

## Goals

- Affirm that it is important to express our feelings in positive ways
- Identify wrong (unhealthy) ways of expressing our feelings
- Identify and practice right (healthy) ways of expressing our feelings

## Needed

- Supervised play areas
- Feelings faces flash cards
- Group rules poster
- Happy/sad face masks
- *Optional:* Feelings faces poster
- Props for skit
- A large bag or box containing a telephone, paper and crayons, running shoes, a picture of someone getting a hug, a box of tissues, and a pillow (one box or bag per facilitator)
- Feelings journals
- Prayer notebook or prayer boxes
- Children's praise music tape and/or other music items
- Items for "David Talks to God" Bible story
- Joshua 1:9 poster
- Snacks or drinks
- Items for quiet games
- Story book
- Other: \_\_\_\_\_

# I Can Talk About My Feelings

## Preschool Session 4 Plan

Fill in the name of the person responsible for each activity and post this sheet in the room.

**Time:** \_\_\_\_\_

Greeter

Center #1: Free Play

Center #2: "Follow the Leader"

*Arrival and Play Centers (20 Minutes)*

**Time:** \_\_\_\_\_

Group Rules and "How Are You Today?"

"The Feelings Box"

*Circle Time (15 Minutes)*

**Time:** \_\_\_\_\_

Talk About It

Feelings Journals

Prayer Time

*Small Groups (25 Minutes)*

**Time:** \_\_\_\_\_

Regathering

"David Talks to God"

