

## ABC READER'S OUTLINE

*The Blue Day Book for Kids* By Bradley Greive

or

*Today I Feel Silly and Other Moods That Make My Day* by Jamie Lee Curtis

Topic	Details
Goals	<ol style="list-style-type: none"> <li>1. Empower students to practice specific skills they can use to influence things that happen to them.</li> <li>2. View disappointment and sadness as temporary and fixable states.</li> <li>3. Act and <i>switch directions</i> so that the outcome of their day is changed.</li> <li>4. Name feelings and notice the feelings of others.</li> <li>5. Learn ways to accept and deal with feelings.</li> </ol>
Preparing for Lesson (45 minutes)	<p><b>Review lesson plan, collect materials needed, and read the book at least once.</b></p> <p>Contact Teacher</p> <ul style="list-style-type: none"> <li>• <b>Welcome feedback from last lesson</b></li> <li>• Set time and date for next reading</li> </ul> <p>Prepare <b>Parent Letter</b></p> <ul style="list-style-type: none"> <li>• Make copies and sign parent letter for every child in classroom</li> <li>• Create a short personal email to send to every parent and attach parent letter (Send this out as soon as the classroom lesson is over.)</li> </ul>

Conversation  
Starters  
(5-7 minutes)

Have all students put on **nametags**

Ask the students about last month's book. (***Don't Laugh at Me***)

- Consider replaying the *Don't Laugh at Me* song.
- Consider telling a personal story about how you showed empathy to someone in need since the last class meeting.

Try ONE of these conversation starters.

1. Look at the **cover of the book**

- What does it tell you about this book?
- Tell students: Sometimes we feel happy and sometimes we feel sad. Both kinds of feelings are normal. Of course, we all enjoy good feelings, but some days we feel sad.

- Ask the students:

-What kinds of days do you have? (quiet, fun, calm, sad, exciting, lonely)

-Have you ever had a bad day when you felt sad or *blue*?

-How can you tell if someone you know is having a *blue day*, a good day or an OK day?

2. Ask students to take a **feeling pulse**.

- How are they feeling right now?
- Write it down on a paper or pair share with a partner.
- Have everyone stand up and do jumping jacks.
- Take your feeling pulse again.
- How do they feel? Discuss the results of doing a physical activity.

3. Feelings charades

- Act out some simple feelings. (happy, sad, confused, stressed, lonely)
- Use facial expressions as part of your role-play.
- Ask students to identify the feelings.

Introduction to Book  
and Reading  
(5-7 minutes)

Blue Day Book

- Fun animal photos will make students giggle and laugh.
- Make sure students can see every photo. (use document camera for upper grades or larger classes)
- Have the students look at the animal's body language in the story.

Today I Feel Silly

- Ask students to look closely at the faces and body language of each person in the illustrations.
- Have the children identify for you the emotions expressed on each page.
- You can make a list as they name them during the reading or during the questions.



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Discussion Questions  
(5-10 minutes  
depending on grade  
level)

### Blue Day Book

1. What does a *blue day* mean? How did the animals feel?
2. What causes a *blue day*?
3. Is it OK to have a *blue day*, once in a while?
4. What did you see some of our animal friends do to cheer themselves up? (Pg. 26)
  - Make a list of student responses.
5. When you feel a little *blue* or sad, what did you learn that you could do to *switch directions* and cheer yourself up? How can you be a *bucket filler* and cheer up a classmate/friend?

### Today I Feel Silly

1. On page 3, what does the word imagine mean?
2. When are some times that you're happy? How does it feel to be happy? (nice, good, excited, pleased, content)
3. Have you ever been sad? What are some things that make you sad? How does it feel to be sad? (Answers may include lonely, unhappy, blue, disappointed, down)
4. How does it feel to be angry? (Answers may include mad, grumpy, upset, furious, cranky)
5. How do you show that you are angry? What can you do when you get angry? (Identify your feeling by saying "It makes me angry when..." take deep breaths, walk away until you feel calmer.)
6. Can we always know how someone feels? If we don't, what can we do?
7. Why do we want to understand how other people feel? What are some times when people might want us to understand and care? Show Understand and Care Poster from website.

Group Activity  
Option 1:  
Recommended  
Grades: K-8  
(15 minutes)

### **Mood Meter**

#### Younger students

Materials: 1 large poster board with mood meter template drawn but blank (please see Mood Meter for Younger from website), a brad to connect the spinner.

