

Feelings

5th Grade Girls
Unit 1: Feelings
Session 1: My Feelings

Supplies:

- Post-it notes
- Envelopes
- Index cards
- Blank 8x11 papers
- An 8 X 11 sheet of paper

Supplementary Materials & Preparation:

- N/A

Attachments:

- Give That Face A Feeling - handout
- Give That Face A Feeling - teacher resource
- Situations: What Do You Feel? - worksheet
- My Thoughts and Feelings - homework sheet

Objectives:

By the end of the session, students will be able to do the following:

- Define the word feelings
- Identify three examples of comfortable feelings
- Identify three examples of uncomfortable feelings
- Explain the connection between our thoughts and our feelings



Introduction:

Distribute the "Give That Face A Feeling" handout (Attachment A) to students. Tell students to label each face with an emotion. If they cannot think of an emotion, they can skip that face. Allow three to four minutes for this. Go around the room and have students volunteer one example of a face and the emotion they associated with that face. After all of the faces have been associated with emotions, use the "Give That Face A Feeling" teacher resource (Attachment B) and tell them which emotion is intended to go with each face.

Because feelings are natural parts of our minds and bodies, they are neither "bad" nor "good."

Procedures & Activities:

Step 1:

Discuss the idea of feelings with students. Use the following talking points:

- What is a feeling? (Give students a chance to answer the question).
- A feeling is an emotional reaction inside your body. It is something inside of you that tells you what is going on in your head and in your heart.
- Because feelings are natural parts of our minds and bodies, they are neither "bad" nor "good."
- Some feelings like happiness, excitement, and confidence might be very nice and comfortable. Other feelings like anger, loneliness, and sadness can be uncomfortable.
- Sometimes we can feel two feelings at once. • It is important for you to be able to know what you are feeling so that you can understand your reactions to what goes on around you.
- It is important for you to be able to express your feelings, to help you understand them (even simply writing down what you are feeling can help), and to help you communicate them to trusted people who can help you. Some people may think it is smarter and stronger to keep feelings always hidden and never express them, but they are wrong. Expressing feelings helps, and we even find one of the strongest people in our history, Dovid Hamelech, writing and expressing many emotions throughout Tehilim. He was a strong warrior, and a king, but he took the time to understand and express his feelings.

Step 2:

Pass out the "Situations: What Do You Feel?" worksheet (Attachment C). Allow students two to three minutes to complete the worksheet.

Step 3:

Tell students to pair-share their answers with a partner. Instruct them to pay attention to any differences they may have in their answers. For example, one student may feel excited that she earned a 100% on her math test, and another student might feel relieved. Remind students that people can feel different feelings about the same event.

Step 4:

Pass out a piece of paper and tell students to fold the paper so that there are four squares.

Tell students the following:

Sometimes in order to understand what we are feeling, we need to take the time and consider what we are thinking. Our thoughts can definitely affect how we feel. For example, if you trip on your shoelace in class, and you think to yourself "Oh no! I almost fell. I looked so clumsy. I bet everyone is laughing at me," chances are you feel embarrassed. Suppose, however, that when you tripped you thought, "Phew! It is a really good thing I did not just hurt myself," you will feel thankful and relieved.

For this activity, close your eyes. You can rest your head on your desk if you would like. I want you to imagine yourself in this story. Try your best to notice the thoughts and feelings that you have as you imagine what is happening in the story.

Imagine that you have invited your new friend from school over for a Shabbos afternoon. You are so excited because she is your new friend, and you really enjoy hanging out with her in school. Plus, she is really good at this new game you just got, and you cannot wait to try it out with her. Shabbos afternoons can be long, and you cannot wait to play your new game and have an amazing Shabbos party. You rush to finish your Shabbos seuda, and you even ask your mother if you can bentsh early so that you can watch from the door to see when your friend comes. You wait for a long time. Your little sister asks if you will play a game with her. Your friend never shows up.

