



Georgia 4-H Lesson Plan

Title of the Lesson: My Feelings

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Grade Level(s): K – 2nd

Subject(s): Health and Military

Estimated Time to Prepare the Lesson: 15 minutes

Estimated Time for Lesson Delivery: 50 Minutes

Standards: No standards designed to augment learning

Description/Lesson Overview: Young children experience many different feelings every day. Children learn about resiliency and celebrate military children who experience a myriad of emotions due to their parents' service.

Objectives:

- *The learner will become aware of their resiliency.*
- *The learner will celebrate military children's resiliency.*
- *The learner will explore how military families are similar and different from their family.*

Materials:

- Needed
 - PPT or Book *A Good Day*
 - Slinky (enough for the group to play)
 - Projector
 - Computer
 - Speakers
 - Paper
 - Pencils
 - Markers/Crayons
- Optional
 - Basketball
 - Magazines
 - Photos of families *and/or people*
 - *Scissors*
 - *Glue*
 - *Construction Paper*



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Preparation:

- Arrange the room in a circle or set up a comfy sitting area (Optional)
- Create a space in the room for youth to write words related to military kids and resiliency
 - Suggested- white paper with purple markers
- Review and practice activities
- Send a letter home/include in newsletter to families to have children wear purple on the 15th

Vocabulary:

- Emotion- a natural instinctive state of mind deriving from one's circumstances, mood, or relationships with others.
- Military- relating to or characteristic of soldiers or armed forces. The armed forces of a country. United States includes the Space Force, Air Force, Marines, Coast Guard, Navy, and Army.
- Resiliency- An ability to recover from or adjust easily to adversity or change.

Procedure:

Development of Concepts/Core: (Experience-Share)

(Slide 3)

Say: Today we are going to talk about resiliency! Resiliency is a big word with a big meaning. Someone who is resilient recovers quickly from difficulties and can spring back from something hard. Today we are going to read *A Good Day* by Kevin Henkes and see how we can be resilient like a slinky!

(Slide 4-12)

Note: Read the book using the PPT slides or rent the book from your local library to read.

(Slide 13)

Note: Use the prompts on the screen to lead a positive discussion with the group. After the Discussion you can use the following example to wrap up the discussion.

SAY: Like you and me the characters in the book experienced something difficult for them. However, each of them was resilient. The squirrel continued to hunt for the best nut and found an even bigger nut, the fox didn't give up and found his mom, the dog continued to work hard and got himself untangled, and the yellow bird discovered he didn't need that one feather to fly, and the little girl had a great day because she found a yellow feather. Resiliency is the ability to get through the hard times, learn from your experiences, and move forward not backward.

(Slide 14)

Say: Resiliency is the capacity to recover from difficult times or to make it through a hard obstacle. A resilient person can bounce back (*dribble a basketball to highlight bounce*).

Note: If you feel comfortable share a story of how you bounced back from something hard.



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Option 1: Allow youth to play with Slinkys

Say: To learn how we can bounce back and be flexible through difficult times I invite you to play with a slinky. *(Pause lecture to allow children to play with the Slinkys)*

Note: Discuss with the group how the slinky bounces back.

Ask: Did anyone do a neat trick with their slinky and if so how many times did it take to perfect the trick?

Ask: Did anyone's slinky get tangled and if so, what did you do to untangle it?

Say: Sometimes we reach out for help when things are tough, which is good. It is good to ask for help no matter if it is to untangle a slinky, to get help on a math problem, or to help us when we miss someone special to us. Resiliency is getting through the tough times and that means sometimes we rely on our family, friends, doctors, teachers, counselors, friends, 4-H staff, and others who can support us. People in our lives help us bounce back.

Option 2/Extension Activity: Watch a Slinky Trick Video

Note: The video will highlight the flexibility of slinky and interesting tricks a person can do with them. Use the above or similar prompts to discuss resiliency.

Suggested videos:

Tricks (shows the neat slinky tricks): [Ridiculous Tricks You Can Do With a Slinky! - YouTube](#)

(Slide 15)

Say: To dive deeper we will reflect on our personal experiences using sentence stems. You can choose to draw or write your response; whichever way helps you express your feelings and experiences. On the following slide, there will be options for you to reflect on. Choose one to write or draw about.

(Slide 16)

Say: You will have 5 minutes to reflect on one of the following:

- When I am sad, I ask _____ to help me.
- I am strong when _____.
- I was resilient when _____.
- I helped a friend by _____.

(Slide 17)

Note: Provide time for those who feel comfortable to share their drawings and sentence.