- Have students brainstorm different feelings that can be put in the pie slices.
- You can fill in similar feelings in each slice. (i.e. angry, mad, frustrated in one slice)
- On the slice directly opposite, fill in ideas of what they can do to feel better.
- Mount the two headed arrow with the brad in the center of the circle.
- The arrow should point to both the mood and the corresponding activity.
- Post this in the classroom to be used as a tool for the rest of the year.

#### Older students (at least 15 minutes!)

Materials: Brads, scissors, and copies of the Blues Busters Mood Meter for each student. (see website)

- Practice making one of these at home so that you can help students.
- See activity below for ideas on brainstorming before you start.
- See Blues Buster Mood Meter on website for instructions on how to assemble meters.



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<p>Group Activity Option 2: Recommended Grades: 2-8 (15 minutes)</p>	<p><b>My Blue Day Tool Kit/ Feeling Tool Kit</b></p> <p>Materials:</p> <ul style="list-style-type: none"><li>• Colored paper and stapler for older students OR a pre-made copy of the “tool kit” booklet for each student (see My Feelings Toolkit on website for instructions for folding this simple book.)</li><li>• Fun singing and dancing music</li></ul> <p>Before you begin the project, brainstorm with students all the ways to improve a Blue Day</p> <ul style="list-style-type: none"><li>• Write some of the ideas on the board</li><li>• Categories may include:<ol style="list-style-type: none"><li>1. Quiet activities (bath, read, nap)</li><li>2. Physical activities (run, walk, jump rope, basketball)</li><li>3. Creative activities (paint, sing, play piano)</li><li>4. Talk it out (with a friend, parent, pet)</li></ol></li></ul> <p>Play the fun music. Have students title the book, “My Blue Day Tool Book”. Have the students complete the sentence, “I can _____” on each page. Illustrate each page. Have students pick different ideas from different categories. Students can keep these booklets in their desks and refer to them as needed.</p>
<p>Group Activity Option 3: Recommended Grades: 3-8 (10-15 minutes)</p>	<p><b>Fortune Tellers</b></p> <p>Materials: Copies of Fortune Teller Example for each student (from website) or blank paper for every student</p> <ul style="list-style-type: none"><li>• Decide in advance if students will make their own Fortune Tellers or use the Fortune Teller example</li><li>• Make a sample Fortune Teller before you get to class (see How to Make a Fortune Teller from website)</li><li>• Before students make fortune tellers, brainstorm ways to cure a blue day. See brainstorm tips from Group Activity Option 2 listed above.</li><li>• Have students make their own fortune teller either from the Fortune Teller example or the blank page.</li><li>• Have them pair share what they wrote with a partner and then give them time to play!</li></ul>

Three Minute Huddle  
(3 minutes)

1. Have students close their eyes and think for a minute about one thing they learned about how to turn a *blue day* into a *new day*.
2. Ask them to open their eyes and pair-share with someone sitting next to them. Ask two or three volunteers to share their ideas with the class.

***Today I Feel Silly...* by Jamie Lee Curtis**  
***The Blue Day Book for Kids* by Bradley Greive**  
**December 2016/January 2017**

Goals:

- Help students notice, name and understand their own emotions, and gain empathy for others.
- Empower students to practice specific skills they and use to influence their emotional responses (view disappointment and sadness as temporary and fixable states; use personal power to act and switch directions)

Both books showcase a variety of faces and body language cues, so make sure the kids can see the illustrations/pictures.

Expanding vocabulary of feeling words can help children voice their thoughts and emotions — a crucial skill in helping them get the attention and affection they need.

- Self-awareness
- Guide youth to cope with difficult emotions and their consequences (versus tuning-out to avoid pain, disappointment)
- See *handout*, “50 Words that Describe Feelings.”

Discussion after both books:

- Our moods change throughout the day, emotions are temporary.
- Feeling pleasant emotions helps us to plug in, refuel, and keep us energized. See *handout*, “Positive Feelings.”
- We need to be mindful that unpleasant emotions are also part of how we stay healthy and safe. Most importantly, unpleasant emotions are temporary.

Explain: “If you don’t like the way you are feeling, you have the power to change how you feel. You can also help a classmate/friend whose bucket may be feeling empty to remember these steps.”

