

# Lesson 1: Exploring Feelings

## Big Idea

Children experience a wide range of emotions that develop and mature as they grow. Pets can experience some of those emotions as well. Children's feelings can be affected by the feelings of their pets.

## Learning Goal

Students will identify a range of feelings demonstrated by pets. They will make connections between their personal feelings and those of pets.

## Links to Ontario Curriculum

### Grade 1

#### Language (Oral Language)

2.3 Communicate ideas and information orally in a clear, coherent manner

2.4 Choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience

#### Science (Understanding Life Systems Needs and Characteristics of Living Things)

1.1 Identify personal action that they themselves can take to help maintain a healthy environment for living things, including humans

3.5 Describe how showing care and respect for all living things helps to maintain a healthy environment

#### Mathematics (Data Management and Probability)

Collect and organize primary data (e.g., data collected by the class) that is categorical (i.e., that can be organized into categories based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods (e.g., arranging objects, placing stickers, drawing pictures, making tally marks)

# ONTARIO SPCA HUMANE EDUCATION SERIES

## STRAND 2 • CHOICES AND DECISIONS

### Grade 2

Language (Oral Language)	
2.3	Communicate ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns
2.4	Choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience
Science (Understanding Life Systems Needs and Characteristics of Living Things)	
1.1	Identify positive and negative impacts that animals have on humans (society) and the environment, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced
1.2	Identify positive and negative impacts that different kinds of human activity have on animals and where they live, form an opinion about one of them, and suggest ways in which the impact can be minimized or enhanced
Mathematics (Data Management and Probability)	
	Gather data to answer a question, using a simple survey with a limited number of responses
	Collect and organize primary data (e.g., data collected by the class) that is categorical or discrete (i.e., that can be counted, such as the number of students absent), and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed

### Grade 3

Language (Oral Language)	
2.3	Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
2.4	Choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience
Mathematics (Data Management and Probability)	
	Collect data by conducting a simple survey about themselves, their environment, issues in their school or community, or content from another subject
	Collect and organize categorical or discrete primary data and display the data in charts, tables, and graphs (including vertical and horizontal bar graphs), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed, using many-to-one correspondence (e.g., in a pictograph, one car sticker represents 3 cars; on a bar graph, one square represents 2 students)

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## STRAND 2 • CHOICES AND DECISIONS

### Organization

Approximate Total Lesson Time: **60 – 80 minutes**.



Note: The times listed are intended to be used as a guideline. Teachers may make adjustments to time as needed to suit the needs and size of their class.

Materials	Quantity
Chalk/white board or chart paper	1
Writing utensil for instruction	1
Copied and cut out Exploring Feelings Photo Cards (provided at the end of the lesson)	1
Copied 'Survey Tally Cards' (provided at end of lesson)	1 per student
Copied or projected 'Exploring Feelings Photo Cards' (provided at end of lesson)	1
Writing utensils for students	1 per student

### Required Background Knowledge

Students need some experience collecting information using a survey and tally. A mini-lesson or a review of these concepts may be helpful prior to the lesson. A video such as “Counting Tally Marks 1-10” may be useful.

[https://www.youtube.com/watch?v=P\\_UZiA\\_oxaY&list=PLYeMGly98SfA36kKdS8g42ff0PKev8ft](https://www.youtube.com/watch?v=P_UZiA_oxaY&list=PLYeMGly98SfA36kKdS8g42ff0PKev8ft)

Students also need a basic understanding of emotions and feelings. Because students may still be developing an understanding of their own feelings, consider reviewing the idea of emotions by reading a book such as “The Way I Feel” by Janan Cain.

Consider starting a word wall and add the term “emotions” and/or “feelings”. See the appendix for word wall cards.

# ONTARIO SPCA HUMANE EDUCATION SERIES

## STRAND 2 • CHOICES AND DECISIONS

### Engagement & Making Connections

Invite students to share an experience or a photo of their pet, a pet they know, or a pet they would like to have. Encourage students to identify some of the feelings they experience as they interact with their pet. Record their contributions on chart paper or the board.

### Introduction

Invite students to form a double line and stand facing a partner. Ask students in one row to move one place to their right for each new question. The student at the end of the row moves to the front of the line. Activate students' thinking and discussion with questions such as:

- Do pets have feelings too?
- How do we know what they might be feeling?
- What kind of feelings might they have?
- Do they have the same kind of feelings as we do?

Invite students to pose additional questions to extend the discussion. Refer back to the list of children's feelings made earlier in the lesson and look for feelings that can be shared by people and pets. Challenge students to brainstorm as many emotion words as possible. Grade 3 teachers should prompt students to think of a rich variety of words and synonyms, such as happy, joyful, ecstatic, or sad, blue, or melancholy, etc..

### Challenge & Collaboration

Provide students with a survey tally card and one of the cut out photos from the Exploring Feelings page. Have students glue their photo to their tally card. The teacher may prefer the students to work in pairs.

Invite students to survey 10 or more students using a question such as:

How do you think this pet might be feeling?

Students will record responses under the appropriate column on the tally card. The tally cards can be posted around the room for students to review.

As a class, discuss the results of the survey.

- Which emotion was the most common? The least?
- How did you decide what emotion the animal was feeling?
- What clues did you use?

For students looking for additional challenge, students can create a bar graph or pictograph using the results from their tally cards (happy, sad, etc.). For a pictograph, students can draw the different faces or use emoji-stickers.

# ONTARIO SPCA HUMANE EDUCATION SERIES

## STRAND 2 • CHOICES AND DECISIONS

### Consolidation

Invite students to select one of the Exploring Feelings photos (these can be copied or projected on a screen). Have students say what the animal might be feeling. Students can also act out what the animal is doing and vocalize their thoughts using a voice they think the pet might use.

### Reflection & Response

Activate students' thinking skills by posing questions such as:

- How might our feelings be affected by the feelings of our pets?
- What challenges might we face when we have a pet?

(e.g., It might be hard to resist feeding a pet from the table because they look so sad.)



### Optional Extensions

Read the book *How Full is Your Bucket? For Kids* by Tom Rath and Mary Reckmeyer, illustrated by Maurie J. Manning. Come up with ways that children can fill animals' buckets.

Share different situations that might make a pet feel a certain emotion. Have students role-play what that pet and owners would do and say. At the end of each scene, ask the students, "How do you think this pet feels?"

#### Examples:

- An owner says to his dog: "Do you want to go for a walk?"
- An owner forgot to feed her cat in the morning.
- An owner takes his horse out for a gallop around the barn.
- An owner returns home from work and the place is a MESS! There is torn up cardboard everywhere, the couch is clawed apart and there is food missing off the counter.

### Additional Resources

#### Video







1. "Pets have Feelings Too" <https://www.youtube.com/watch?v=HIt8SeACqnM>  
Music video of an easy song about pets having feelings.

#### Book

2. "Animals Have Feelings, Too!: Exploring Emotions From A to Z" by Karen Lee Stevens, illustrated by Teri Rider  
This alphabet book shares different emotion of pets.

 Note: We recommend that teachers preview all materials before sharing with the class to ensure that the material is suitable. While resources are listed for each lesson, resources may be suitable for many of the lessons.

# Exploring Feelings: Tally Cards

This pet is feeling...					
HAPPY	SAD	ANGRY	SCARED	EXCITED	PLAYFUL
					



# Exploring Feelings: Photo Cards



# Exploring Feelings: Photo Cards





# Exploring Feelings: Photo Cards



# Exploring Feelings: Photo Cards



# Exploring Feelings: Photo Cards



# Exploring Feelings: Photo Cards



ADD YOURS

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