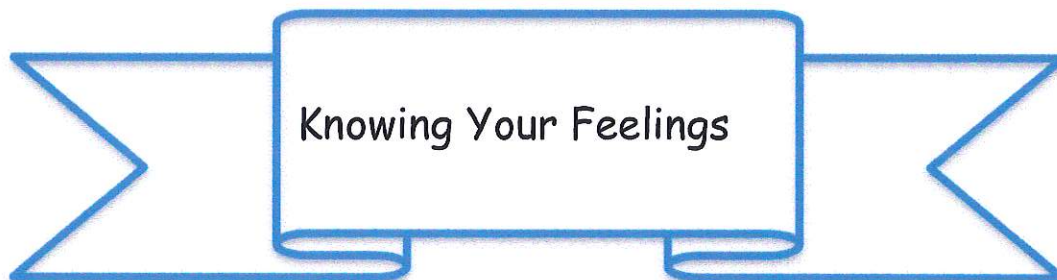


Dear Families:

We continue to build our social skill concepts on a weekly basis. Our next social skill is 'Knowing Your Feelings'. On the back you will find the 'Knowing Your Feelings' skill along with the steps the students learn regarding how to apply 'Knowing Your Feelings'. Please reinforce these steps at home to help your child make the connection from home to school. Not every skill applies to each child; however, we teach them as a class so students can support one another in using the steps properly. If you have any questions please do not hesitate to ask.

Sincerely,
Ms. DeSoucey
Ms. Marks

Skill this Week

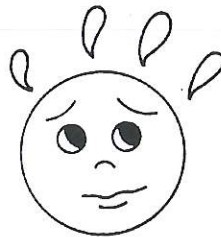


Skill 21: Knowing Your Feelings

STEPS

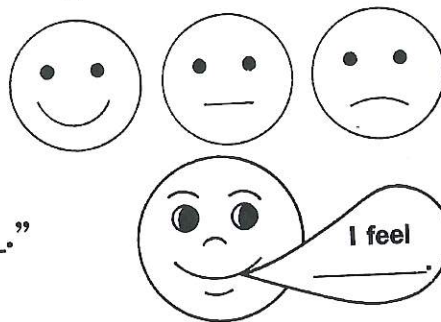
1. Think about what happened.

Discuss what happened that may have caused the feeling. Also talk about the signals the children's bodies give that indicate they are having a strong feeling.



2. Decide on the feeling.

Discuss a variety of feelings, such as anger, happiness, frustration, fear, and so on.



3. Say, "I feel _____."

SUGGESTED SITUATIONS

School: You have to go to a new school where you don't know any of the kids.

Home: Your parent announces that the whole family is going to a movie that you had been wanting to see.

Peer group: You didn't get invited to a friend's birthday party.

COMMENTS

Explore as many different feeling words as the children can handle, trying to expand their vocabulary beyond the typical feelings of happy, sad, and mad.

RELATED SKILL-SUPPORTING ACTIVITIES

Read the story *I Was So Mad*, by Mercer Mayer (Western, 1983). Discuss how the main character's body might feel during different parts of the story.

Read the book *Feelings*, by Alikì (William Morrow, 1986). Discuss times when the children have had similar feelings. Ask how they knew (how their bodies felt) when they were having those feelings.

Present pictures of people and animals, and help children identify what feelings may be expressed. Generate ideas as to what may have caused these feelings.