- Accept and name your feelings. Say to yourself: “I am sad.” “I am scared.” “I am angry.” “I am embarrassed.”
- Remind yourself that this feeling is temporary. You will feel happy again. Look to caring peers and adults for support. Take steps to *put a lid on your bucket*. Do not allow yourself to *dip into your own bucket*. Use *positive self-talk* to remind yourself of the ways you have overcome difficult times in the past.
- Relax and take a time out before you act. Take slow deep breaths and relax all of the muscles in your body. Get ready to choose the way you respond.

- Think about ways to help move out of your mood. Use *positive self-talk* to help make a plan. Thinking helps you make positive decisions about how to *keep a lid on your bucket*.
- Do something to *switch directions* and change the way you feel. Take control of how you respond the feeling blue by doing something you enjoy. Talk to a caring adult or friend about how you feel, or play an active game (Physical activity releases endorphins that make you feel better!)
- Be there for a classmate needing support. *Filling buckets* is a great way to change a *blue* day to a great day. When you *fill the buckets* of others, your bucket fills, too! Talk, spend time, or interact with someone who is feeling *blue*. Help them *switch the direction* of their day. You can *fill their bucket*, and fill yours, too!

### Coping skills

Address the issue of finding the right ways to cope with your emotions.

What can you do?

- Take care of yourself: eat healthy food, sleep well
- Get help: talk to a friend, an adult you trust, get away from the problem
- Use a different part of your brain: read, write a story or poem, write in your journal
- Keep a positive attitude: make a list of things you like, focus on what you can control, say positive affirmations, use a stress ball, take 10 deep breaths, positive self talk
- Do things you enjoy: draw, laugh, sing, hang out with friends, play a game, watch a movie, paint, listen to music
- Exercise: take a walk, ride your bike, do yoga
- Perform a random act of kindness: helping others can shift our focus and make us feel better.

## “Showing our Feelings” Activity



## “Hula Hoop of Control” Activity

There are many experiences in life that we just can't control. But, we have lots of options for tapping into our *personal power* to *choose how we respond* to actions outside our control.

*Activity:* Use a hula hoop to help the class visualize things in their lives that they can control and things that are out of their control.

In advance, consult with the teacher and create index cards of class appropriate experiences; both those youth can and cannot control. Distribute the cards to pairs of students. For older students, add a blank card for them to share their own dilemma. Ask them to discuss and then place the cards inside or outside of the hula hoop.

Debrief with the group.

- Explore the cards inside the hula hoop. Encourage discussion/debate. Then, explore the cards outside the hula hoop.
- Which experiences were hard to place? Why?
- Are there experiences you wish were inside your hula hoop- but unfortunately are outside the hula hoop?
- How do you *notice, name and understand* your emotions and *choose to respond* in healthy ways to things you can control, and things you cannot control?



### “Pass The Face” Activity:

This activity is a great way to boost kids’ “empathic accuracy” and ability to respond to social cues.

See Materials on website: Feeling Flash Cards.

1. Circle up: Gather the group into a circle so everyone can see each other.
2. Instruct: Explain that one person will begin the game by choosing a feeling that they can express with their face. Students will only see the face once (when it is passed to them). Their turn to pass the face will be indicated by a gentle tap on the shoulder, at which point they should look up at the face and then pass it on to the next person. As each person “passes the face”, they should try to guess which feeling is being expressed—without saying it aloud.
3. Choose the first expression: Have all the participants close their eyes or look down so they cannot see you make the original facial expression. Choose the first feeling, make the face, and tap the person beside you on the shoulder to show them your facial expression. Quietly instruct them to mimic the face and pass it to the next person.
4. Name the expression: Once the last person has received the face, allow the group to guess which feeling was being portrayed. Play as many rounds as people want.
5. Debrief: What happened during the game? What skills did you use to play the game successfully? How can we use these skills in situations outside of the game?

Tip: Spend time before playing the game to brainstorm a list of “feeling words” that can be reinforced during the game.

### Inside Out Discussion

Video: <https://www.youtube.com/watch?v=kdhjztWMnVw>

"Inside Out" is a comedy-adventure film about Riley’s emotional interior, five key emotions keep battling to control her responses, via the "control panel" in her brain: Joy, Sadness, Fear, Anger and Disgust.

Sadness is a heroine in the film. She is a necessary and valuable part of Riley’s life, and integral to Riley making good decisions.