Now write down all of your thoughts and feelings about the story. In the top left box of the paper in front of you, write your thoughts; in the top right box, write your feelings. You can also draw what you feel.



Now I am going to tell the story again, and again I want you to imagine yourself as if you are in the story. Imagine that you have invited your new friend from school over for a Shabbos afternoon. You are so excited because she is your new friend, and you really enjoy hanging out with her in school. Shabbos afternoons can be long, and you cannot wait to play your new game with her and have an amazing Shabbos party. You rush to finish your Shabbos seuda, and even ask your mother if you can bentch early so you can watch from the door to see when your friend comes. You wait for a long time. Your little sister asks if you will play a game with her. Your friend never shows up. Just then, your mother comes by and asks, "Did you forget that your friend said she could not make it this shabbos? Remember, she is coming next Shabbos."

Now in the bottom left box, write your thoughts; in the bottom right box, write your feelings. You can also draw what you feel.

Step 5:

Ask for students to volunteer their responses to both stories. Show them the connection between what they thought and how they felt.

Summary:

Review the main ideas of the session:

Today we talked about our feelings. Some feelings like happiness and excitement are comfortable, and some feelings like anger and sadness can feel uncomfortable. What we think has a big impact on how we feel. Our feelings help us understand what is going on around us. We need to take the time and pay attention to both our thoughts and our feelings. Use the homework sheet as a way to practice.

Homework:

Distribute the "My Thoughts and Feelings" (Attachment D). Review the directions and answer any questions the students may have about completing the assignment.



Attachment A

"Give That Face A Feeling"





Attachment B

"Give That Face A Feeling"

Answer Key



Happy



Angry



Sad



Frustrated



Sneaky



Scared



Surprised



Shy



Bossy



Sleepy



Embarrassed



Mean



Proud



Nervous



Silly



Disappointed



Confused



Impatient



Curious



Kind



Obnoxious



Excited



Grumpy



Attachment C

"Situations: What Do You Feel?"

1. You earned a 100% on your math test.
You feel:

2. You lost your gold earrings.
You feel:

3. Your family won a free trip to Eretz Yisroel.
You feel:

4. Your friend said she does not like your new haircut.
You feel:

5. A classmate pushes you out of line during lunch.
You feel:

6. All of your friends are going away for vacation, and your family is staying home.
You feel:

7. Your parents are going away for the weekend, and are staying with your grandparents.
You feel:

8. You get blamed at home for something you did not do.
You feel:

9. Your sibling tells your parents that you were playing a game instead of doing your homework.
You feel:

10. You just got glasses and are about to go to school wearing them for the first time.
You feel:



Attachment D

"My Thoughts and Feelings"

Directions:

Note five situations during the week when you are able to recognize a feeling. Write down the situation and the feeling(s) that you experienced during it.

Example:

Situation: *My mother told me that I could not play outside with my friends until my report was finished, even though it was not due for another three days.*

Thoughts: *This is so unfair!*

Feeling: *Anger*

1. Situation: _____

Thoughts: _____

Feeling: _____

2. Situation: _____

Thoughts: _____

Feeling: _____

3. Situation: _____

Thoughts: _____

Feeling: _____

4. Situation: _____

Thoughts: _____

Feeling: _____

5. Situation: _____

Thoughts: _____

Feeling: _____

6. Situation: _____

Thoughts: _____

Feeling: _____

Feelings

5th Grade Girls
Unit 1: Feelings
Session 2: Think. Feel. Do

Supplies:

- Envelopes (1 envelope per group)
- Index cards with "Feeling Words" (see Attachment A) written on them.

Supplementary Materials & Preparation:

- Write "Feeling Words" (Attachment A) on index cards (at least 12 cards per group).

Attachments:

- A. Feeling Words – teacher resource
- B. Avigayil's Story – handout

Objectives:

By the end of the session, students will be able to do the following:

- Understand the relationship between thoughts, feelings and behaviors
- Know the difference between effective/helpful behavior and ineffective/unhelpful behavior
- List two ways to change unhelpful behavior to helpful behavior.



