



**FIRE PREVENTION  
AND SAFETY**  
**K-2**

# LESSON PLAN 11

**“Float Your Feelings Away” Activity**  
**“Stop and Think Again” Activity**

## KEY TERMS AND CONCEPTS

- loss
- feelings
- worry
- fear

## PURPOSE

- To help the students understand how they can cope with feelings after a fire or other traumatic event.

## OBJECTIVES

The students will—

- Share fears and worries and what causes these feelings.
- Discover ways to handle these feelings.

## Linking Across the Curriculum

Language Arts

Visual Arts

Music/Physical Education

**Teaching Note:** Before you bring up the idea of loss, you should be aware of any of your students who have suffered a loss because of a fire. Work with the school counselor to determine the best way to support a student who has been affected by fire.



Together, we can save a life

## FIRE PREVENTION AND SAFETY

**K-2**

### LESSON PLAN 11

#### Materials:

- Markers
- Styrofoam or plain-colored paper cups
- Liquid bubble solution (See note below.)
- Bubble blowers (See note below.)

#### NOTE:

##### Liquid bubble solution:

You can make a gallon of bubble solution easily. In a gallon jug, combine—

- 2 cups dishwashing detergent (Joy® or Dawn® works best)
- 6 cups water
- $\frac{3}{4}$  cup Karo® light syrup
- Shake and let settle for 4 hours.

**Bubble blowers:** Make your own bubble blowers inexpensively. Just bend pipe cleaners into a rounded, enclosed shape with a handle. Your students will probably be able to do this for themselves.



## “Float Your Feelings Away” Activity

(set up: 10 minutes; conduct: 30 minutes)

1. Gather the students together to talk about what might make them feel worried, scared, confused, etc. Ask them what happens when they feel this way. (*I get a stomachache; I cry a lot; I want to be by myself; etc.*) Tell the students that all feelings are okay, but sometimes you just want to stop feeling uncomfortable.
2. Back at their seats, give each student a cup and marker. Have the students decorate the cup with faces that show their feelings or with words that express their feelings. Tell the students that these cups will now hold their uncomfortable feelings. Have them think about and “place” each of these feelings in the cup.
3. Go outside. Pour a small amount of the bubble solution into each student’s cup. Distribute the pipe-cleaner bubble blowers. As they blow bubbles from their cups, tell the students to think about letting go of uncomfortable feelings inside, just like letting bubbles go up in the air. Remind the students that these feelings may not go away immediately, but that they will begin to fade or lessen, in the same way that the bubbles pop and go away after a while. Allow time for the students to blow bubbles and watch them rise and pop.



## Wrap-up

Back in the classroom, ask—

- How did it feel to let your feelings float away?
- Did some bubbles come back toward you and stay a while? How might this relate to your uncomfortable feelings?
- What can you do when uncomfortable feelings come back? (*Talk to a parent or other relative, a teacher, a counselor, or a member of the clergy; participate in a fun activity with friends; etc.*)





## Linking Across the Curriculum

### Language Arts

Help the students express their feelings in words other than happy, mad, and sad. Work as a class to generate a list of words that describe feelings:

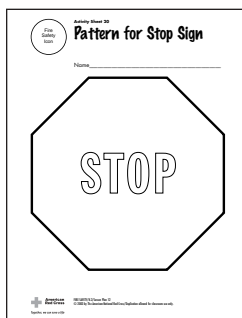
“down”	bashful	scared	guilty
gloomy	helpless	tired	self-conscious
miserable	lonely	ashamed	jealous
tearful	unsure	safe	loved
fidgety	confused	secure	hopeful
anxious	worried	confident	bored
puzzled	giddy	sorrowful	super

### Visual Arts

Have the students use magazine cut-outs and their class list of words to create emotion-filled collages. Display these around the room. Ask the students to share how the magazine pictures may have triggered different emotion words for different people.

### Materials:

- Scissors
- Crayons or markers
- Rulers
- **Activity Sheet 20:  
Pattern for Stop Sign**



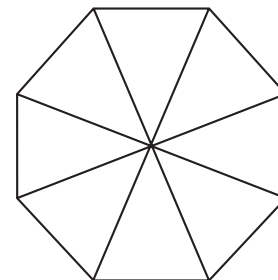
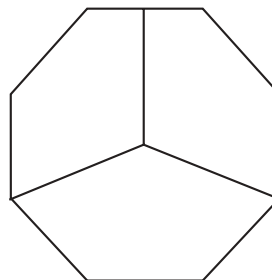
Activity Sheet 20:  
Pattern for Stop Sign



## “Stop and Think Again” Activity

(set up: 5 minutes; conduct: 20 minutes)

1. Tell the students that sometimes when a bad or sad thing happens, we keep thinking about it or getting pictures of it in our heads. Sometimes, even when we try very hard not to think about it, pictures still come into our heads. Today, we are going to learn a trick to get rid of these bad thoughts.
2. Distribute copies of **Activity Sheet 20: Pattern for Stop Sign**. Have the students color their stop signs, making sure that the word “STOP” stands out. Have them cut out their signs.
3. On the back, have the students use rulers to divide the stop sign shapes into several sections. Older students could have as many as eight; younger students might have two or three.



# FIRE PREVENTION AND SAFETY

**K-2**

## LESSON PLAN 11

4. In each section, have the students draw a picture of something that makes them feel good, for example, playing ball, smelling flowers, being with parents, playing with friends, reading a book, eating a special treat.
5. Now, explain that whenever they have an uncomfortable thought or picture in their heads, they can STOP and find something else they would rather be doing or thinking about.



### Wrap-up

There are many books about feelings that allow young children to talk about uncomfortable feelings and express themselves in different ways. Try these and others in your school media center:

- *I Was So Mad*, Mercer Mayer (Golden Books, 2000)
- *Glad Monster, Sad Monster: A Book About Feelings*, Anne Miranda and Ed Emberley (Little Brown & Co., 1997)
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, Judith Viorst (Aladdin Library, 1987)



### Home Connection

Have the students take their stop signs home to help them share their new coping skills with their families.





## Linking Across the Curriculum

### Visual Arts

Colors are an excellent way for young people to express feelings. Dr. Seuss' *My Many Colored Days* (Knopf, 1996) is a great way to introduce the idea. Or, just begin by asking: "What color is "angry"? What color is "happy"? Be sure the students see that others may have different colors in mind for each feeling. Discuss why. Then, have the students use a variety of art media—paint, construction paper, chalk—to illustrate changing emotions. Have the students share their "emotional" colors.

### Music/Physical Education

Put a new twist on an old song. Turn "If you're happy and you know it" into a pantomime game with lots of physical action to express feelings that make you feel good and get rid of feelings that make you uncomfortable. As a class, come up with a list of different emotion words. (See Linking Across the Curriculum in the previous activity for a sample list of words.) As a class, put these words together into your own more sophisticated version of "If you're happy and you know it." As the students sing, they should pantomime the emotions.

For example:

- If you're giddy (smile boldly and wiggle) and you know it, jump for joy (jump high).  
If you're giddy and you know it, jump for joy.  
If you're giddy and you know it, then your body can really show it.  
If you're giddy and you know it, jump for joy.
- If you're gloomy (frown and slump your shoulders) and you know it, shake it away (shake your whole body until you can't frown and your shoulders rise).
- If you're super (stand with hands on hips and look haughty) and you know it, march with pride (march with knees high, hands on hips).

