



HEART-MIND QUALITIES:

-  Compassionate and Kind
-  Gets Along With Others
-  Solves Problems Peacefully

AGE: Early Years

LEARNING OUTCOMES

Children will be able to:

- demonstrate kindness.
- demonstrate an ability to treat others respectfully.
- generate strategies for problem solving.

MATERIALS REQUIRED

- *Chrysanthemum* (1991, HarperCollins) by Kevin Henkes
- Large Paper Heart Cut-Out

TEACHING AND LEARNING ACTIVITIES

1. Read the story *Chrysanthemum* aloud to the students.
2. Each time someone in the story is unkind to the main character Chrysanthemum, have a different student come up and crinkle up a section of the large paper heart cut-out.
3. At the end of the story allow the students to take turns trying to smooth out the wrinkled heart.
4. Re-read the story with a focus on identifying when the characters are feeling comfortable or uncomfortable. Ask students to name the feelings.
5. Have a discussion to make the connection between words, actions and feelings. Use the paper heart to show how you can't completely get rid of the wrinkles. It's like a person's heart that may stay a bit "wrinkled" after you say or do something that is unkind.

ADAPTATIONS

- Use a different story that addresses a particular issue or problem that is specific to your classroom. Use the concept of creating a tactile and visual effect with construction paper.
- Give each student their own smaller paper heart to crinkle up as you read the story.

FOLLOW-UP ACTIVITIES

- Have students generate a list of things they can do or say to help make someone's heart feel happy.

Adapted From | Stephanie Spring
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6. In pairs, have students compare their emotion wheels and brainstorm ways that the wheel could be used in the school setting or at home. Report out ideas.

ADAPTATIONS

- Use the wheel as a classroom tool to help solve disputes. Begin conflict resolution with the statement “I feel....”
- Use the wheel to spark creative writing. Invite students to describe a time when they felt a particular emotion. Alternatively students can create a fictional story in which the main character experiences the emotion.
- Use paint chips (with 3-5 colour gradations) to sort the intensity degrees of emotions.
- Compare the student’s wheels to American Psychologist Robert Plutchik’s Gradations. Discuss any emotions on the wheel that student’s have never experienced? Ask: can you experience more than one emotion at the same time?