Memory Verse

Closing Prayer Huddle

*Bible Time and Closing Prayer Huddle (15 Minutes)*

**Time:** \_\_\_\_\_

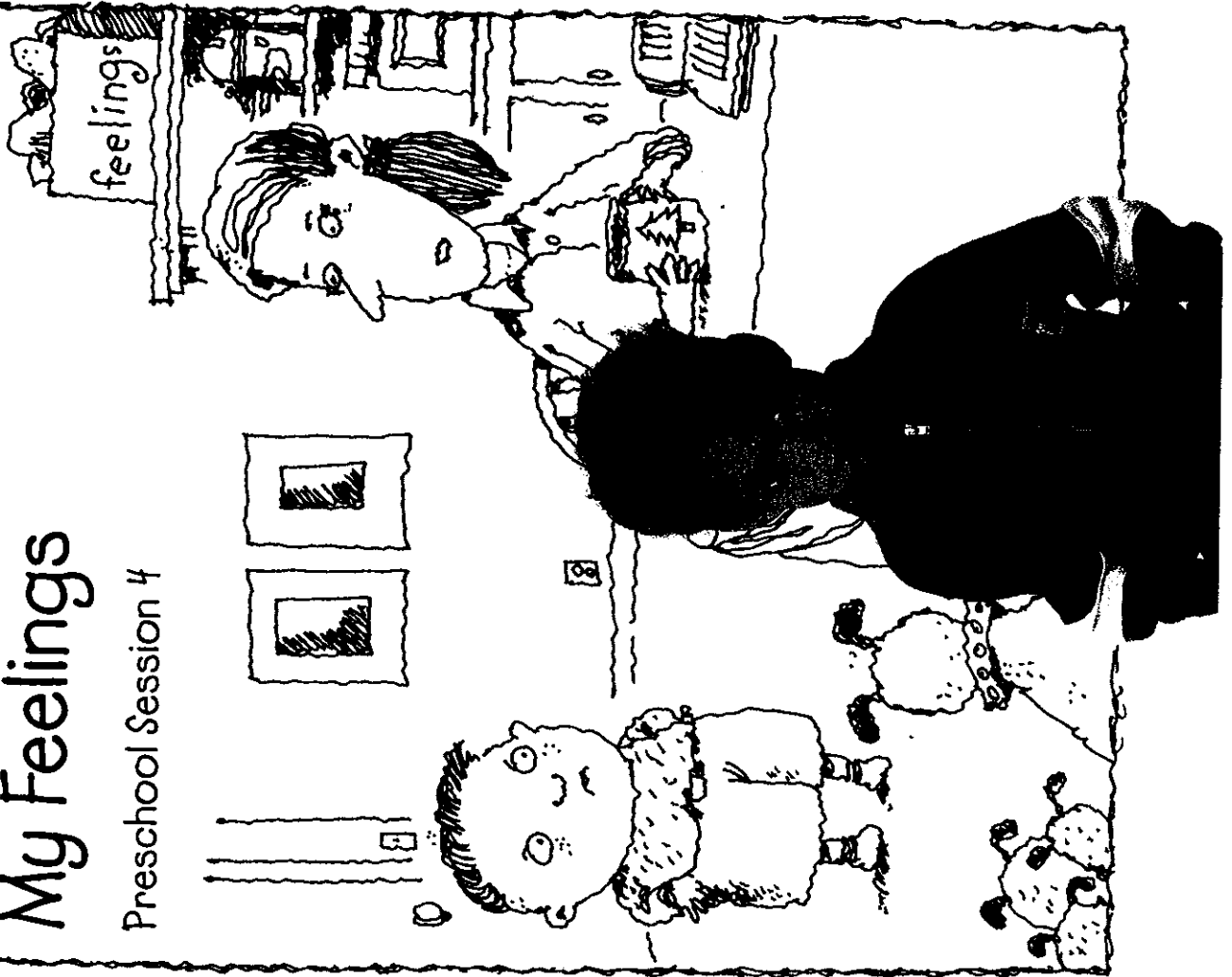
Snack

Quiet Games/Stories

*Snack and Quiet Games/Stories (15 Minutes)*

# I Can Talk About My Feelings

Preschool Session 4



## Opening Play Centers (20 Minutes)

### Center #1: Free Play

As in weeks past, offer several safe places around the room for kids to play.

### Center #2: "Follow the Leader"

When a number of kids have arrived, gather them together for a game of "Follow the Leader." To play this version, let kids take turns drawing one of the feelings faces flash cards and then leading the whole group in expressing that feeling. Have the kids use their whole bodies, and if possible, get them to move around the room while expressing the feeling. For example, if they are doing *happy*, they might skip around the room in a single-file line. If they are doing *shy*, they could lower their heads, clasp their hands in front of them, and "slink" around the room. Come up with other actions for the other feelings words.

## Circle Time (15 Minutes)

### Group Rules

Display your group rules poster from last session and remind kids how the group rules and the time-out system work.

### "How Are You Today?"

Invite the kids to use the happy/sad face masks (or feelings faces poster) to tell you how they are feeling today. Pass them around the circle and let everyone have a turn.

## "The Feelings Box"

Introduce the story (script is on page 59) by reminding the kids that we all have many kinds of feelings.

When something good happens, we feel happy. When someone is kind to us and takes care of us we feel love. When something scary happens we feel afraid. But even though we all feel the same things, we don't all do the same things. For instance, when I feel happy, I *(Facilitator finishes this by telling what she does when she feels happy. Ask kids to share different ways they express happiness. Repeat, using love, sad, afraid)*

Now let's watch a story about a boy who learned lots of great things to do when he was feeling angry.

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## Small Groups (25 Minutes)

### Talk About It

Use the following questions to discuss the story (use your feelings flash cards or feelings faces poster to help kids name the feelings):

*Why was Billy so angry? (Joshua called him a dumbhead)*

*Billy wanted to punch Joshua for calling him a name. Have you ever felt so angry you wanted to punch someone? (Let kids respond)*

*What did Billy do instead of punching Joshua? (Used crayons and paper from his feelings box to color his feelings)*

Bring to the group today your own feelings box (or bag). It should contain a pillow, a telephone, paper and crayons, a pair of running shoes, a box of tissues, and a picture of someone getting a hug. Place it in the middle of your group without opening it. Say:

**Billy had a special box to help him know what to do when he was feeling angry. I have a feelings box, too. It helps me know what to do when I'm feeling lots of different feelings. But before I show you what's in my box, who remembers the rule Billy's mom taught him about what not to do with your feelings?**

Review the rule:

**Never hurt someone else or yourself or break anything.**

**Now let's look in my box and see what things we can do.**

Pull each item out of the box and hand it to a child in your group. Get the kids to talk about what they could do with each item. Keep this moving quickly. Then read each sentence below, and ask the children to tell how they would feel in that situation, and how the items in their hands could be used in that situation:

**Someone hits you on the playground at preschool**

**Your mom and dad are fighting**

**You just got a brand new puppy**

### Feelings Journals

Give kids purchased notebooks containing blank (no lines) paper, or booklets made by stapling blank paper inside the feelings journal covers (page 61). Tell kids these are their journals and they can "write" anything they want to in them. Give them time to color a page as this week's entry into their feelings journal. They can

“write” about feeling happy, sad, or mad. As they work, ask each child what feeling they are writing about and why they chose that feeling. When the kids are finished, collect the journals. They will be used in the remaining sessions of this unit.

### Prayer Time

Conduct your prayer time as in weeks past. This week, ask God to help each child know the best thing to do when they are feeling sad, angry, lonely, or afraid.

### Memory Verse

Use your Joshua 1:9 poster to review the verse again this week. Review the motions the kids learned last week. If they are doing well, add more.

### Closing Prayer Huddle

Close your meeting as in weeks past. Use this prayer:

Dear God, thank You for loving me and giving me all my feelings! Amen!

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## Bible Time and Closing Prayer Huddle (15 Minutes)

### Regathering

As in weeks past, assign one facilitator to lead the kids in songs or an activity as they come back together again.

