



Health

# Feelings

Review



## For Junior Primary

## Contents

Feelings 1.....	Page 3
Feelings 2 .....	Page 4
Feeling Angry .....	Page 5
Feeling Happy.....	Page 6
People Can Make You Happy.....	Page 7
Feeling Sad And Scared.....	Page 8
Body Language.....	Page 9
Other People's Feelings .....	Page 10
That Gut Feeling .....	Page 11
Emoti-Cards .....	Page 12
Answers.....	Page 13

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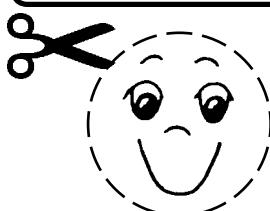
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Everyone has feelings. Some things might make us feel angry, happy, scared or sad.

- Cut and paste the faces at the bottom of the page to show the emotions of each pictured child. Talk about what is making each child feel this way with a friend.

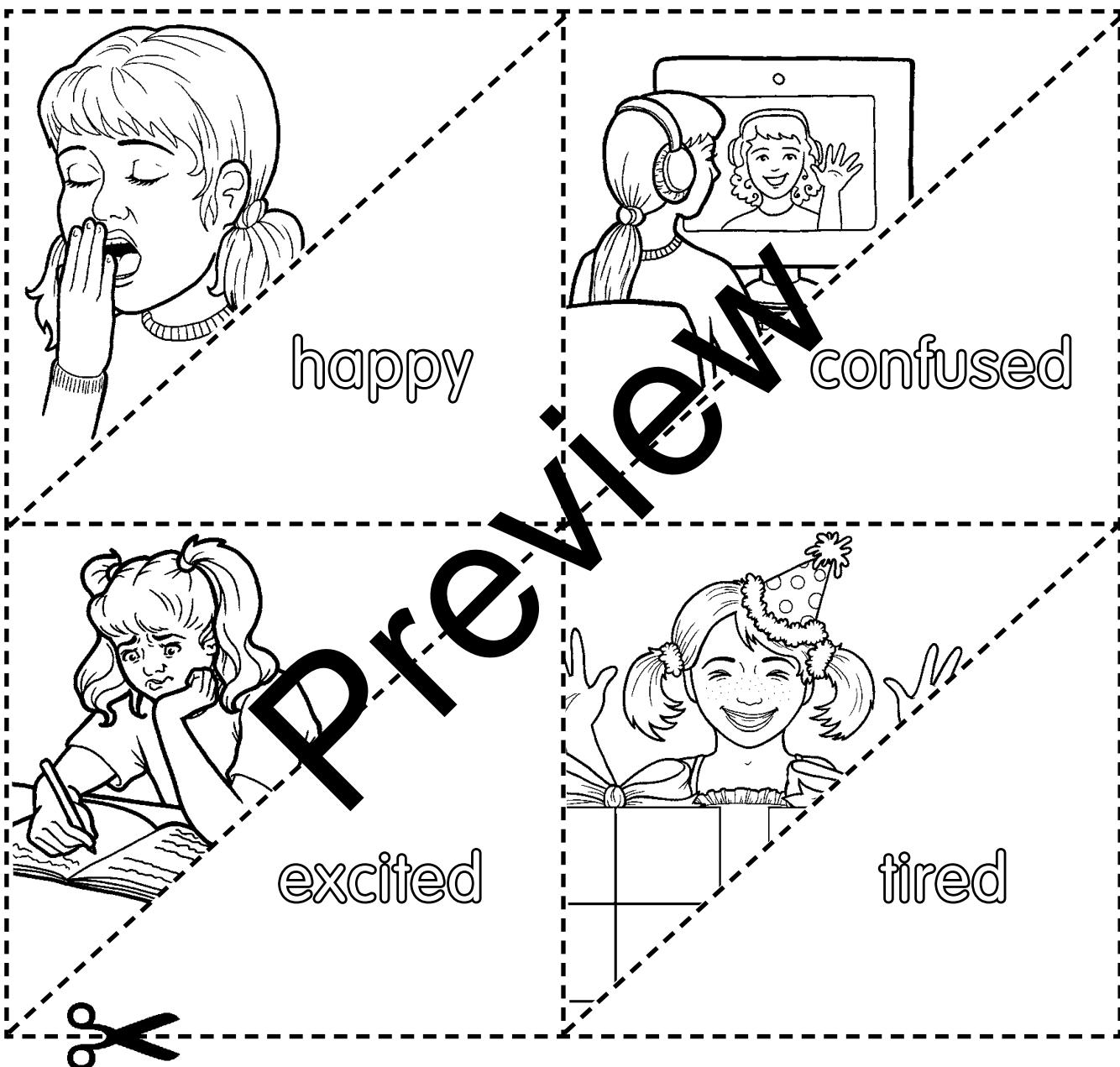


## Activity

## Feelings 2

Everyone has feelings. Some things might make us feel excited, confused or tired.

