

Lesson 4: The Couch Potato Blues

TEKS: Prekindergarten

Social and Emotional Development Domain:

- 1.B.2.a Child begins to understand difference and connection between emotions/feelings and behaviors.
- 1.B.2.b Child can communicate basic emotions/feelings.

Listening Comprehension Domain:

II.A.2 Child shows understanding by following two-step oral directions and usually follows three step directions.

Vocabulary Domain:

- II.D.1 Child uses a wide variety of words to label and describe people, places, things, and actions.
- II.D.5 Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.

Reading Domain:

III.D.2 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

Fine Arts Domain:

VIII.B.1 Child participates in classroom music activities including singing, playing musical instruments and moving to rhythms.

Physical Development Domain:

IX.C.3 Identifies good habits of nutrition and exercise.

Objectives:

- Students will explore the fact that all people have feelings.
- Students will describe and name four different emotions.
- Students will describe at least two healthy ways to act in response to his or her own feelings.

Activities:

1. Introduce the Video (5 minutes)- *The Couch Potato Blues* video and discussion.
2. Shared Reading (15 minutes) – Explore the book, Today I Feel Silly & Other Moods That Make My Day, and discuss different emotions presented in the story.
(Author: Jamie Lee Curtis)

3. Circle Time: Exploring Emotions (15 minutes) – An exercise that helps students see that physical activity and emotion might be connected.
4. Circle Time: Emotions and Food: Someone’s Grumpy! (10 minutes) – A play to emphasize the importance of eating a healthy breakfast.
5. Points to Ponder (5 minutes) – Options for further discussion.
6. Extension Activities (10 to 20 minutes) - Further exploration of concept.
7. Family Activity (15 to 20 minutes) – Family activity to be done at home and reported about at school.

Materials:

Introduction- Video: *The Couch Potato Blues*, chart tablet, markers

Shared Reading: Book: Today I Feel Silly & Other Moods That Make My Day by Jamie Lee Curtis

Exploring Emotions: chart tablet, markers, brain builder vocabulary words on sentence strips

Emotions and Food: Someone’s Grumpy!: two classroom puppets

Extension Activities:

Facial Expressions: camera, printer, glue, scissors, pencils, cardstock paper

Every Face is Unique: glue, scissors, paper plates, old magazines, pencils

Displaying Emotions: vocabulary words and picture cue cards on sentence strips: happy, sad, angry, scared, silly, tired, mad, cranky, excited

Emotions Game Cards: cards with emotions (pictures and words)

Puppet Play: premade popsicle stick puppets of SP, Yukon, Russet, and Sugar Baddie

Family Activity: My Many Colored Days by Dr. Seuss; crayons, paper, magazines, scissors, glue

Pedagogy:

Remember to use Bloom’s Taxonomy and Gardner’s Theory of Multiple Intelligences. In this lesson, you might ask students to DEMONSTRATE what a “couch potato” is and COMPARE those actions to a favorite athlete’s physicality (Bloom). Alternatively, for a logical/mathematical style of learner (Gardner), you might suggest that the student create a timeline that plots his or her moods throughout the day.

Did You Know?

- Drinking just one 20-ounce can of a sugary drink per day can result in a person gaining 25 extra pounds each year.¹
- The carbohydrates in oatmeal trigger the body's release of serotonin which is a hormone that relaxes you.²

Brain Builder Vocabulary:

emotions

excited

tired

sad

angry

mad

scared

Other Resources:

How Are You Peeling? Foods with Moods by Saxton Freymann and Joost Elffers

Glad Monster, Sad Monster by Ed Emberely and Anne Miranda

The Feelings Book by Todd Parr

My Many Colored Days by Dr. Seuss

What Do You Do With a Problem? By Kodi Yamada

<http://kidshealth.org/kid/feeling/>

The Couch Potato Blues

Introduction (5 minutes)

1. **Before you watch the video**, welcome the students by saying, "Hello boys and girls. Today we are going to visit with the potatoes and learn more about our own bodies." Introduce the book and the poster with the song lyrics.
2. Watch *The Couch Potato Blues* video.
3. In the classroom, post the words to *The Couch Potato Blues* on a chart. Chant the words together as a class.
4. **After you co-view the video**, ask, "What was the message in the video?" This time write their responses down. As you review their responses, make any clarifying points about the intended message.
5. Invite the students to sing along and dance along to the song with you. When done, ask them, "How do you feel after singing and dancing to that song?"
6. Encourage your students to consider physical activity as a different response to a challenging mood. Explore with the students the following questions:
 - After running around outside or playing at recess, how do you feel?

- Do you think physical activity affects how you feel? Discuss how they deal with emotions.
- When you are angry or sad, how do you act? When you are sad do you pout? When you are angry do you yell?
- What helps to cheer you up when you are sad? Would playing with a friend help?
- How do you calm down when you are angry? Would shooting baskets or running help?

Shared Reading (15 minutes)

Materials: Today I Feel Silly & Other Moods That Make My Day by Jamie Lee Curtis

1. Do a “picture walk” as you share the cover, title, author and illustrator and browse through a few pictures with the children. Ask them to share their thoughts about what they think the story might be about.

Encourage the children to make observations about the book.

Describe what you see on the cover and talk about the parts of the book: the cover, the back and the spine.

