



wellness activity guide

Unit 3: The World Through
My Eyes (Social/Emotional)

ages

5-9

Oregon ASK
Afterschool & Summer for Kids Network



THE WORLD THROUGH MY EYES EMOTION GARDEN

ACTIVITY DESCRIPTION AND PURPOSE: To increase emotional awareness and help students understand the meaning of empathy and its importance. Studies suggest when we are able to empathize with others we take prosocial steps to improve their situation. Empathy is a skill that can be learned throughout one's life that aides in our ability to show compassion and understanding of others. This activity will give participants the opportunity to check-in with their feelings, which can lead to higher emotional awareness.

SUPPLIES:

- Color pencils
- Scissors
- Glue Stick
- Floral prints (provided)
- Blank sheet of paper

STEPS:

1. On a blank sheet of paper, start by drawing a garden with the colored pencils.
2. Once you finish drawing your garden, take the floral print sheet and think about how you are feeling.
3. Write one word that describes how you are feeling on each flower.
4. Color in each flower with the color you think fits best with the emotion on that flower.
5. Cut out each flower and paste onto the garden you first drew.
6. Share and discuss emotions on the flowers and what makes you feel that way with relatives or peers.

ADAPTATIONS:

A virtual adaptation can be performed by using the Autodesk Sketchbook app for iPhone and Android to draw the garden and flowers. They can save their work and share it with others if they would like to.

HOW TO EXPAND:

1. If you want to reinforce what it means to have empathy with your kids you can watch this clip of [Understanding Empathy](#)
2. [The Neuroscience of Empathy](#)
3. [The Science of Empathy](#)

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DISCUSSION QUESTIONS:

1. What does empathy mean in your own words?
2. Can we learn empathy? If so, how?

SHARING HEARTS

ACTIVITY DESCRIPTION AND PURPOSE: It is important to have meaningful relationships with others because it helps provide a sense of community and helps buffer the effects of stress. Research has shown that being kind to others has a positive effect on our mental wellbeing. In this activity, participants will have the opportunity to enhance and create relationships with their peers or neighbors by making a thoughtful gesture in the form of a paper heart.

SUPPLIES:

- Paper
- Scissors
- Pen or pencil
- Color crayons

STEPS:

1. On a sheet of paper draw three medium-sized hearts
2. Think about three individuals in your neighborhood
3. Write one compliment inside each heart meant for the individuals in your neighborhood

ADAPTATIONS:

A virtual adaptation can be performed by using the Autodesk Sketchbook app for iPhone and Android to draw the hearts and color them in, along with the text. They can save their work and share it virtually with others if they would like to.

HOW TO EXPAND:

1. [Giving for Mental Health](#)
2. To Learn How to Give a Compliment [click here](#)
3. [Compassion and the Science of Kindness](#)

DISCUSSION QUESTIONS:

1. When was the last time you have given someone a compliment?
2. What is something to remember about compliments?
3. Should they be genuine?
4. Do you always have to give a compliment?

COPING BINGO

ACTIVITY DESCRIPTION AND PURPOSE: Identifying healthy and productive ways to manage our mental health are cardinal ways to make sure we stay in optimal health. When we don't know how to cope or do so in negative ways, it can lead to us getting sick. This activity is designed to introduce participants to healthy coping strategies in the face of stress, as they create their own bingo card.

Coping definition: to face and deal with responsibilities, problems, or difficulties, especially successfully or in a calm or adequate manner

SUPPLIES:

- Blank sheet of paper
- Ruler
- Pen or pencil
- Colored markers (optional)
- Candy or plastic little figures

STEPS:

1. On a horizontal blank sheet of paper, use your ruler to make 5 horizontal lines, one inch apart from each other.
2. Turn the paper in a vertical direction and draw 5 vertical lines 1 inch apart from each other and that connects with the first 5 lines.
3. Once you have connected the lines, you have created a bingo card and can now begin to think about ways to cope with mental health that can be placed in each box.
4. Label the center box "Free"

Examples of strategies to cope with mental health: take a deep breath, go for a walk, positive self-talk, practicing gratitude, optimistic mindset, etc.

ADAPTATIONS:

For a virtual adaptation, a participant can [click this website](#) to create their own Bingo card with their own texts in each box.

HOW TO EXPAND:

1. To find out more about stress and coping mechanisms [click here](#), page 484
2. [Ways to Unwind](#)
3. [Coping with Stress](#)
4. For more information on the definition of cope [click the following link](#)

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DISCUSSION QUESTIONS:

1. When can stress be a positive thing?
2. How do you know you are feeling stressed?

THE CAREER FOR ME

ACTIVITY DESCRIPTION AND TITLE: By having career exposure during the early years of childhood, children are more likely to be curious about different careers. This activity is designed to introduce different career opportunities for kids with the hopes that they can see themselves pursuing some of these careers.

