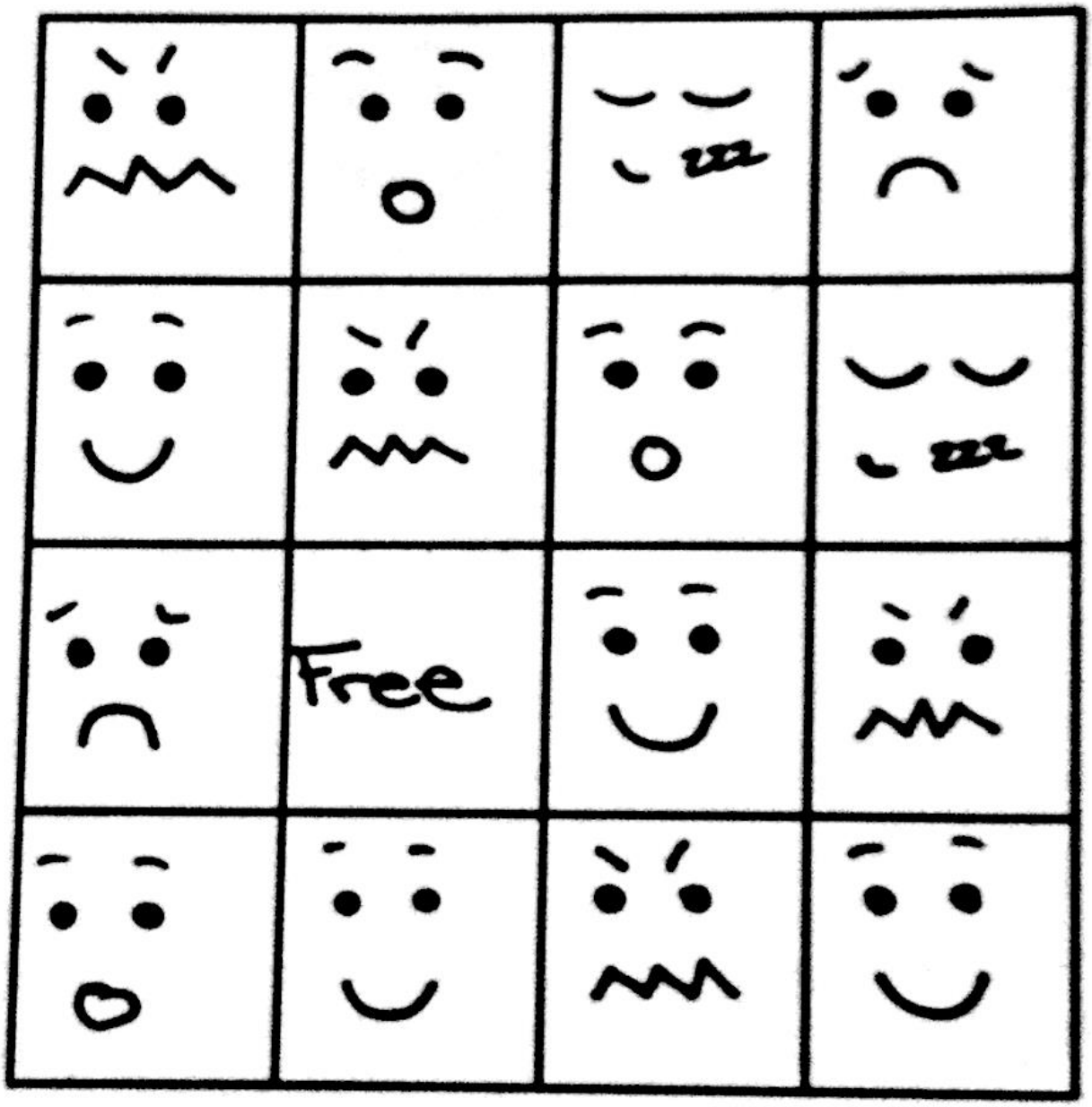
• Handouts – 2 X 23 • Crayons	
Reflection and notes for next time **What went well:** The students enjoyed decorating their buckets and brainstorming ideas on how to be nice to others. **What we changed:** The first time we taught the lesson we found it could have been more interactive. The second time we taught the lesson we acted out a scenario for the kids to talk about. We showed playing with blocks, one time took each other's blocks and did not share. The second time we used nice words and shared. We got the students to discuss which scenario showed us filling buckets and which one did not. This helped students to generate more ideas. The second time we also gave more specific directions on how to fill out the work sheet (i.e. first write your name with pencil, then fill in the boxes with ideas of how to fill a bucket, then decorate your bucket with crayons) as well as more specific time for working. This allowed for a smoother transition back to the carpet and a more complete worksheet so they could share their ideas better.	
LESSON 4	
December 4th 2015 **GRADE: Kindergarten**	
THEME: Learning About Feelings	
Core Competencies: Personal and Social **Objective/Rationale:** Have students explore different emotions	
Introduction to lesson: (At carpet circle) • Re-introduce ourselves and topic: Today we are going to be playing some games and learning about our different emotions • Play a YouTube song (a variation of "If You'reHappy and You Know It") and have students do the actions along with the song. • Link to video: https://www.youtube.com/watch?v=l4WNrvVjiTw&app=desktop	Time 5 min

