



SA 2-3 L4 MY BODY AND MY FEELINGS

Grade: 2-3

Competency Area: Self-Awareness

Lesson Title: My Body and My Feelings (Lesson #4)

T-SEL Standard: 1.B.1. Students are aware of how emotions can affect their body.

Duration: 20 minutes

Materials Needed: ChalkWild erasable backpack + ChalkWild chalk markers + terry cloth

Lesson Directions:

1. Introduction: Gather students in a circle and ask them to think about a time they felt a strong feeling, like being super excited about something. Invite several students to share their ideas aloud. Then ask them where they felt that excitement in their bodies. Have students point on their body where they feel the excitement. Glance around the room and announce aloud where students are noticing their feelings in their bodies.

Explain that our bodies and feelings are connected. When we feel something, our body often gives us clues. These clues can be things like a fast heartbeat when we're nervous, or a warm, fuzzy feeling in our chest when we're happy.

2. Drawing Activity: "My Body and My Feelings"

- Distribute the handout of the body outline to each student and have them place the handout inside their backpack.
- Explain to students that our bodies often react physically to our emotions. For example, we might feel nervousness in our stomach or happiness as warmth in our chest.
- Instruct students to select two colors. One color will represent positive emotions (such as joy, excitement, or love), and the other color will represent negative emotions (such as anger, sadness, or fear).
- Have students use their chosen colors to mark on their body outline where they physically feel these emotions. For example, they might draw a red X on their chest for anger or a yellow circle on their face for happiness. Students can use any simple symbol (dot, X, circle, square, etc.) to represent each feeling. Remind them that some areas might have both positive and negative markings





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3. **Sharing:** Instruct students that a series of body parts will be said aloud. If they marked a feeling on the part of their body that they heard you say, they will stand up. Allow time between saying each body part for students to sit back down. Suggested body parts to say aloud are: head, stomach, hands, chest/heart. If there is time, students can then find a partner and share their drawings with their partner.





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