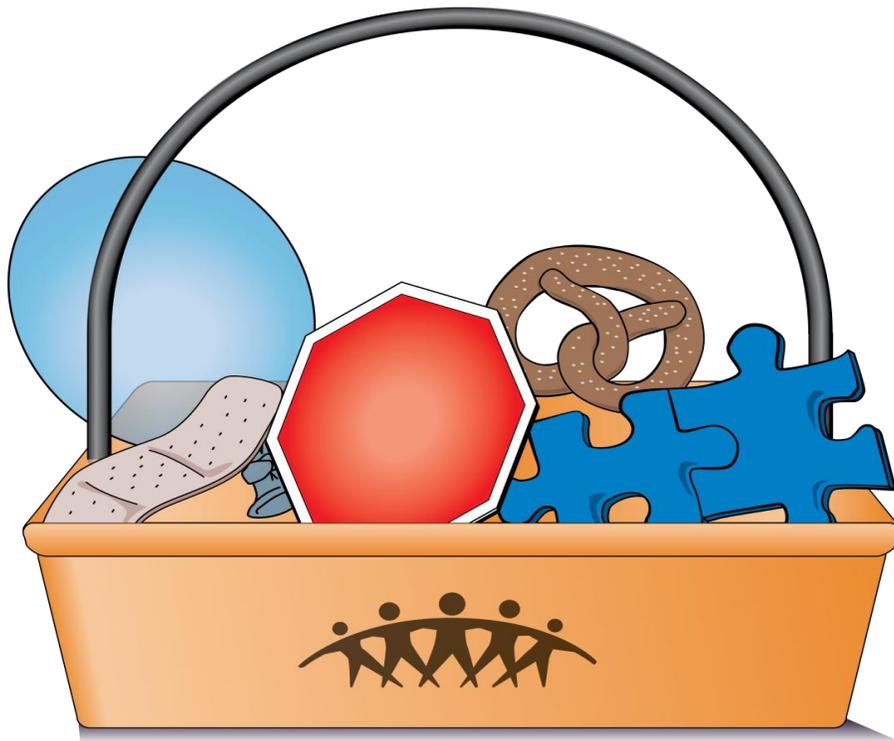




# Social Bridges<sup>®</sup> Tool Box: A Social Skills Curriculum



## Pre K – K Sample

*Targeted Grades Pre K – K*

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## Module One: Feelings

### Overview

### Module Skills

1. What am I feeling?
2. What does it look like and sound like when others show feelings?
3. What does \_\_\_\_\_ (feeling) look like and sound like on me?
4. What does \_\_\_\_\_ (feeling) feel like to me?

<b>Lesson Structure</b>	
Segment 1: <ul style="list-style-type: none"><li>• Community Meeting</li><li>• Skill Introduction: What Am I Feeling?</li></ul>	15
Segment 2: <ul style="list-style-type: none"><li>• Skill Introduction: Figuring Out the Feelings On Another's Face</li><li>• Skill Practice: Game of Categories, Feelings Edition</li><li>• Skill Activity: Puppet Role Play</li></ul>	15
Segment 3 <ul style="list-style-type: none"><li>• Skill Reinforcement/Activity: Freeze In a Feeling</li><li>• Partner Activity: Be A Feelings Detective</li></ul>	15

### **Materials Needed:**

Puppets or Beanie Babies

Noise maker (chime, train whistle, etc.)

Feelings Picture Cards

Book: *The Way I Feel* by Janan Cain

Book: *When Sophie Gets Angry, Really Really Angry* by Molly Bang

### **Song:**

"Hello to All the Children of the World"

[https://www.youtube.com/watch?v=2nYjGy\\_ZUG8](https://www.youtube.com/watch?v=2nYjGy_ZUG8)

Segment 1:

## Community Meeting:



Turn on the song “Hello to All the Children of the World” ([https://www.youtube.com/watch?v=2nYjGy\\_ZUG8](https://www.youtube.com/watch?v=2nYjGy_ZUG8)) as a signal to start Community Meeting time. Students gather in circle in a designated part of the room and sing along with the song as they seat themselves.

### Greeting:

Greet the person next to you using a smile, look at the person's eyes and use their name.

### Sharing:

- 🗣️ What makes you feel happy? I noticed when I was looking and listening to you, you had a smile on your face, you looked happy. (“I feel happy when \_\_\_\_.”)

**Note:** For this module, you could use a “Feelings Detective” magnifying glass as the pass around to delineate person's talking turn.

## Skill Introduction: What Am I Feeling?

We can learn a lot about feelings by the way people's faces look. We can also tell about people's feelings by the way their body looks. Let's find out more in our book *The Way I Feel* by Janan Cain.



**Read Aloud:** *The Way I Feel* by Janan Cain

Facilitator reads book aloud, covering the feeling word for students to guess based on the clues and the pictures.

Point out facial expressions and body language of drawings for students. e.g. “How can you tell by looking at this boy's face/body that he is angry?”

Start a list of pictures depicting feelings on the dry board as feeling words are shared.

You can continue to add feeling pictures to the list after the story.

## Segment 2:

*If stopping after Segment 1, begin this next segment with a Community Meeting as follows and then proceed to the Skill Reinforcement.*

### Community Meeting:

#### Greeting:

Greet the person next to you using a smile, look at the person's eyes and use their name.

#### Sharing:

What makes you feel \_\_\_\_ (Insert a BIG feeling such as angry?) There are times when we feel really mad or angry. When have you felt that way? ("I feel angry when \_\_\_\_.")

#### Group Learning/Skill and Activity:

See Skill Reinforcement below and continue to proceed from there.