Emotions Bingo (Played at carpet spots)
• Each student will be provided with bingo sheet and will use blocks as markers
• Start with a demo round --Shri and Maisha will play a round to demo
  ○ Looking for all of the pictures on the sheets (i.e. all of the happy faces) when the emotion is drawn
  ○ What a straight line looks like for winning
  ○ How to call out bingo when you win
• Hand each student a card and twelve (ish) markers
• Play two rounds of bingo
	Time
	10
	min

Station games The class will be divided into two groups and each group will go do a different activity and then switch. The two activities are: 1. Dice – Two dice are used, one has animals on it and one has emotions. Students take turns rolling the dice and as a group students act out the emotion/animal combination shown on the dice (i.e. a surprised lion) 2. Heads up – one student holds up a card displaying an emotion and the other students in the group have to act it out so the student with the card can guess **(Five minute (ish) per activity – do twice if students are engaged)**	Time 10 min
If there is extra time **Musical stations** –There are six stations set up around the carpet (happy sad mad surprised, silly, and sleepy), as the music plays the students move around the room, when the music stops everyone has to get to a station and act the emotion displayed on the card.	Time 10 min

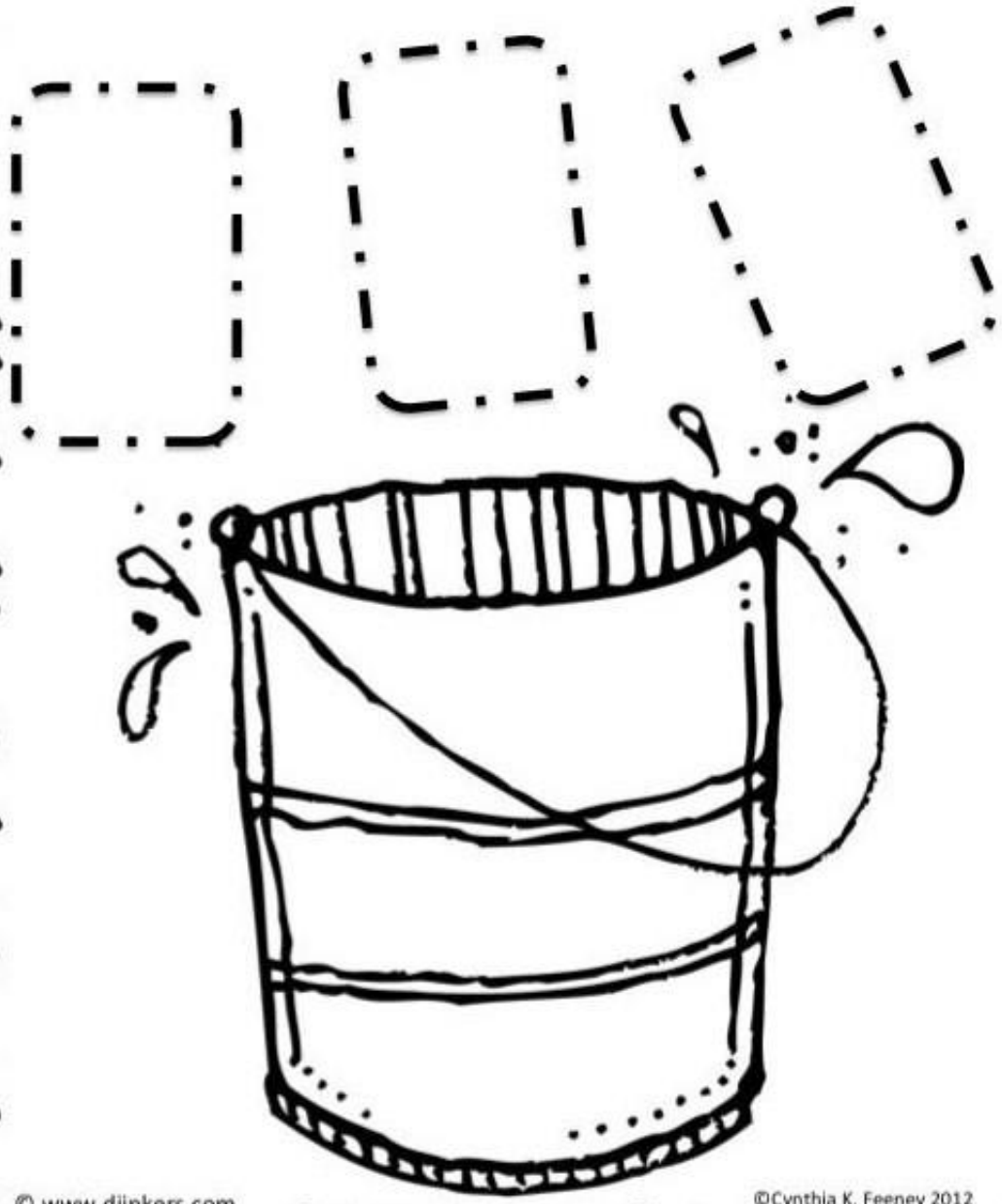
Materials:
• Four different versions of bingo sheets with different emotions (happy, sad, mad, surprised)