The movie stands in opposition to an entire culture that tells people that happiness is the highest, best and sometimes only permissible emotion, and that sadness is an obstacle to being happy, and that we should concentrate all of our emotional and cultural energy on trying to eradicate sadness so that everyone can be happy.

A big part of learning to listen to yourself is realizing that you shouldn't just listen to one emotion. It's possible to listen to two seemingly contradictory feelings, and you might draw a better conclusion as a result.

In the end, the movie tells us that it's normal for Riley to feel sad about relocating and losing her old friends, it's normal to feel angry about having no say in it, it's normal to feel fear when she contemplates her new present and her unknown future.

Use this film clip to discuss the importance of *Noticing*, *Naming*, *Understanding* and listening to our emotions. Excerpted from:

<http://www.rogerebert.com/mzs/in-praise-of-sadness-the-healing-insight-of- inside-outt>

# POSITIVE FEELINGS

## GOOD

Calm  
Peaceful  
At ease  
Comfortable  
Pleased  
Encouraged  
Clever  
Surprised  
Content  
Quiet  
Certain  
Relaxed  
Serene  
Free & Easy  
Bright  
Blessed  
Reassured  
Centered  
Content  
Fulfilled  
Mellow  
Relieved  
Satisfied  
Still  
Tranquil

## OPEN

Understanding  
Confident  
Reliable  
Easy  
Amazed  
Free  
Sympathetic  
Interested  
Satisfied  
Receptive  
Accepting  
Kind

## LOVE

Loving  
Considerate  
Affectionate

Sensitive  
Tender  
Devoted  
Attracted  
Passionate  
Admiration  
Warm  
Touched  
Sympathy  
Close Loved  
Comforted  
Drawn toward  
Friendly  
Open hearted

## STRONG

Impulsive  
Free  
Sure  
Certain  
Rebellious  
Unique  
Dynamic  
Tenacious  
Hardy

## CONFIDENT

Empowered  
Open  
Proud  
Safe  
Secure

## HAPPY

Great  
Joyous  
Lucky  
Fortunate  
Delighted  
Overjoyed  
Gleeful  
Thankful  
Important  
Festive

Ecstatic  
Satisfied  
Glad  
Cheerful  
Sunny  
Merry  
Elated  
Jubilant  
Joyful  
Amused  
Delighted  
Pleased  
Tickled

## INTERESTED

Concerned  
Affected  
Fascinated  
Intrigued  
Absorbed  
Inquisitive  
Nosy  
Snoopy  
Engrossed  
Curious

## POSITIVE

Eager  
Keen  
Earnest  
Intent  
Anxious  
Inspired  
Determined  
Excited  
Enthusiastic  
Bold  
Brave  
Daring  
Challenged  
Optimistic  
Re-enforced  
Confident  
Hopeful

## ENGAGED

Absorbed  
Alert  
Curious  
Engrossed  
Enchanted  
Entranced  
Fascinated  
Interested  
Intrigued  
Involved  
Stimulated

## ALIVE

Playful  
Courageous  
Energetic  
Liberated  
Optimistic  
Provocative  
Impulsive  
Free  
Frisky  
Animated  
Spirited  
Thrilled  
Wonderful

## HOPEFUL

Expectant  
Encouraged  
Optimistic

## GRATEFUL

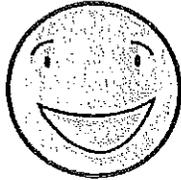
Appreciative  
Moved  
Thankful  
Touched

## INSPIRED

Amazed  
Awed  
Wonder



## 50 WORDS THAT DESCRIBE FEELINGS



happy  
excited  
eager  
joyful  
"on top of  
the world"

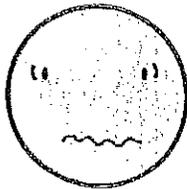
shy  
bashful  
helpless  
lonely  
unsure



sad  
"down"  
gloomy  
miserable  
tearful



confused  
puzzled  
mixed-up  
distracted  
tired



fidgety  
anxious  
tense  
worried  
restless

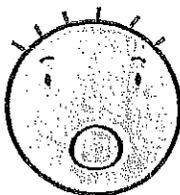
irritated  
mad  
angry  
upset  
furious



calm  
content  
satisfied  
proud  
relaxed



fearful  
embarrassed  
guilty  
self-conscious  
ashamed



surprised  
startled  
afraid  
shocked  
terrified

safe  
secure  
confident  
hopeful  
trusting

