Dear Parents,
As part of the social emotional learning at Waverly, we push into classrooms monthly to teach a lesson related to the school’s word of the month. Pushing into the classroom allows for us to get to know students and for them to get to know us as a trusted staff member in our school. The topic for this month’s lesson is Community. Establishing a sense of community supports students in feeling valued, connected, included, and helps them learn important social skills, as well as teaches them about responsibility. We introduced ourselves to the classroom and discussed our role in the Waverly School community. At Waverly, we call ourselves “Feelings Teachers.” Students learned that Feelings Teachers help children learn about their feelings and feelings of others, how to solve problems and how to get along together. During our lesson, we played a game to practice listening skills and spoke about different feelings words. We then read the book, How Do You Feel? by Jodie Shephard in Kindergarten classes and The Way I Feel by Janan Cain in first grade classes. We finished with an activity where students had to use facial clues to determine how someone was feeling with a mask on.

**Key Points covered in the lesson:**
- Feelings are located inside of us but we can show how we feel on our faces and through our actions
- We can even figure out how others are feeling with masks on
- Comfortable versus uncomfortable feelings
- Our bodies give us physical clues as to how we are feeling

**Suggested books to help understand emotions:**
- I Feel Silly and Other Moods That Make My Day by Jamie Lee Curtis
- F is for Feelings, by Goldie Millar and Lisa Berger
- The Boy With Big, Big Feelings by Britney Winn Lee
- In My Heart: A Book of Feelings by Jo Witek

**Suggested activities at home:**
Explore different emotions by having your child create faces using Playdough or by drawing them. State an emotion and ask them to show you how that emotion looks by using the Playdough or markers.

When reading books, discuss how the character might be feeling and ask your child how they know that based on the person’s body clues and facial expressions.

Model how to be a “feelings detective.” For example, you can say, “my body feels tight, so I can tell that I am mad” or “my heart is beating quickly so my body is telling me that I am nervous.”

Point out how you or your child might feel to help build their emotions vocabulary, such as, “I feel so excited to try this new activity with you” or “I am feeling upset because I didn’t get to have the dessert I wanted.”

We are looking forward to continuing this work in the classroom this year and establishing relationships with the students. Please stay tuned for more updates regarding future lessons throughout the year!

Melissa Schaer & Dana Mosca, Waverly School Psychologists