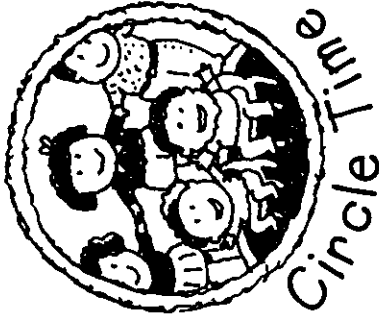
### “David Talks to God”

Present the Bible story (script is on page 60).

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## Snack and Quiet Games/Stories (15 Minutes)

Have ready a story book, short video, or coloring page to use after the snack and before parents arrive. The kids may enjoy coloring a picture or watching a video about the life of David.



## Characters

- Billy and his mom

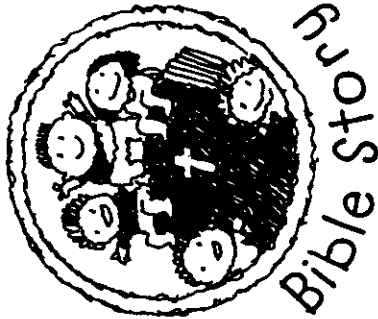
## Needed

- A box containing paper and crayons, a pair of running shoes, a box of tissues, and a telephone

# The Feelings Box

Mom is standing center stage, pretending to iron a shirt or make dinner. Billy is offstage.

- Billy** *(Runs in, very upset)* Mom! Do you know what happened? Joshua is so dumb! I don't ever want to play with him again! He cheated and then called me "stupid dumbhead." I'm not a stupid dumbhead. He is!
- Mom** Whoa, slow down, Billy. You're very angry, aren't you?
- Billy** Yes! Wouldn't you be if Joshua called you "stupid dumbhead?" I'm gonna go find him right now and punch his lights out!
- Mom** Wait a minute, cowboy. Let's think about what to do when you feel angry. What's the rule?
- Billy** *(Sighs loudly and recites the rule in a sing-song manner. He's obviously been through this before)* "It's never OK to hurt someone or myself or break things." But Mom, he deserves it!
- Mom** Why don't you go get out your feelings box and choose something there to help you? Go on.
- Billy** OK. *(Mom exits. Billy picks up his feelings box and sits down in front of the kids. He opens the box and pulls each thing out one at a time, names it, and says what he could do with it. For example, "Here are my running shoes—I could go run around the block until I feel better." "Here are my crayons and paper—I could draw how I'm feeling.")* I think I'll draw how I'm feeling about Billy. He's not very nice and this is how I feel about him! *(Uses dark colors and scribbles with big strokes as if he's angry. His artwork fills the whole page. When done, it's obvious his energy is spent)* Wow! Guess I was pretty angry! I wonder if Joshua wants to play some more? *(Exits)*



### Characters

- David

### Needed

- Biblical costume for David
- Confident Kids Psalm 1 written on poster board
- Confident Kids feelings journal

# David Talks to God

David enters and greets kids. He is carrying a feelings journal and a poster with Confident Kids Psalm 1 (see script) written out.

David

Wow! This is really good stuff! Now you're starting to express your feelings like I do! Whenever I'm feeling sad or mad or glad, I get out my pen and paper and write a poem to the Lord! And if that's not enough, I put it to music and sing it to the Lord! And if that's still not enough, I dance before the Lord! I've written a lot of songs and poems to God. They're in the Bible, in a book called Psalms. Can you say Psalms? (*Let kids try*) Good! That's another name for songs to God—Psalms!

Well, today I thought maybe you would all help me write another Psalm to the Lord. (*Display poster and read it to the kids, asking them to suggest words to fill in the blanks. Repeat it often, and have the kids say it with you so they get to know it*)

### Confident Kids Psalm 1

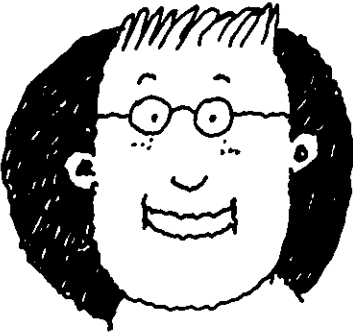
O Lord, You are my friend (*Insert a picture of Jesus with children to represent the word "friend"*) and my helper. (*Insert a picture of Jesus helping someone to represent the word "helper"*)

You understand all my feelings. When I feel \_\_\_\_\_, (*Write in the word of their choice and draw a feelings face to represent it*) You help me \_\_\_\_\_ . (*Insert word and simple picture that fits [e.g., "When I feel angry you help me feel calm." "When I feel sad you help me feel better."]*)

And when I feel \_\_\_\_\_, You help me \_\_\_\_\_.

O Lord, You are my friend and my helper.

Good job! Keep sharing your feelings with God, OK? Good-bye! (*Exits*)



# My Feelings Journal

Name \_\_\_\_\_

