



Miss Kendra's List
**NO CHILD SHOULD BE HARMED BECAUSE OF
THEIR RACE, RELIGION, OR GENDER**
Week 3: Social Emotional Impact

SEL Competencies: Self-Awareness (Identifying Emotions)
Self-Management (Impulse Control)

Preparation:

- Put letters from Miss Kendra in the mailbox
 - Bring a pointer, pencil, or other conductor-like baton
 - Print or copy and prepare "Emotion Cards" (see supplemental materials)
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Opening Ritual:

- "Who knows what time it is?" "Miss Kendra Time!"
- Go through Miss Kendra's List with actions.

Introduction: *"Good job reading Miss Kendra's List, today, Kindergarteners! Today, I want us to pay special attention to the bottom part of Miss Kendra's List. Miss Kendra says that a child can feel sad, scared, lonely, angry, or worried when the things on the top of the list happen to children. Does anybody know another word for feelings? Emotions! Can you all say that?"*

"When we have different feelings, or emotions, we show them in our faces and bodies, and there are different kinds of sounds that may go along with them. So, today, we are going to think about these different kinds of emotions by having an emotional chorus!"

Emotional Chorus - Group Activity

Instructions:

1. Teach the students about how a conductor uses a baton to make a chorus play louder or softer.
2. Teach the students how a conductor will cut off the chorus to have them stop playing and be silent (conductor moves their arms out sharply).
3. One by one, have students practice showing you what sad, scared, lonely, angry, and worried sound and look like. Have them represent them each as a big feeling, and then a small feeling.
 - **Example:** A little sad might be a quiet frown and crossed arms. Very sad might be crying or wailing.

4. For the emotional chorus, name an emotion, and use your baton to play with having the students enact different emotions at different levels (Level 1: a whisper; Level 2: Conversational volume; Level 3: Loud). They should follow along with baton at the down, middle, and high positions, and stop when you cut them off.
5. Repeat through each emotion, up and down through big and small expressions of each.

Discussion Questions:

- How did it feel to show a little feeling?
- How did it feel to show a big feeling?
- How did each sound make you feel? When it was soft? When it was loud?
- Have you ever seen others have big feelings about being treated differently or harmed because of your race, religion, or gender?
- Have you ever had a big feeling about being treated differently or harmed because of your race, religion, or gender?

Return Letters: (Not needed if everyone got their letters back last week.) *"It's mail time! Remember if you got your letter back last week that means that this week your job is to be a great Miss Kendra listener today for our friends who have waited patiently for their turn."*

"Can I get a drumroll please (model making a drumroll on your knees) for... [student name]! [Student] would you like to share your letter with the class or take it home to read with your family?"



TIP: Don't worry too much about solving students' problems during letter sharing, if there are issues being shared. The primary goal of letter sharing is to witness, validate, and norm open conversation. If there are bigger practical issues, like safety, you can address them privately.

Closing - One More Time

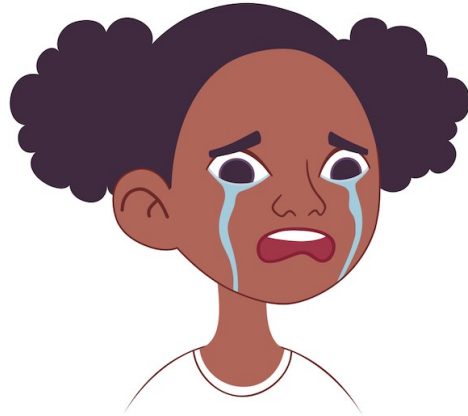
"Great job today, Kindergarteners! To finish, I'd like for us to play one last song with our emotional orchestra... but this time we are going to focus on positive, happy feelings to show love for who we are. No child should be harmed because of their race, religion or gender. They should be accepted, welcomed, and loved. Can you show me happy feelings? How about proud? How about loved feelings? Great job!"

Use the baton to play a quick "song" about embracing identity and diversity.

Emotion Cards



Sad



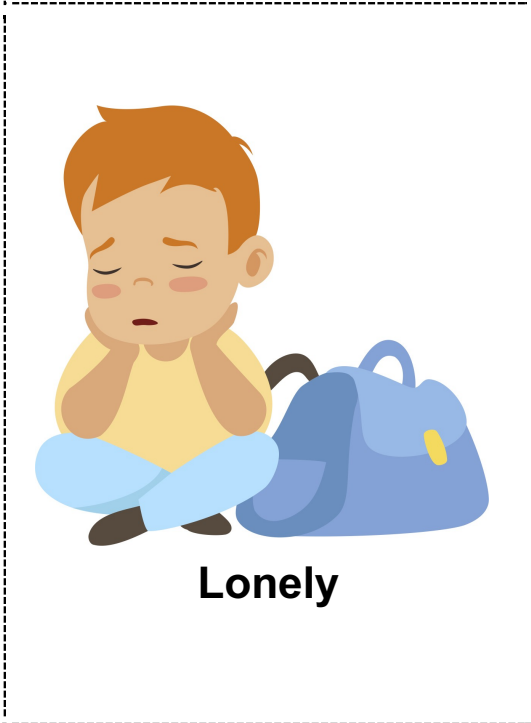
Scared



Happy



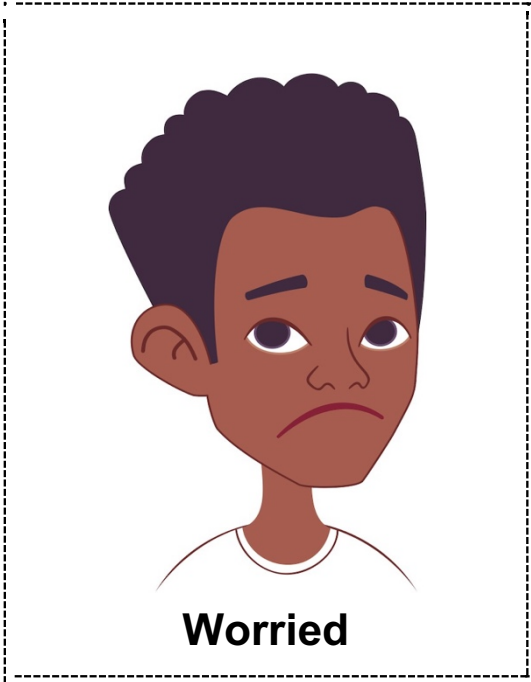
Excited



Lonely



Angry



Worried



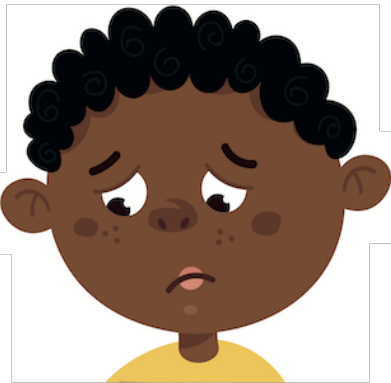
Nervous



Calm



Bored



Ashamed



Annoyed