- Cut out the triangles and shuffle to match the words to the emotions. Say what might be making each child feel this way.



## Question

- When have you felt confused?

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Everyone has feelings. Some things might make us feel angry.  
We can do things to stop us feeling angry.

One thing that makes me angry at home is:

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One thing that makes me angry at school is:

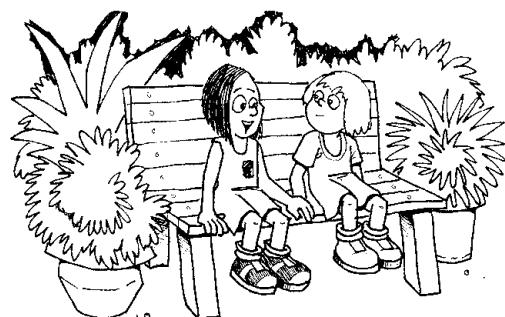
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When I am angry I should: (use a highlighter)

- cry
- scream at someone
- throw something
- go for a run
- go for a walk
- breathe deeply
- slam a door
- tell someone
- go to my room
- ride my bike
- shout
- bounce on a trampoline
- go to my special place

- play with a special toy
- get a drink
- get something to eat
- play with Playdoh
- play in the sand pit
- spend time with a pet
- blame someone



**Activity****Feeling Happy**

Everyone has feelings. Some things might make us feel happy.  
We show that we are happy through actions and words.

- Complete the sentence and draw a picture to match.

One thing that makes me happy is:

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- Circle what you might do to show that you are happy.

● smile

● frown

● skip

● slam doors

● laugh

● stamp feet

● cry

● cheer

● clap

● jump

● whistle

● hum



- Say why you think this little girl is happy.

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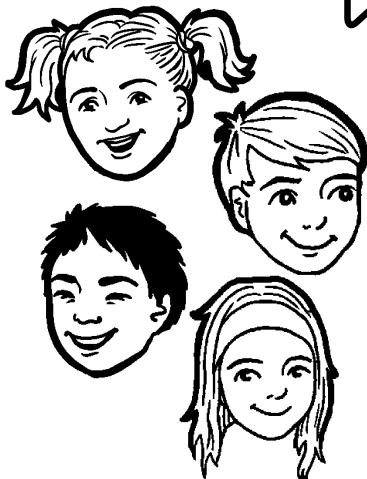


**Activity****People Can Make You Happy**

Like other feelings, happiness comes and goes. Enjoy it when it is with you and look for ways to make yourself feel happy again. People's reactions to situations can make you happy.

- Complete the survey below to find out how people's reactions make your classmates happy. Your friends must choose their top three things. Use tally marks to record their responses and add them up at the end.

Things that make me feel happy are...	Tally	Total
1. when someone tells a joke to cheer me up.		
2. when my friend gives me a hug.		
3. when my mum makes my favourite food.		
4. when my sister/brother shares her/his toys.		
5. when the teacher tells me that I have done something well.		
6. when I fall down and my friend helps me up.		
7. when someone asks me to join in a game.		
8. when someone sticks up for me.		
9. when I get invited to a birthday party.		
10. when I get a special award at school.		

**Results**

The top three things that make my classmates happy are:

The top three things that make me happy are:

Everyone has feelings. Some things might make us feel sad or scared.

- A sad thing that happened to me was:

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- A few things that frighten me are:

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- Discuss with a friend.

a. Why is this little girl feeling scared?

b. What tells you she is feeling scared?

c. What could she do to stop feeling scared?



- Discuss with a friend.

a. Why is this little girl feeling sad?

b. What tells you she is feeling sad?

c. What could she do to make herself feel better?