(Slide 18)

Note: This slide includes a video. The beginning of the video is white, which is why it does not show easily on the slide. Put your cursor over the middle of the screen and then click the play button to begin the video. Also, if you have a military child in the group, you might ask them to share about their experience as a military child.

Say: To help tie together our strength and the strength of military children let's watch a video of a young girl who is a member of 4-H whose mother serves in the military.

(Slide 19) *Option 1*

Say: Based on what we have learned so far and the video we just watched what is resiliency? *(Pause for responses)* Like us military-children experience hard times. In the video, we



learned that Kaleah was born in Germany and had already moved several other times. We also learned that she was preparing to move again.

Ask: Does anyone remember why Kaleah moved so much? *(Pause for response)* That's right her mom is in the military. Have any of you moved before? *(Pause)* Is it hard to move to a new place? *(Pause)*

Say: Some of the military children's hard times result from their parents being away for a long time. Also, they might have to navigate a new school due to a recent move and need to find new friends. It can be hard not knowing what changes might occur at home while their mom or dad is away.

Ask: When we look at the images on the screen what do you see? *(Pause)*

Say: There are images of families spending time together, taking care of each other, and doing daily tasks. Like you and me, military children are a part of a family. For our next activity, we are going to use the provided supplies to create a family collage that represents our family. *(Pause to allow youth time to create their collage)*

Say: Let's hang up our family collages and see how they are similar or different from military families. *(Lead a discussion and highlight their collages)*

(Slide 20) Option 2

Note: Direct youth to the Military Kid Resiliency Word Wall. Also, below is a suggested lecture note, but please adapt it for your age group and audience. If most of your audience is military tweak the language and questions to be more meaningful for them. The below section is designed for non-military affiliated groups or a mixture.

Say: Based on our discussion and the video we just watched what have you learned so far about resiliency? I encourage you to write one word on the paper *(Point to a large sheet of paper)* that relates to resiliency and how strong military kids are. Military kids experience hard times like you and me. However, some of their hard times are a result of their parents serving in the Army, Navy, Air Force, Coast Guard, Space Force, or the Marines. Their parents might be away for a whole year! A military child might have to navigate a new school and find new friends due to a recent move from California to Georgia. It also can be hard not knowing what is next and cause them to worry. If you were to offer words of support to a military kid, what would you share? *(Pause for responses)* Try to capture your feelings and encouragement into one word. For example, courage, resilient, brave, strong, flexible, nice, or whatever word might be encouraging to hear as a military kid. In a moment but not yet, write that one word on the word wall. We will leave the sheet of paper up through April to show our support for military kids who have to be resilient just like you me and me. Go ahead and think of your word and select a marker to write on the paper.

(Slide 21)

Say: On April 15th, please wear purple. Purple represents all the services branches *(Army, Space, Air Force, Coast Guard, Navy, Marines)*. When we wear purple, we show military kids our support. Let's be strong like military kids!





Evaluation Resources (if available): N/A

Useful Resources for More Information:

The Big Book of 4-H Cloverbuds Activities has several interactive activities about emotions for k-2nd graders to further support children's understanding of resiliency and emotions.

Suggestions to Condense the Lesson: Select either the slinky activity or the read-aloud instead of doing both activities.

Homeroom Teachers: To incorporate this lesson into your daily schedule leading up to Purple Up Day I recommend breaking the lesson into parts. The activities would make a good carpet time activity, SEL time, or mini lessons. Below is the suggested lesson break-up if you choose to separate the lesson:

Activity 1: Read Aloud and Discussion (Slide 1- 13); 10 Minutes

Activity 2: Resiliency Slinky Activity (Slide 14); 10 minutes

Activity 3: Resiliency Sentence Stem (Slide 15-17); 10 minutes

Activity 4: Military Kid Word Wall or Family Collage (Slide 18-23); 15 Minutes

Suggestions for Expanding the Lesson: Include one of the activities from *The Big Book of 4-H Cloverbuds*. Activities like In and Out, Stress Ball Balloons, This is Me, and Body Talk are great ways to expand this lesson. You can choose to use the optional activities included in the lesson plan. Lastly, consider inviting a military child from the community or school to speak to your group.

References/Credit (APA Style):

Henkes, K. (2010). *A good day*. Greenwillow Books, an imprint of HarperCollinsPublishers.

Microsoft. (2017). *Image*. Bing. Retrieved November 23, 2021, from shorturl.at/iHNX4

GA Counts Keywords:

- Military



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