SUPPLIES:

- Career tools worksheet
- Professions worksheet
- Scissors
- Glue stick
- Cardboard poster?

STEPS:

1. Cut out the tools on the 'Career tools' worksheet
2. Cut out the professional icons from the 'Professions' worksheet
3. Paste the tools to the cardboard poster near the corresponding profession

Examples: stethoscope for a doctor or nurse, etc., a computer with coding for computer scientists, a brain for a psychologist?

ADAPTATIONS:

For a virtual adaptation, you can click on [this website](#) which will lead to games where participants can “work” in different settings.

HOW TO EXPAND:

1. To find out how early career exposure can affect children [click here](#).

DISCUSSION QUESTIONS:

1. What kind of person would you like to be?
2. Is there something that interests you right now?

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CREATE YOUR OWN FLIPBOOK

ACTIVITY DESCRIPTION AND PURPOSE: To help children link facial expressions with corresponding emotions

SUPPLIES:

- 26 flashcards
- 1 binder clip
- pencil

STEPS:

1. The 27 emotions are: admiration, adoration, aesthetic appreciation, amusement, anxiety, awe, awkwardness, boredom, calmness, confusion, craving, disgust, **empathetic pain, entrancement or enchantment**, envy, excitement, fear, horror, interest, joy, nostalgia, romance, sadness, satisfaction, **sympathy**, and triumph.
2. On the corner of each flashcard, write one emotion per flashcard with a pencil.
3. Next, draw a face that represents that emotion.
4. When you have finished your drawings, place the binder clip on the side of the flashcards where you did not draw or write on.
5. Hold the binder clip as you flip through the flashcards and see the change in facial expressions.

ADAPTATIONS:

To create a virtual stop motion video, download the “Stop Motion” app for iPhone and Android. It’s free!

HOW TO EXPAND:

1. For an [amusing video](#) about emotional awareness and facial expressions click here. [Emotional Intelligence and the Recognition of Emotion from Facial Expressions](#)

DISCUSSION QUESTIONS:

1. Which emotions do you feel most often?
2. Did anything surprise you?

NAME THAT STATE'S CAPITAL

ACTIVITY DESCRIPTION AND PURPOSE: Wellness is a multifaceted and dynamic process that includes dimensions such as: spiritual, financial, physical, vocational, emotional, intellectual, and social dimensions. Intellectual wellness can be described as stimulating one's creativity and expanding their knowledge. This activity is designed to expand participant's knowledge over the capitals of each of the 50 states in America.

SUPPLIES:

- "50 states and capitals" Handout
- Scissors
- Cloth String
- Hole Puncher (optional)

STEPS:

1. Allow participants to fill out as much of the handout as possible
2. Once participants have finished filling out what they know, go over the handout answers by using [this website](#).

ADAPTATIONS:

For a virtual adaptation, visit [this link](#) to play an online game over the states and their capitals.

HOW TO EXPAND:

1. [Change your habits, change your life](#)
2. [The Six Dimensions of Wellness](#)
3. [Sesame Street 'Curiosity' Video](#)

DISCUSSION QUESTIONS:

1. Which capital do you think is the biggest?
2. Which state is the biggest?

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State Capitals



Match the capitals (red) with its state (blue). Write the correct number in the space provided.

___ Alabama	___ Indiana	___ Nebraska	___ Rhode Island
___ Alaska	___ Iowa	___ Nevada	___ South Carolina
___ Arizona	___ Kansas	___ New Hampshire	___ South Dakota
___ Arkansas	___ Kentucky	___ New Jersey	___ Tennessee
___ California	___ Louisiana	___ New Mexico	___ Texas
___ Colorado	___ Maine	___ New York	___ Utah
___ Connecticut	___ Maryland	___ North Carolina	___ Vermont
___ Delaware	___ Massachusetts	___ North Dakota	___ Virginia
___ Florida	___ Michigan	___ Ohio	___ Washington
___ Georgia	___ Minnesota	___ Oklahoma	___ West Virginia
___ Hawaii	___ Mississippi	___ Oregon	___ Wisconsin
___ Idaho	___ Missouri	___ Pennsylvania	___ Wyoming
___ Illinois	___ Montana		