## Activity

## Body Language

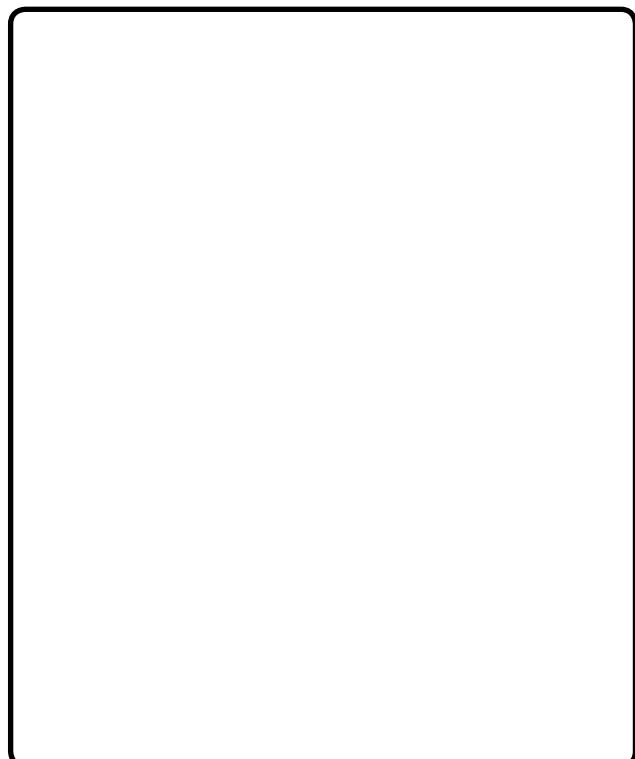
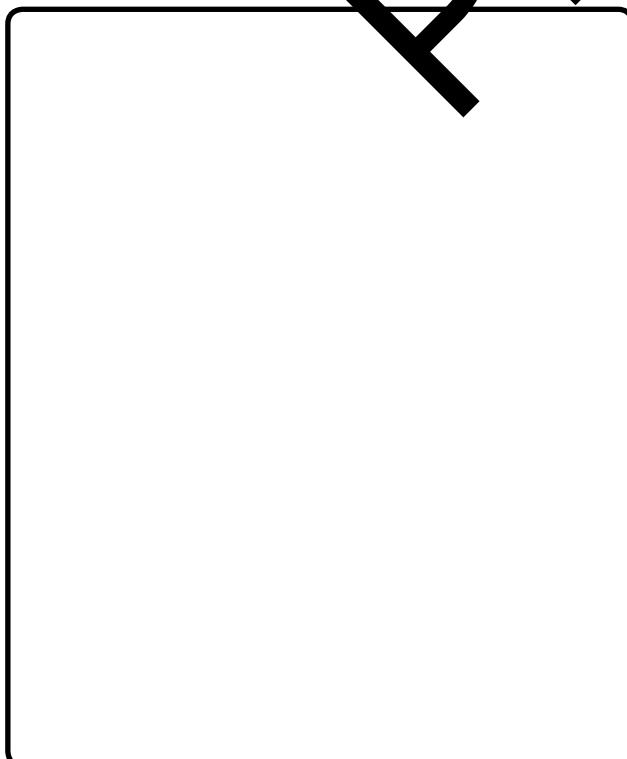
We don't have to say anything sometimes to let others know how we are feeling. Our body language can give it away.

- Match the body language to the feelings. Colour any that you have felt today.

angry   sad   excited   scared   nervous



- Draw two full-length pictures of yourself displaying two different emotions. Choose different feelings than the ones written above.



Thinking about other people's feelings and helping them to feel better about themselves is the right thing to do.

- Say how the children in the pictures must be feeling, then write how you can make these children feel better about themselves.

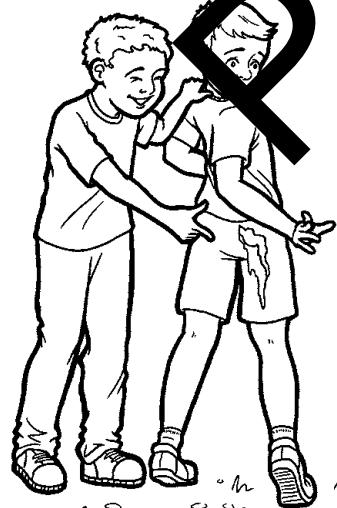
**1**

Solution: \_\_\_\_\_  
\_\_\_\_\_

**2**

Solution: \_\_\_\_\_  
\_\_\_\_\_

**review**

**3**

Solution: \_\_\_\_\_  
\_\_\_\_\_

**4**

Solution: \_\_\_\_\_  
\_\_\_\_\_

- On the back of this sheet draw or write down a problem. Swap sheets with a partner and suggest a possible solution.

