



## Educator Guide for K-3 Students

### Carmen's Corner Episode 2: Feelings

#### Overview

After watching the second episode of Carmen's Corner featuring the Kids Against Bullying puppets, use the student worksheets to engage your students (and the adults in their lives) in thinking about feelings and emotions. As Carmen says, "It's good to use words to talk about your feelings."

#### Goal

To help K-3 students learn emotions vocabulary and how to identify what emotions are happening inside of them. This episode also promotes coping skills and affirms positive social behaviors between students.

#### Materials Needed

Internet access (ability to access YouTube); if worksheet is to be printed out, then you will also need a printer, paper, pencils, crayons, or other drawing tools.

#### Steps to use with in-classroom or distance learning

1. Have students watch Carmen's Corner, Episode 2 (<https://tinyurl.com/CarmensCornerEp2>). The episode is approximately 15 minutes long. The episode covers the following topics in this order (time stamps are shown after each section to simplify instruction):

- a. **Welcome!** [0:35]
- b. **Word of the Day:** *Feliz / Happy* [1:06]
- c. **Ask Carmen:** Questions about bullying sent to Carmen; in this episode Carmen receives a letter from her friend Miguel who was laughed at and needs help trying to name his feelings. [1:50]
- d. **Detective Brad:** Carmen asks her friend Brad for help with Miguel's letter. Using a feelings chart, Brad and Carmen explore emotion words and match them with the emoticons Miguel used in his letter. [3:04]
- e. **Cheer Practice with Shannon:** Shannon looks at pictures of her friends showing different emotions\* (confident, angry, lonely) and asks them what they were feeling at the time.  
\*Please note: the word "blue" is used for sad and may need to be defined for some children. [5:16]



- f. **Special Guest:** Michelle Riley, LAUSD therapist from Columbus Elementary, talks with Carmen about coping skills for kids having big feelings. [8:18]
  - g. **Sing Along with Sally:** Sally sings a song about feelings and shares how she uses the coping skill of music when she's feeling blue\*. Sally then asks the kids to identify their coping skill.  
*\*Please note: the word "blue" is used for sad and may need to be defined for some children. [11:54]*
2. Send or distribute the appropriate **worksheet** to students:
    - a. At home: Parents can participate by watching the video, recording their child's answers, or contributing an idea.
    - b. In the classroom: Debrief the video first with a class discussion and then have students start the handout, revisiting sections with class discussion when necessary.
  3. **After worksheets are done, discuss in a class meeting** and let students talk about their answers.
  4. After worksheets are handed in or sent back, **create a class "Feelings Chart"** where students can post pictures of their own faces for different feelings and identify those feelings by naming them. To encourage students to think about their coping skills, teach them Sally's song about feelings.

### Notes for educators

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#### **Worksheet A:**

The primary emphasis of this worksheet is on identifying and naming emotions of different kinds, as well as discussing how to cope with feelings in a healthy way. The questions can be completed with adult assistance.

#### **Worksheet B:**

This worksheet emphasizes identifying and naming emotions as well as coping skills. Additionally, students are asked about what makes them feel better. This worksheet is meant to be completed by the student independently.

**"Speak up, reach out, and be a friend!"**