



## Introduction

### Lesson Objectives:

Introduce the main FYBS characters, teach about different feelings and how we express them, and relate feelings to heaviness/lightness and different types of clouds.

### Learning Outcomes:

By the end of this lesson, kids will be able to identify different feelings they may have, how we express them, and how to relate our feelings to different types of clouds.

### Materials Needed:

- [Video](#)
- Laptop with Internet access
- Projector
- [Feelings Forecast](#)
- 6-8 heavier books per group of kids (any books will do, even imaginary ones!)

English materials are linked above. You can access materials and videos in Spanish on the [FYBS website](#).

### Time:

10-20 min

## Steps

### □ Introduce Intro: Feel Your Best Self (1 min)

- Start by sharing that you are going to watch a brief video that will teach kids something they can use to help them feel their best selves. You can use or revise this sample script to introduce the strategy:
- *Today we are going to be learning about how we feel our feelings in our bodies and a way to help us figure out how we're feeling. Learning this can help us deal with the feelings we all have throughout our lives. We're going to watch a video together and then talk about what we learned in the video as a group.*

### □ Show the Intro: Feel Your Best Self Video (5 min)

- This will require a computer, speakers, and a projector.

### □ Check for Understanding (3-5 min)

- Ask about events that occurred during the video. For example:
  - Who were the characters we met in the video?
  - What types of feelings are heavy?
    - When might you have heavy feelings?
    - What type of cloud looks like heavy feelings?
  - What types of feelings are light?
    - When have you felt those light feelings?
    - What type of cloud looks like light feelings?
  - What types of feelings are in the middle?
    - When have you felt those feelings in the middle?
    - What type of cloud looks like feelings in the middle?

### □ Practice Identifying Heavy and Light Feelings (5 min)

- Break kids into small groups, giving each group a pile of books.
  - You want the books to have some weight to them, so we recommend using thick chapter books, dictionaries, etc. You can also exaggerate what it feels like to hold (or not hold) the books to get the point across!
  - You can also opt not to use books and instead ask kids to pretend at each step, modeling what it looks like.
- Instruct one child to first hold all the books at once. Then, have them pass the pile to the next child, and so on.
- Ask kids to reflect on how it felt to hold the stack of books and what it looked like when each person held the books. Some guiding questions to ensure understanding might include:
  - Did anyone need to hunch over because the books were so heavy?
  - Was anyone looking down at the books because they were focused on not dropping them?
  - What types of feelings might make us look like we are holding a bunch of books, all hunched over and looking down?
    - Ex: mad, sad, worried

- Next, instruct kids to hold no books.
- Ask kids to reflect on how their bodies felt when they were not holding any books. Some guiding questions to ensure understanding might include:
  - Did their bodies feel lighter and more open?
  - What did other people look like when they weren't holding any books?
  - What types of feelings might make us look like we're not holding any books and can allow us to move our bodies however we want?
    - Ex: happy, joyful, excited
- Finally, instruct one child to first hold half of the books. Then, have them pass the pile to the next child, and so on.
- Ask kids to reflect on how it felt to hold just a few books and what it looked like when each person held the books. Some guiding questions to ensure understanding might include:
  - Did holding just a few books feel different than holding the whole pile or not holding any books?
    - Did it feel kind of in the middle?
  - What did other people look like when they were just holding a few books?
  - What types of feelings might make us look like we are holding just a few books?
    - Ex: at ease, calm, pleasant, just feeling fine
- **Review the Feelings Forecast (3-5 min)**
  - Display the Feelings Forecast.
  - Introduce each of the clouds as representing stormy feelings, regular or medium feelings (or ask kids what word they would use to describe the middle cloud!), and sunny feelings.
  - Introduce the feeling words associated with each cloud and those that fall in between clouds.
  - Connect this to the book activity by relating heavy feelings to stormy feelings, medium feelings to the middle cloud, and light feelings to sunny feelings.
  - Discuss how we can use strategies to shift our feelings.
    - For example, sometimes when skies are really stormy – maybe we're feeling angry or sad – it could be a good time to pick a strategy to shift toward a sunny cloud feeling. Or, if we're feeling really excited after recess, but it's time for math, we might need a strategy to shift to feeling focused.