How we feel makes our body react in different ways. It is important to tune in to your body so that you can understand what it is telling you about different situations. Then you can do something about it!

Draw or write how your body reacts in each of the situations below.

**1** You have a big race to run.

**2** You missed the bus.

**3** It's your birthday.

**4** Your friend is sad.

## Activity

## Emoti-Cards

- Cut out these cards and keep them together in a safe place. If ever you finish your work early, select one to complete independently.

Make an angry face. Write a story about when you felt angry. Explain how you managed your anger.

Make a sad face. Write a story about when you felt sad. Explain how you turned your frown upside down to make yourself feel better.

What emotion might you be feeling if your body begins to feel hot and you sweat. Find out why we sweat and write about it.

Make an excited face. List some events throughout the year that have made you feel excited.

Make a worried face. Write about a character from a book that you have read or a movie that you have seen who feels worried. You could give more than one example.

Make a list of all the things that make you feel scared. Illustrate one thing on your list.

Write down what your body feels like when it is tired. Find out why we yawn and write this information down.

If you feel embarrassed what happens to your cheeks? Find out why this happens and write it down.

If you feel nervous what happens to your heart? Find out why this happens and write it down.

It is easy to get confused. List how people might get confused.



## Answers

### Page 3

The boy in the first picture is feeling sad because his dog is injured. The boy in the second picture is angry because he has dropped his ice-cream. (This is a good opportunity to discuss how the boy could manage his anger and stop himself from feeling angry for a long time. E.g. taking a deep breath, counting to ten, focusing on something else to take his mind off the ice-cream, thinking of something worse that could have happened, trying to see the funny side, talking about what has happened to somebody else, trying to fix the problem - cleaning up the ice-cream and asking for another one.) The boy is feeling scared because he is afraid of the dog. The little girl is happy because it is her birthday.

### Page 4

The student may be feeling tired because she didn't get enough sleep, unhealthy diet, feeling unwell, etc.).

The student might be feeling happy because she is Skyping a friend that she may have not seen for sometime. The student may be feeling confused because she is not able to complete a set task or problem given at school. The student might be feeling excited because it looks like it is her birthday and she has received a gift.

Share students' stories about when they have felt confused. Discuss what they should do if they ever feel confused (ask a teacher/adult/friend, check the information/instructions again, etc.). Students might represent their example by drawing a picture on the back of the sheet.

### Page 5

Possible things that trigger anger at home: being teased or annoyed by a sibling, having to do chores, not winning a game, not being able to find something, getting into trouble, etc.

Possible things that trigger anger at school: not being able to understand work, being teased by peers, losing a personal item, not being chosen on a team, being left out on the playground.

Anger is a common feeling felt by younger children and it is important that they learn to express and manage their anger in socially

acceptable ways. Not getting enough sleep coupled with a poor diet can cause children to be angry at things that other days they would not normally be bothered by. It is important that children are aware of this. Discuss appropriate and inappropriate ways to deal with anger by reading through the list together on the activity sheet. Students may be able to add to the list and share their strategies for reducing their feelings of anger.

### Page 8

a.) The little girl is feeling scared because she is watching a television program that is scaring her. b.) Her body language tells us she is scared - her knees are drawn up to her body and she is pulling the blanket towards her face. c.) She could turn the television off or change the channel; she could talk about what she has just seen on the T.V. with an adult; she could do another activity to take her mind off the program. a.) The little girl is feeling sad because she feels sorry for the bird which has died. b.) Her body language tells us she is feeling sad - she is frowning and picking up the bird with both hands, she is looking directly at the bird. c.) Tell somebody, bury the bird, involve herself in an activity which takes her mind off the bird.

### Page 9

1) The children are feeling determined; possessive; angry; selfish. 2) The children not playing the game are feeling bored; left out; sad. The child playing the game is self-absorbed and feeling happy. 3) The boy with the marked pants is feeling embarrassed; shocked; humiliated. The boy next to him is feeling amused. 4) The girl with 10/10 is feeling superior. The boy with 0/10 is feeling inferior; sad; disappointed.