

# My Powerful Thoughts, Actions, and Feelings

**Purpose:** To introduce the idea that a positive Thoughts-Actions-Feelings Circle works much better than a negative Thoughts-Actions-Feelings Circle.

**Word of the Week—Self-Concept:** How you think and feel about yourself.

**Materials Needed** Full water bottles

**Materials Provided** Squeak and Mimi puppets; 36" fish line; "Thoughts-Actions-Feelings Circle" Poster 6-1-PK

## Procedure

**Teacher** *Put the Squeak and Mimi puppets on your hands and read the following script using your "Squeak and Mimi voices."*

**Say** Do you remember how Squeak and Mimi helped us learn about thoughts, actions, and feelings? (*Wait for responses: Yes.*) Today, two new friends, Bright Sider and Grumpy Grouch, are going to teach us some easy ways to remember our thoughts, actions, and feelings.

**Squeak:** Hi, boys and girls.

**Children:** (*Coached by teacher.*) Hi, Squeak and Mimi.

**Mimi:** I'm happy today, Squeak. Can you see how happy I am, children?

**Squeak:** Why are you so happy?

**Mimi:** I helped my mother. I listened to my teacher. I sang in my best, loudest voice. Want to hear me?

**Squeak:** Okay. (*Puts his paws over his ears.*)

**Mimi:** (*Sings really loud and dances.*) I like me and I like you. You are special, and I am, too.

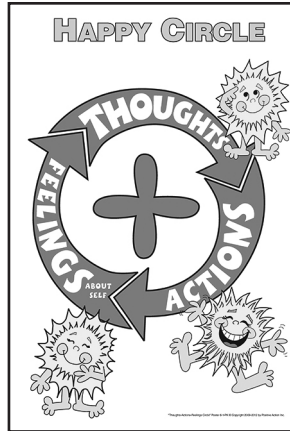
**Squeak:** (*Dancing along.*) That's great, Mimi! I can tell that you are feeling positive!

**Mimi:** Positive? Help me remember what that means.

**Squeak:** Positive means...well...let's listen to the teacher.

**Teacher** *Display the positive (green) side of the "Thoughts-Actions-Feelings Circle" Poster 6-1-PK. The hand motions below will be used throughout the curriculum to represent thoughts, actions, and feelings about ourselves. These motions will help students remember the behavior process.*

**Say** How we feel about ourselves depends on our thoughts (*point to "thoughts" on the poster*), actions (*point to "actions" on the poster*) and feelings (*point to "feelings" on the poster*). (*Point out the Bright Sider character.*) This is our new friend, Bright Sider. See how he is pointing to his head? He is having a positive thought (*ask students to point to their heads, symbolic of thoughts*). The next thing on our Circle is actions? Bright Sider did a positive action (*ask students to wiggle their fingers, symbolic of actions*). Does he look happy? (*Wait for responses: Yes.*) Look what Bright Sider is doing here. He has his hand over his heart (*ask students to put a hand over their hearts, symbolic of feelings about ourselves, and smile to represent "happy"*).



Do you think Bright Sider feels good about himself? (*Wait for responses: Yes.*) Is Bright Sider in a Happy Circle? (*Wait for responses: Yes.*) Why is Bright Sider in a Happy Circle? (*Wait for responses. If you need to coach the children through the process, relate how he is in a Happy Circle because he had a positive thought, he did a positive action, and he got a good feeling about himself.*)

(*Turn the poster over to the negative (red) side. Trace the Negative Thoughts-Actions-Feelings Circle.*) When we have a negative thought (*ask students to point to their heads, symbolic of thoughts*), we do a negative action (*ask students to wiggle their fingers, symbolic of actions*), and then we feel bad about ourselves (*ask students to put a hand over their hearts, symbolic of feelings about ourselves, and frown to represent “unhappy”*). That’s why our new friend, Grumpy Grouch, is in this Unhappy Circle. Because he had a bad thought, he did a bad thing, and he feels bad about himself. He feels like he is missing out on something. And he is! He is missing out on that good feeling that comes from being positive (*turn poster back to positive (green) side*).

**Say** I’m going to say a circle and if you think it’s a Happy Circle, jump up and down and wave your arms. (*Demonstrate.*) (*Read children the following examples, pointing to your head, wiggling your fingers and putting your hand over your heart as you go.*)

I like preschool. I do my best there. Then I feel happy because I am a great learner! (*Positive: jump up and down and wave arms*)

I love my mom and dad. I listen when they speak to me. I feel happy because I behave like a good son or daughter. (*Positive: jump up and down and wave arms*)

**Teacher** Put the puppets back on your hands and resume the script.

**Mimi:** Wow! Squeak. I’m in a Happy Circle today.

**Squeak:** You sure are, Mimi. I hope all our friends in Mrs./Ms./Mr. \_\_\_\_\_’s class are in Happy Circles, too. Children, jump up and down if you are in a Happy Circle today. (*Wait for responses.*) We’ll see you soon.

**Mimi:** Goodbye, boys and girls.

**Children:** (*Coached by teacher*) Goodbye, Squeak and Mimi.

**Teacher** After the lesson, use the fishing line to hang the two-sided poster in a visible place in the classroom where you can refer to it frequently during lessons. You can also use it as a tool to correct negative behaviors and encourage positive behaviors throughout the day.