*If continuing on from Segment 1 to Segment 2, proceed as follows:*

### Skill Introduction: Figuring out the feelings on another's face

### Skill Practice: Game of Categories: Feelings Edition

#### Directions:

1. Students sit in a circle. Facilitator states the feeling for the round, holding up Feelings Picture Cards one at a time, and asks each student to complete the sentence:
2. "I feel \_\_\_\_ when \_\_\_\_." (e.g. "I feel happy when I am playing with my dog.")

3. Each student completes the sentence when an object (for example a “care bear” beanie baby) is passed to him/her.
4. The round continues until all students have had a turn.
5. When the object passes all the way around the circle back to the facilitator, a new Feelings Picture Card is chosen and a feeling sentence is introduced.
6. Students may ask for help from group members (who raise their hands and are called on).
7. Students whose “mouths are volcanoes” and blurt out (interrupt), lose their playing turn and can rejoin with the new category.

Suggested feelings: Happy, sad, scared, angry, frustrated, and disappointed

## **Skill Reinforcement Activity: Puppet Role Play**

### **Directions:**

Each child is given a feelings card. The facilitator uses puppets (or beanie babies) and narrates a scenario. At the end of the scenario, she/he asks the children to look at his/her feelings card and hold it up if it matches how you would feel in this scenario.

### **Ideas for Scenarios:**

(Facilitator can create other scenarios that relate to situations at school or at home):

*You have just been invited to a friend's house for a play date.*

*Someone at school makes fun of your new haircut.*

*Mom is helping your other brother or sister. You need to talk to her NOW but she is making you wait until she is finished because she's in the middle of something.*

*It suddenly starts to thunder and lightning and rain really hard. The whole house shakes with the thunder and the lights go out.*

You were supposed to go to your friend's birthday party, but you are sick with a cold and have to stay home.

## Segment 3:

*If stopping after Second Segment, begin this last segment with a Community Meeting as follows and then proceed to the Skill Reinforcement.*

### **Community Meeting:**

**Greeting:** Greet the person next to you using a smile, look at the person's eyes and use their name.

### **Sharing:**

🗣️ Sharing-What makes you feel \_\_\_\_\_ (Insert a BIG feeling such as frustrated?) There are times when things don't work out like you wanted—when have you felt that way?

**Group Learning/Skill:** *See below and continue to proceed from there.*

*If continuing on from Second Segment to Third Segment proceed as follows*

### **Skill Reinforcement Activity: Freeze in a Feeling**

Group members practice showing what different feelings look like with their face and body.

#### **Directions:**

Students are standing in open area away from desks and chairs.

**Note to facilitator:** Use train whistle, chime, etc. to start and stop the dancing

## Facilitator Script:

**“When you hear the chime, you are going to dance/move your body.**

**Stay in your own space bubble. When you hear it again, freeze (stop moving), and I will call out a feeling word.**

**Show us that feeling with your face and body.”**

Can use examples of feelings from Feelings List created during Skill Introduction. (Happy, Sad, Scared, Angry, Frustrated, Disappointed)

Facilitator can also pretend to “interview” players and ask them to share an example of when they may have this feeling. “When is a time someone might feel \_\_\_\_\_?”

## Discussion:



**Read Aloud:** *When Sophie Gets Angry – Really, Really Angry* by Molly Bang

**Before Reading:** When we have different feelings, it’s important to know what your body feels like on the inside and the outside. It’s like being a detective—someone who looks for clues to solve a problem—you can be a “feelings detective” for yourself. This is when you check in with yourself to see if the way you feel on the inside (like happy) matches the way you show it on the outside with your body (like a smile on your face).

- ❓ What was Sophie feeling on the inside? (angry)
- ❓ Why do you think Sophie became angry?
- ❓ How could you tell Sophie was angry? What was she showing on the outside?
- ❓ What did she do?
- ❓ Did it help her to become angrier or to calm down?

- ❓ What do you do when you are angry? Do you have a way to calm down?

## Partner Activity: Be a Feelings Detective

**Facilitator Note:** The following activity can be saved as a Reinforcement Activity, if time does not permit.

### Facilitator:

“Use scenarios for what it feels like—show it with your body. One partner shows the feeling, and the other partner is asked to be a Feelings Detective.”

- ❓ What is your partner feeling?
- ❓ How do you know? (From their body language and tone of voice)

Examples of scenarios might include:

*Someone cuts in front of you in line while you have been waiting to get on the swing at school. Show with your face and body what you might look like.*

*Your friend comes over to play. You want to play outside in the yard and she/he wants to play inside on a video game. You cannot agree. Show with your face and body what you might look like.*

*At playtime outside, a group of kids are playing “house” or “super heroes” on the playground fort and you want to join in but the teacher rings the bell to line up to go back inside. Show with your face and body what you might look like.*

## Other Reinforcement and Resources

- Share brief scenarios from stories and ask the children what the character was feeling. How could they tell?

- Model for the children how to handle “big feelings” by talking through a situation aloud. “I am starting to feel upset. I am going to try some deep breathing to calm myself down.” (Can also make reference back to the book about Sophie getting angry and what she did to calm down.)



### Suggested Books:

*Fill a Bucket: A Guide to Daily Happiness for Young Children* by Carol McCloud

*Today I Feel Silly and Other Moods that Make My Day* by Jamie Lee Curtis

*Hurty Feelings* by Helen Lester

*How are you Peeling?* by Saxton Freeman and Joost Elffers

*Sometimes I'm Bombaloo* by Rachel Vail

*Glad Monster, Sad Monster* by Ed Emberly and Anne Miranda

*Theo's Mood* by Maryann Cocca-Leffler

*You're a Crab!* by Jenny Whitehead

*Feelings* by Aiki

## **Bridges to Home**

Facilitator Note: Please consult the accompanying CD for a letter that can be sent to parents sharing details about the skills in this module and ideas for reinforcing them at home.