Lesson 5

When You’re Happy

**Purpose**

- To teach students to feel happy and to comfort themselves when unhappy

**Objectives**

- Students will accurately identify features of people depicting the concept of happy.
- Students will describe how their bodies feel when they are happy.
- Students will accurately list synonyms for the word happy.
- Students will be exposed to the concept of Happy Talk.

**MATERIALS NEEDED**

- Henry (stuffed animal mascot)
- Blank overhead transparency or chart paper
- Book from the literature list (or one of your choice)
- Supplement 5.1 (laminated card)
- Supplement 5.2 (laminated card)
- Supplement 5.3 (in-class handout)
- Crayons
- *Strong Start* Bulletin

This sample lesson plan is excerpted from *Strong Start-PreK: A Social & Emotional Learning Curriculum* by Kenneth W. Merrell Ph.D., Sara A. Whitcomb Ph.D., & Danielle M. Parisi Ph.D.

www.brookespublishing.com | 1-800-638-3775
The Strong Start—Pre-K Curriculum

**Review**

To activate prior knowledge, review and discuss previous topics and main ideas on the concept of *anger*, from Lesson 4. Make sure to provide feedback and refer to the steps of the *Stop, Count, In, Out* strategy.

**Sample Script**

*During our last meeting, we discussed feeling angry. Raise your hand if you can tell me *Ways that Help* you feel better when you are angry. How about a *Way thatHurts*?*

**Introduction**

Communicate the lesson’s purpose and objectives clearly.

**Sample Script**

*Today, we will talk about feeling happy. Everyone feels happy sometimes. It is a *good* feeling. Today, we will talk about what happy looks like and what happy feels like. We will think about how we can make ourselves feel happy when we are mad or sad.*

**Read a Book from the Literature List**

Read a book from the following list of examples or choose your own book to share with students.

- *Super Completely and Totally the Messiest* by Judith Viorst
- *I Like Me!* by Nancy Carlson
- *Fun is a Feeling* by Chara M. Curtis
- *Today I Feel Silly & Other Moods That Make My Day* by Jamie Lee Curtis
- *A Bad, Bad Day* by Kirsten Hall

As part of your reading, be sure to point out all of the actions or ways in which the characters behave when they are acting on their feelings. Use the following questions to guide your discussion:

- Which character was happy?
- Do you think it was a *good* or *not good* feeling?
- What did the character look like when he or she was happy?
- What did the character do when he or she was happy?
Show and Define Happiness

- Use Supplements 5.1 and 5.2 to show children different examples of happy faces.

  **Sample Script**
  
  *This is happy. Happy is a good feeling. What does happy look like in this picture? Raise your hand if you’ve ever felt happy. What did your body look or feel like?*

- Point out facial features depicting happy in Supplements 5.1 and 5.2. Orient children toward smiling faces and so forth.

- Have students describe what their bodies felt like when they were happy. Examples include felt comfortable, felt excited, and felt energetic.

- Help children understand words that are similar to happy. Examples might include joy, glad, and cheerful.

Happy Talk

Introduce the concept of Happy Talk. *Note:* This is a hard concept for young children but may be an important one that they can practice over time.

  **Sample Script**
  
  *Today, we are going to learn about Happy Talk. Happy Talk is something that will help us to feel better when we are sad or mad. Remember, it is always okay to feel mad or sad. When we use Happy Talk, we can first Stop, Count, Breathe In, Breathe Out, and we can then remember that everything is going to be okay.*

  Act out the following scene with Henry to model an example and nonexample of Happy Talk.

  **Scenario 1:**
  
  *Henry: “Hi. Could I play with your toy?”*
  
  *Teacher: “Maybe later. I’m taking a turn with it right now.”*
  
  *Henry: “She never shares. I never get to play with her toys.”*

  **Scenario 2:**
  
  *Henry: “Hi. Could I play with your toy?”*
  
  *Teacher: “Maybe later. I’m taking a turn with it right now.”*
  
  *Henry: [Henry counts to 10 and takes a deep breath.] He uses Happy Talk and tells himself and his teacher, “That’s okay. I’ll get a chance to play with it another time. I’ll find something else to do.”*

  Summarize that Happy Talk may include working to keep our bodies calm and finding another activity that will make us feel good on the inside.
Closure

Gather your students together, and review the lesson objectives.

Sample Script

Today, we learned about feeling happy and Happy Talk. Everyone feels happy. It is a good feeling. If we use Happy Talk, we can make ourselves feel happy even if we are having not good feelings.

Additional Activity

Complete this activity within 2 days of lesson implementation.

- Provide students with Supplement 5.3 and crayons. Encourage them to draw a picture of their own faces showing happiness. Help children to think about what their mouths, eyes, and eyebrows might look like when they are happy.
- Play Stand Up, Sit Down with students. Use the following examples, and have students stand up if Henry is using Happy Talk and sit down if he is not.

<table>
<thead>
<tr>
<th>Problem</th>
<th>What Henry does</th>
<th>Is he using Happy Talk?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry did not get to watch TV before dinner like he usually does.</td>
<td>Henry took a breath. He said, “That’s okay. Maybe I can watch TV later.”</td>
<td>Yes</td>
</tr>
<tr>
<td>Henry wanted to ride his bike. His mom said no.</td>
<td>Henry yelled, “I am never going to ride my bike again!”</td>
<td>No</td>
</tr>
<tr>
<td>Henry was hungry for lunch, but his mom had to make it first. Henry had to wait.</td>
<td>Henry took a breath. He said, “That’s okay. I’ll play with Legos until lunch is ready.”</td>
<td>Yes</td>
</tr>
<tr>
<td>Henry wanted to play with a friend who lived next door. His friend was not home.</td>
<td>Henry said, “He is not my friend, anyway! I don’t ever want to play with him.”</td>
<td>No</td>
</tr>
</tbody>
</table>

Applying What We Learned

Anticipate

Help your students to use Happy Talk when they are feeling bad. This may be particularly helpful before events that may cause negative feelings, such as partner activities, recess, and choice time.
Remind
If you find a student who is not using Happy Talk, tell him or her to take a deep breath and figure out a better way.

Acknowledge
If you are able to observe students using Happy Talk, be sure to applaud their application of this complex skill.
I’m Happy!

For more, go to http://www.brookespublishing.com/strong-start-preK
Basic Feelings

Happy
This Is Me When I Am Happy
Dear Family,

This week, our Strong Start lesson focused on teaching students about happiness. We discussed how our bodies feel when we are happy and what actions or situations make us feel happy. We also listed synonyms for the word happy.

In this lesson, Henry helped us understand Happy Talk. We talked about how Happy Talk can make us feel better when we are sad or mad. When we use Happy Talk, we can stop, count, and take a breath and then remember everything is going to be okay.

To better understand happiness, we read

Following are great examples of relevant stories that you may want to read at home:

- Super Completely and Totally the Messiest by Judith Viorst
- Fun is a Feeling by Chara M. Curtis
- Today I Feel Silly & Other Moods That Make My Day by Jamie Lee Curtis

When your child becomes sad or mad at home, remind him or her to remember the Happy Talk strategy noted above. This can be hard, and your child might need your help to think about a problem in a better way. For example, if your child mistakenly breaks a toy, an example of Happy Talk might be, “That’s okay. I have other toys,” rather than “What will I do? I have nothing to play with now.”

Thanks for all of your support in helping your child to be a positive thinker!