Introduction:

Lead a discussion using the homework sheet ("My Thoughts and feelings") from the previous session. If this sheet was not given as homework, use it now as a way to review ideas from the last session. Allow students to volunteer their answers. Make sure to highlight that we all experience different emotions and that circumstances have a lot to do with our thought processes and the resulting emotions. Two people do not have to experience the same emotions even if their circumstances are similar. There is no "one size fits all" when it comes to feelings.

Our thoughts lead us to feel a certain way, and then we react to those feelings.

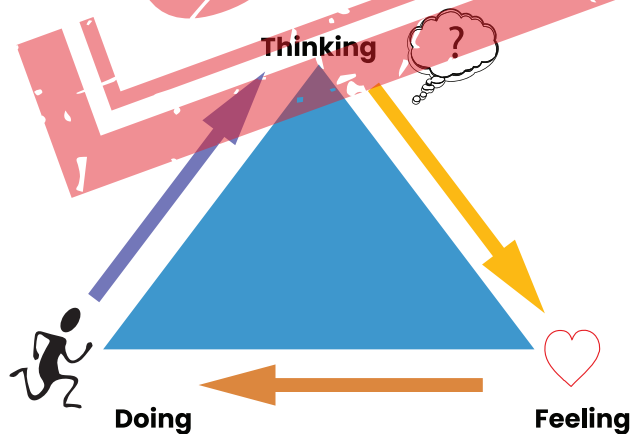
Procedures & Activities:

Step 1:

After students take their seats, tell them the following:

Last time we met, we talked about feelings and the thoughts that go along with our feelings. Today, we are going to talk about actions or behaviors that happen because of our feelings. This three-way relationship looks like this:

Draw a picture like this on the board.



Our thoughts lead us to feel a certain way, and then we react to those feelings. For example, if you get a poor grade on a test, you might think "Oh no! I cannot believe it! I studied so hard!" These thoughts might make you feel angry or sad. As a result of these feelings, you might cry or run out of the room and slam the door. What we think and feel affects our behaviors. People cannot know what you are feeling, but guess by looking at your body language or behavior. If you are feeling happy, you might smile, laugh, or act very nicely to people. If you are feeling angry, you might frown, yell, hurt people, or talk to someone about what is bothering you. Our behaviors that we choose based on our feelings can be helpful or unhelpful. Behaviors are helpful when they affect you or someone else positively, and they are harmful when they affect you or someone else negatively.

Step 2:

Divide students into groups of four. Give each group an envelope with index cards with "Feeling Words" written on them, and ask them to take out a piece of paper. Ask students to pick the index cards from the envelope and list ways people will behave when they have the feeling that is listed on the card. Allow time (approximately five minutes) for each group to finish all the cards in the envelope. Walk around the room checking in with the small groups to make sure they are on the right track. Provide corrective feedback as needed.

Step 3:

Each group should report on one feeling and the behaviors they listed for that feeling. Ask the group members if they all agreed on the behaviors or if there was any conflict about what to include. Give the rest of the class time to add any behaviors they can associate with a particular feeling. Ask students if the behaviors they listed are helpful or unhelpful. If they are unhelpful, brainstorm with students ways to make the unhelpful behaviors helpful.

Step 4:

Once students have taken their seats, pass out "Avigayil's Story" (Attachment B). Give students five to six minutes to read the paragraph and answer the questions at the bottom of the page.

Step 5:

Once students have finished answering the questions, have them turn to another student and pair-share their answers. Allow three to five minutes for discussion.

Step 6:

Lead a class discussion focusing on Avigayil's reactions to his thoughts and feelings. Ask for different suggestions for ways to help Avigayil with her behaviors. Suggestions can include talking to an adult, taking deep breaths, counting to ten, and accepting that sometimes things get misplaced or lost.