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|-----------------|--------------------|--------------------|-----------------|
| 1. Lincoln | 13. Juneau | 25. Phoenix | 38. Little Rock |
| 2. Carson city | 14. Helena | 26. Albany | 39. Hartford |
| 3. Sacramento | 15. Baton Rouge | 27. Cheyenne | 40. Columbia |
| 4. Montgomery | 16. Jefferson City | 28. Charleston | 41. Frankfort |
| 5. Concord | 17. Jackson | 29. Salt Lake City | 42. Madison |
| 6. Denver | 18. Tallahassee | 30. Boston | 43. Atlanta |
| 7. Trenton | 19. Springfield | 31. Raleigh | 44. Lansing |
| 8. Santa Fe | 20. Bismarck | 32. Nashville | 45. Honolulu |
| 9. Indianapolis | 21. Dover | 33. Des Moines | 46. Boise |
| 10. Annapolis | 22. Saint Paul | 34. Olympia | 47. Montpelier |
| 11. Providence | 23. Salem | 35. Harrisburg | 48. Pierre |
| 12. Augusta | 24. Topeka | 36. Columbus | 49. Richmond |
| | | 37. Oklahoma City | 50. Austin |

ALL ABOUT ME

ACTIVITY DESCRIPTION AND TITLE: With self-awareness, we can create new habits that maximize our chances for success. In this activity, participants will have the opportunity to reflect on their favorite things, who they are, and who they would like to become by filling out an “All About Me” handout.

SUPPLIES:

“It’s All About Me” handout
Writing utensils

STEPS:

1. Allow participants to complete the handout.
2. Encourage participants to share what they put in their handout with the rest of the group

ADAPTATIONS:

For a virtual adaptation visit [this link](#) for an All About Me online game

HOW TO EXPAND:

1. [Change your Habits, change your life](#)
2. [“What I Am” Sesame Street Video](#)

DISCUSSION QUESTIONS:

1. Did you think any of these questions were hard?
2. What kind of leader would you like to be and why?

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ALL ABOUT ME HANDOUT

IT'S ALL ABOUT...

THIS IS ME

I AM **YEARS OLD**

I LIVE IN

MY FRIENDS ARE...

THIS IS MY FAMILY

I WANT TO BE A **WHEN I GROW UP**

MY FAVORITE...

COLOR

FOOD

TV SHOW

BOOK

isLCollective.com

MY NAME TAG AND PRONOUNS

ACTIVITY DESCRIPTION AND PURPOSE: An individual's gender identity can be communicated through the use of pronouns. Therefore, it's important to respect pronouns because it validates a person's identity. By practicing the use of pronouns, you are also creating an inclusive environment. Participants will have the opportunity to practice using pronouns in this activity, by creating their own name tags and stating their pronouns on their name tags.

SUPPLIES:

- Flashcards
- Pencil
- Marker
- Color pencils
- Tape
- Handout provided

STEPS:

1. By reading the handout provided, we can gain understanding about the meaning of pronouns and what they are used for. Let's begin by reading the handout.
2. Next, you will create your own name tag with your pronouns. You can use any pronouns that suit you.
3. On a flashcard, create a name tag, add your pronouns, and personalize it! It can include your favorite color, your favorite cartoon, favorite food, or more.
4. Share with your relatives or peers.

ADAPTATIONS:

For a fill-in-the-blank activity on pronouns, visit [this link](#).

HOW TO EXPAND:

1. [Gender Identity and Pronouns- What will you teach the world?](#)
2. For more information on why gender pronouns are important, visit [this link](#)

DISCUSSION QUESTIONS:

1. What does gender mean to you?
2. How does using pronouns create an inclusive environment?

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WHAT ARE PRONOUNS?

Pronouns are used to replace a noun in a sentence so that you won't have to repeat the name of the noun too many times. As a reminder, a noun describes a person, place, or thing. For example, in the following sentence:

Susy loves to play volleyball.

Susy is the person, so Susy is the noun. As we keep talking about Susy in more sentences, it becomes easier to replace their name with a pronoun. Pronouns can be: she, he, they, ze, and more. There are more pronouns, but we can focus on these just for now. For places or things, you can use 'it' or 'that.' In the following sentences you will see that Susy has been replaced with a pronoun:

Susy loves to play volleyball. She is one of the best players in her high school volleyball team.

The name 'Susy' has been replaced with the noun 'she.' Pronouns make it easier for authors to write and for people to speak more fluently. Pronouns are also associated with gender. Gender can be described as a person's sense of self regarding how much they align with the perception of femininity or masculinity. It has nothing to do with how they look. At times, a person may appear to be a certain gender, but they may identify a different way. We must respect others' identity to provide an inclusive environment. A simple way of doing so is to ask the individual what their pronouns are!

You can start a conversation with "Hi I am _____, and my pronouns are _____." What are yours?" This says that you are aware of the gender implication when using pronouns and are allowing them to tell you how they want to be addressed.

