



**MENTAL
WELLNESS**

Topic: Emotions

LESSON ONE

 TARGET GROUP: K2 students

 DURATION: 30 to 40 minutes

Learning Objectives

After completing the lesson, students will be able to:

- ✓ Identify six basic emotions : happiness, sadness, anger, disgust, surprise, fear
- ✓ Better express and manage his emotions

Suggested Activity 1: HOW DO YOU FEEL?

Materials Needed

- A picture book with a character(s) going through different emotions
Example: Colin Loses His Cool – Produced by the Health Promotion Board (available for all pre-schools)
- Large sheet of paper or whiteboard
- Markers

Instructions

1. Narrate the book to the students and ask the following questions:
 - How is (character's name) feeling? How do you know?
 - Why does (character's name) feel this way?

★ Children need to be able to identify, express and manage their own feelings.

When a child can handle unpleasant feelings during a stressful situation, he is more equipped to think clearly and make better decisions.

2. Encourage students to label their own emotions

- Has anyone ever felt this way before?
- What did you do to make yourself feel better?

I/the character felt _____ [emotion word e.g. angry, sad] _____
because _____ [explain reason] _____

Suggested Activity 2: GUESS HOW I FEEL!

Materials Needed

- Emotion word cards (see Placard 2A)
- A large piece of paper or a whiteboard
- Markers
- Optional: To make the activity more challenging, teachers can create more word cards with the following emotions:

Excited Proud Jealous Nervous

Instructions

1. Select two students to choose an emotion word card from the box and act it out. They can do so either through facial expressions or a scene that makes them feel that way.
2. The rest of the class will guess the emotion that is being expressed.
3. Encourage the class to provide solutions on managing the particular emotion.
4. Write down the solutions provided on a large piece of paper.
5. Encourage students to refer to the paper for ideas on how to make themselves feel better the next time they feel angry, sad and etc.

★ Pointers for parents

- The children learnt to identify different emotions such as happiness, sadness, anger, disgust, surprise and fear.
- It is important for children to label and express their feelings as this helps in their emotional development. This will help them better manage and cope with the different types of emotions that they may experience in future.
- Parents can also create a "Feelings Diary" with your child to explore the various emotions that they face.
- For more tips and ideas, parents can visit www.coloursofthemind.sg

Extended Activity

For Schools

1. Create a poster of different facial expressions
 - i. Get students to cut out pictures of faces with different emotions and label them with the emotion word cards.
 - ii. This will allow students to identify different facial expressions, and understand that different people may express their emotions differently.
2. Prepare your class for their upcoming transition to Primary One

The transition into Primary One will require students to adapt to a new environment. This can be stressful and overwhelming for some.

 - i. Talk to the students about Primary school using the **"Colin Cool Goes To School"** book. Please contact a Health Promotion Board coordinator if your school requires an additional copy of this book.

Teacher to include the following in Pointers to parents:

Instructions for Creating a "Feeling Diary"


1. Decorate the cover of a notebook with your child and label it "My Feelings Diary"
2. Ask your child about his day and how he felt.
3. Encourage your child to draw the relevant facial expression and write the down the emotion word (happy, sad, angry etc).
4. Encourage your child to share what he did thereafter to make himself feel better. You may want to help your child explore various options too.

If your child does not feel like talking on a particular day, you may encourage him to write it down in this diary and share it with you. This activity will also allow parents to better understand your child's emotional triggers and his/her reactions.

Topic: Resolving Disagreements

LESSON TWO

 TARGET GROUP: K2 students

 DURATION: 30 to 40 minutes

Learning Objectives

After completing the lesson, students will be able to:

- ✓ Understand that people may perceive events differently
- ✓ Look for helpful solutions together with a teacher

Suggested Activity 1: DO YOU SEE WHAT I SEE?