Step 7:

Explain to students that our feelings and our beliefs are also shaped by what we do and what we say. As it says in Sefer HaChinuch (16:2):

דע, כי האדם נפעל כפי פעולותיו, ולבו וכל מחשבתיו תמיד אחר מעשיו שהוא עוסק בהם
אם טוב ואם רע, ואפילו השע גמור בלבבו וכל יצר מחשבות לבו רק רע כל היום, אם יערה רוחו וישים השתדלותו ועסקו בהתמדה בתורה
ובמצות, ואפילו שלא לשם שמים, מיד ינטה אל הטוב, ומתוך שלא לשמה בא לשמה, ובכח מעשיו ימית היצר הרע, כי אחרי הפעלות נמשכים
הלבבות. ואפילו אם יהיה אדם צדיק גמור ולבבו ישר ותמים, חפץ בתורה ובמצות, אם יעסק תמיד בדברים של דפי, כאלו תאמר דרך משל
שהכריחו המלך ומנהו באמנות רעה, באמת אם כל עסקו תמיד כל היום באותו אמנות, ישוב לזמן מן הזמנים מצדקת לבו להיות רשע גמור, כי
ידוע הדבר ואמת שכל האדם נפעל כפי פעולותיו, כמו שאמרנו. ועל כן אמרו חכמים ז"ל (מכות כג, ב) רצה הקב"ה לזכות את ישראל לפיכך
הרבה להם תורה ומצות, כדי להתפיס בהן כל מחשבותיהם ולהיות בהן כל עסקיהם להטיב לנו באהריתנו. כי מתוך הפעלות הטובות אנחנו
נפעלים להיות טובים וזוכים לחיי עוה. ורמזו ז"ל על זה (מנחות מג, ב), באמרם כל מי שיש לו מזוזה בפתחו וציצית בבגדו ותפלין בראשו
”מבטח לו שלא יחטא, לפי שאלו מצות תמידיות, ונפעל בהן תמיד”

Translation:

“You must know that it is not from wisdom that you would [question] me about this, and it is your youthful thoughts that lead you to this. And now, my son, ‘if you have understanding,’ ‘incline your ear and hear,’ and I will teach you to benefit from Torah and the commandments: You must know, that a man is acted upon according to his actions; and his heart and all his thoughts always follow after the actions that he does – whether good or bad. And even he who in his heart is a complete sinner and all the desires of his heart are only for evil; if his spirit shall be enlightened and he will put his efforts and actions to persist in Torah and commandments – even if not for the sake of Heaven – he shall immediately incline towards the good. And from that which is not for its own sake comes that which is for its own sake [as opposed to being for personal gain]; for the hearts are drawn after the actions. And even if a man is perfectly righteous and his heart is straight and innocent, desiring of Torah and the commandments; if he shall constantly deal with improper things, you could compare it to someone who was forced by the king to work a wicked craft – if he constantly works in that wicked craft – eventually, from his righteousness, he shall have become completely evil. For it is known and true that every man is acted upon according to his actions, as we have said. And the Sages, may their memory be blessed, said about this (Makkot 23b), “God wanted to grant merits to Israel, therefore he gave them many laws and commandments,” to occupy all of our thoughts and all our deeds, to benefit us at our end [i.e. in the world to come]. Because from the good actions we are acted upon to be good and merit eternal life. And the Sages hinted at this (Menachot 43b) with their statement that anyone who has a mezuzah on his door, tsitsit on his garment and tefillin on his head is promised that he shall not sin – for these are constant commandments, and [so] he is constantly acted upon by them.” (Sefaria.org).

Summary:

Review the main ideas of the session:

Today we talked about how our thoughts and feelings can affect our behaviors. Sometimes uncomfortable feelings lead to unhelpful behavior. We need to practice ways to change those behaviors to ones that are more helpful. Talking to an adult you trust is always a good option, but there are other strategies you can try. Sometimes we only realize our behaviors are negative after the fact. We can only try to do better the next time. Just like with most things in life, practice is important. Over the next week, try to pay attention to your behaviors. Try to think of ways to improve how you react to uncomfortable feelings.