• Two dice
  ○ Animals: penguin, fish, elephant, lion, elephant, dog and cat
  ○ Emotions: happy, sad, mad, surprised, silly, sleepy
• Emotion stations for musical emotions: happy, sad, mad, surprised, silly, sleepy
• Heads up cards: happy, sad, mad, surprised, silly, sleepy
• Laptop/Projector to play YouTube song
 	
Reflection and notes for next time
 	
What went well: This lesson was the most fun out of all four lessons. The students really enjoyed dancing to the song and playing the games.
What we changed: We underestimated how long everything would take. We did not have time for the extra activity and we ran out of time during the stations so not every student got a turn in their second activity. The second time we taught the lesson we planned to shorten bingo and the YouTube song, however the transitions were much quicker the second time and no adjustment was needed. The first time we did not have enough bingo markers for everyone, the second time we got more. Something we would change if we did it again is separate the groups more during the stations activities, so the students could have more space to act.	

FEELINGS BINGO



My name is _____

I can be a bucket filler!



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References

Cain, J. (2000). *The Way I Feel.* Seattle, WA: Parenting Press, Inc.

McCloud, C., Lundgren, M., & Messing, D. (2006). *Have you filled a bucket today?: A guide to daily happiness for kids*. Northville, MI: Ferne Press.