Materials Needed

- A large sheet of paper or a whiteboard
- Markers
- An optical illusion image (see Placard 2B)

Instructions

1. Show the class Placard 2B, an optical illusion image.
2. Ask the students for what they see in the picture. Write it down.
3. Get volunteers to point out the two images to the rest of the class.
4. Explain that:
 - Both answers are correct. It can be both a duck or a rabbit.
 - It is normal for us to see things differently sometimes. There is no right or wrong.
 - Quarrels may occur when we see a situation differently from our friends.

- ☆ Disagreements occur when children are not empowered with perspective-taking skills and problem-solving skills

When a child is able to identify the factors that contribute to the disagreement, he will be able to better cope with unpleasant feelings experienced and think of solutions.

Suggested Activity 2: **ACT THIS OUT!**

Materials Needed

- A toy
- A large sheet of paper or a whiteboard
- Markers

Instructions

1. Select two volunteers to role play the following story.

John takes a toy from the container. He puts it on the floor and goes to the shelf to take a wooden block.

Mark comes along and sees the toy lying on the floor. He takes it to play.

John returns and sees Mark playing with his toy. He gets angry with Mark for taking away his toy without asking. The two boys argue about who took the toy first.

2. Ask the students the following questions.

- a) Why do you think Mark took the toy?
- b) How do you think John feels? What about Mark? Why do you think they feel this way?

John feels _____ [emotion word] _____ because _____
[explain reason e.g. he took my toy without asking] _____

3. Ask the students for ways to solve this problem. Write it down.

- Apologise sincerely for the misunderstanding
[Apologise] I am sorry.
[Explain why you are sorry] I didn't know that you still needed the car.
- Ask politely for the toy to be returned: "May I have my toy back please?"

- Invite the friend to play together: "Would you like to play with the toy together?"
- Take turns to play: "When John is playing with the toy, I can say, 'Can I have a turn, please?'"

4. Select another two volunteers to role play the story again with the solutions provided.

Extended Activity

For Schools

1. Leverage on disagreements as a teachable moment.

When a disagreement arises in class, remind the students about the role-play involving John and Mark. Discuss why this disagreement may have arisen, and explore the possible solutions.

2. Play games that require turn-taking

Example: Building block towers where each child gets a turn to place a block on the tower.

Conflicts often arise when a child does not wait for his turn, or loses the game unintentionally (e.g. causing the block tower to collapse).

For Parents

There are many great learning opportunities at home!

1. Play games that require patience and turn-taking

i. Examples include piecing a jigsaw puzzle or playing board games. Such games require your child to practice turn-taking and the proper emotional expression. Some emotions experienced may include frustration at having to wait, or losing the game.

ii. Praise your child when he is patient and waits for his turn.

2. Find out how your child interacts with his friends

iii. Ask your child if he has labelled a friend with negative terms such as "stupid", "ugly" or said "I hate him!"

iv. Ask your child how he would feel if others had treated him similarly.

v. Encourage your child to explore how he can be a nicer friend in future. For example, no name-calling, playing together politely at school.

★ Pointers for parents

• Through role playing in class today, the children learnt that people may perceive things differently. They explored various solutions to solve simple disagreements. Help your child practise this at home through the following tips:

• Guide him to label and express his emotions. (e.g. 'you seem to be angry and a little sad that you can't join in their game.')

• Ask guiding questions to help your child come up with solutions.

– How do you feel?
Why do you feel that way?

– How do you think the other person is feeling? Why do you think he feels this way?

– What can you do to make things better?"

• For more tips and ideas, parents can visit www.coloursofthemind.sg

Take Home Activity

Here are some common scenarios that your child may face. Discuss them with your child, and write down all the possible helpful ways he may react in the space provided.



**A classmate takes your toy without asking while you were playing with it.
What can you do next?**

**Write one possible solution/
reaction to this scenario**



**A classmate accidentally dirties your clothes while playing!
What can you do next?**

**Write one possible solution/
reaction to this scenario**