Attachment A

"Feeling Words"

This list is for the activity described in steps 2 and 3. Use some or all of these words. Write one word on an index card. Place all of the index cards in an envelope. There should be one envelope with at least 12 index cards per group. Groups do not have to have the same words on their index cards. The "feeling words" can include the following:

Angry	Annoyed
Ashamed	Awful
Bored	Brave
Comfortable	Confident
Confused	Curious
Discouraged	Disgusted
Eager	Embarrassed
Excited	Frightened
Frustrated	Gloomy
Grateful	Guilty
Happy	Hateful
Helpless	Hurt
Insecure	Jealous
Lonely	Loved
Loving	Mad
Sad	Scared
Stressed	Terrified
Worried	



Attachment B

"Avigayil's Story"

Avigayil was very upset that Chani did not invite her to her birthday party. Avigayil was surprised because not only are she and Chani neighbors who get together every shabbos afternoon, but Chani also told her about the party weeks ago. Avigayil's friend Dinah thinks that **maybe** Avigayil's invitation is lost in the mail. Avigayil is not so **sure**, and she is too embarrassed to ask Chani. She starts thinking that **nobody** likes her anymore. She feels very lonely. She decides that **she will not talk** with any of the girls in her class because **nobody** likes her, so why should she bother. She thinks that she was the **only** girl in class not invited to the party. Avigayil wonders if this means that **no one** will come to her party. This thought makes her **nervous and sad**. She decides that when it is her birthday, she will not even **have a party** because she, obviously, has no friends. She cries in her room. She does not even want to tell her mother because she is embarrassed that she was not invited!

Student A:

Describe the situation. What happens to Avigayil? What does Avigayil think?

Student B:

Explain how Avigayil's thoughts lead to her uncomfortable feelings. What is Avigayil feeling? How does Avigayil react to her feelings?

Student C:

How could you help Avigayil change her behaviors for the future?

Feelings

5th Grade Girls
Unit 1: Feelings
Session 3: Feelings and the Torah

Supplies:

N/A

Supplementary Materials & Preparation:

- N/A

Attachments:

- A. Thoughts, Feelings, and Behaviors - worksheet

Objectives:

By the end of the session, students will be able to do the following:

- Identify examples in the Torah when people expressed strong emotions
- List specific commandments that relate to our feelings
- Understand that our thoughts and our feelings are important in determining how we behave and feel



Introduction:

Tell the students the following:

We have spent the past few weeks identifying and trying to understand our feelings and emotions. Our feelings are part of what make us who we are as people. We have to remember that this part of us comes from Hashem. Hashem gives us the ability to feel different things so that we can manage and understand the world around us. Like everything else, we can look to the Torah for examples of people who sometimes struggled with their feelings and instructions Hashem gives us about how to use our feelings properly.

Procedures & Activities:

Step 1:

For most things in life, we have the Torah to help guide us and instruct us about how to act. This is true about the foods we can and cannot eat and about the materials we can and cannot wear together. The Torah also gives us instructions about our feelings. Can you think of any mitzvos in the Torah that have to do with feelings?

Examples can include the the dibra in the Aseres Hadibros "lo sachmode..."; the commandment "lo' sisna es acheecha bilvavecha"; "v'samachta b'chagecha" and "ve'ahavta l'erayacha kamocho."

Step 2:

Tell students the following:

The Torah also teaches us about how our feelings can lead to harmful behaviors through examples. Where in the Torah do we see people who expressed strong emotions? How did those feelings affect their behaviors?

Answers could include the following examples:

- Kayin and Hevel (Kayin is angry and frustrated that Hashem does not accept his korban. He is jealous that Hevel's was accepted. He kills Hevel. Hashem punishes him and sends him away.)
- Yosef and his brothers (Yosef's brothers hate him because of the special coat Ya'akov gives to him. Then they become jealous after they hear about Yosef's dream which makes it sound like they will have to bow before him. They throw Yosef in a pit, cover his coat with blood, sell him to spice merchants on their way to Mitzraim, and then tell Ya'akov that Yosef was killed by a wild animal. As a result, Ya'akov mourns his son and Yosef has to spend many years away in Mitzraim, some of those years in prison.)
- Korach (Korach is jealous of Moshe's positions. He tried to rebel against Moshe.)



Hashem punishes him and his followers when the Earth opens and swallows them.)

- Bnai Yisroel and the eigel (Bnai Yisroel were afraid when they miscount and believe that Moshe is not returning to them after getting the luchos from Hashem. They build the eigel and behave inappropriately. As a result, Moshe smashes the luchos, and Hashem kills the men who participated in serving the eigel.)

You can also remind students that strong positive emotions can lead to greatness:

- Dovid Hamelech's love for Hashem and his creations results in many perakim of tehillim.
- Rochel's love for her sister Leah saves Leah from embarrassment on the night of Ya'akov and Leah's wedding.
- Sinas chinum destroyed the Bais Hamikdash, but ahavas chinum will help rebuild it.
- Rus's respect and love for her mother-in-law Noemi allows her to stay with Noemi as she travels back to E'Y. Rus married Boaz and eventually became the great-grandmother of Dovid Hamelech and the great-great-grandmother of Shlomo Hamelech who built the Bais Hamikdash.

In each case, identify the feeling. Then discuss what happened / the consequence of these people's feelings.

Make sure to stress that we are not judging these holy people, but Hashem included them in the Torah so that we can learn from them.

Step 3:

Tell students the following:

One way that we can help manage our feelings is to keep in mind that Hashem is the one in control. If something happens to us that we do not like, we can remember that Hashem always does what is best for us, even if we do not understand. This is not always easy, but we have to do our best to keep this in mind even if we feel hurt, angry, or disappointed. Keeping this in mind can help us change the way we see things, especially if we are angry or jealous. Let's practice: How would you feel if you lost the \$25 your mother gave you for helping her put away the dished from Pesach? (Allow students to answer. Answers might include angry, frustrated, and disappointed.) Keeping our discussion in mind, what could you say to yourself so that you are not as angry or upset? (Allow for student answers. Answers could include responses like "Hashem, obviously, did not want me to have this money. If he wants me to have it, then he will help me find it.) If our thoughts stay positive, then we know our feelings can be positive. Positive feelings can result in healthy, helpful behaviors which can affect us and those around us.



Step 4:

Pass out the "Thought, Feelings, and Behaviors" worksheet (Attachment A). Allow the students four to five minutes to fill out the worksheet. When students are finished, have them "pair share" with a partner regarding their answers. After approximately three minutes, have students pair-share with another partner.

Summary:

Review the main ideas of the session:

Today we talked about looking to the Torah for guidance about how we should react to our emotions. Knowing that Hashem is in charge of the world and what happens to us can also help us manage our feelings and our behaviors. Emotions can get complicated and might feel uncomfortable, but we also know that Hashem gave us feelings so that we can manage the world around us.



Attachment A

“Thoughts, Feelings & Behaviors”

Directions:

Fill in the blanks after each example. First write the negative thoughts, feelings and behaviors, and then change them to positive thoughts, feelings and behaviors.

Situation 1:

Your sister is away for a year and writes to you once a week. This week, you did not get a letter.

Negative: Thought:

Feeling:

Behavior:

Positive: Thought:

Feeling:

Behavior:

Situation 2:

You were selected to be the leader for a class project.

Negative: Thought:

Feeling:

Behavior:

Positive: Thought:

Feeling:

Behavior:

Situation 3:

Your friends are getting together for a motzei Shabbos activity, but you have to go with your parents to their friends simcha.

Negative: Thought:

Feeling:

Behavior:

Positive: Thought:

Feeling:

Behavior:



References:

http://www2.gsu.edu/~mstjrh/cooperative_learning_struc.htm

Sefer Tehilim

Sefer HaChinuch Mitzva 16:2

Sefaria.org