2. Read the book Today I Feel Silly & Other Moods That Make My Day by Jamie Lee Curtis.
3. Encourage the children to make observations about what the book was about and to talk about the characters.

Exploring Emotions (15 minutes)

Materials: chart tablet, markers, brain builder vocabulary words on sentence strips

1. Talk about the physical activities that the girl enjoyed.
2. Act out the emotions that were introduced in the story.
3. Act out the emotions from the video.
4. Act out the emotions from the brain builder vocabulary words.

Emotions and Food: Someone’s Grumpy! (10 minutes)

Materials: two classroom puppets

Choose two puppets that you can use to speak with your students about health and nutrition. One puppet should portray a cranky attitude and the other should be ready to play!

Puppet 1: I’m really happy to be at school today so that we can play together. What do you want to do first?

Puppet 2: Nothing. I want to sit here.

Puppet 1: Oh, I think that you might be upset. Do you want to build a puzzle together?

Puppet 2: NO! I don't want to! I just want to SIT alone.

Puppet 1: Oh, okay. We can play with the blocks together and build a tower.

Puppet 2: NO! I don't want to play today.

Puppet 1: I would like to play with you and there are a lot of fun things that we can do together. I woke up this morning, ate oatmeal and bananas, and was really looking forward to playing with you. I'm happy you came to school today too. You sound grumpy. Why aren't you happy?

Puppet 2: I woke up late today and so did everyone else. We were in a hurry because we were running late and I didn't get to eat breakfast.

Puppet 1: Oh! Breakfast is super important. Remember what Mrs. XX said, "Breakfast gives us energy that we need throughout the day."

Puppet 2: I wish I had eaten breakfast. My stomach feels empty and it is growling. I just want to sit and not do anything.

Puppet 1: It's almost snack time. I know we're having apples and oranges today. Eating fruit will give you energy and help you to feel better.

Puppet 2: That sounds delicious. I'll remind my mom and dad how important it is for us to eat breakfast every morning.

Puppet 1: Look, it's time to clean up.

Puppet 2: That means it is time for healthy snacks! I can't wait.

Points to Ponder (5 minutes)

1. How do you feel when you skip breakfast?
 - Many people feel GROUCHY if they skip breakfast. Do you listen to your body when it tells you that you are hungry?
2. Have you ever felt sick after eating too much ice cream or too many cookies?
 - What did you do about it? How do you know when your stomach is full?
3. Candy and sweets can give you a fast boost of energy, but it won't last long and you could end up with an energy crash. High fiber snacks with protein give you a steady supply of energy without the crash.
4. It can be hard to resist all unhealthy snacks. It is important to be aware of what you are eating. For example, if you eat cake and ice cream at a birthday party, don't go back for a second serving. If you choose a soda, skip the dessert.

Extension Activities:

Writing Center: Facial Expressions (15 minutes)

Materials: photos from magazines of different emotions, glue, scissors, pencils, white cardstock paper

- Gather a collection of facial expressions from magazines that capture facial expressions during various activities (e.g. at lunch, on a playground). Glue them on squares of cardstock. Turn the pictures face down; align them in 3 rows. The children will take turns as they turn over two cards at a time to try to match people who have similar facial expressions. Ask the students to describe the emotion and to imitate it.

Writing Center/Art Center (15 minutes)

Materials: glue, scissors, paper plates, old magazines, pencils

- Give each student a paper plate. The children will look for faces in magazines. They will cut out eyes from one picture, a mouth from another, a nose, hair, etc. They will glue the eyes, mouth, nose, hair to the plate. They will then write a sentence to describe the emotion that they created; help them as is needed. Encourage them to be as descriptive as possible and to describe a time when they felt that emotion.

Dramatic Theater (20 minutes)

Materials: vocabulary words and picture cue cards on sentence strips: happy, sad, angry, scared, silly, tired, mad, cranky, excited

Students will participate in a word/picture theater. Each child will pick a partner and one person will be the actor and the second person will be the one who guesses. Like charades, no one will be able to speak. The people who are guessing will turn their backs so that they can't see you. The actors should stand where they are facing their partners and can also see you as you hold the words and picture cards.

The actors will act out the cues. Cue the children, "I will show the actors a word or picture that describes an emotion. Actors, I want you to act out the emotion. You can use hand motions and body parts, but you cannot speak. When your partner guesses the word, sit down and wait for the others to identify the emotion."

Table Games: Emotions Game Cards (15 minutes)

Materials: cards with emotions (pictures and words); unpleasant emotions: fear, anger, sadness, jealousy; pleasant emotions: joy, happiness, pride

1. Sort the cards into two groups: pleasant or unpleasant emotions. Talk with the child about how they determined which category to put it in. Work together to identify things that they can do to change an unpleasant emotion into a pleasant emotion.

2. Place all of the cards on the table. The adult will tell a first person story using one of the emotions. The student will identify the emotion that is being described. Share with the children an opportunity to create a story too.
3. It is important to talk with children about not only naming emotions, but honoring feelings too. It is okay to be angry, sad or jealous. You can help the child learn new skills how to move in and out of the feeling.

Dramatic Center: Puppet Play (15 minutes)

Materials: premade popsicle stick puppets of SP, Yukon, Russet, and Sugar Baddie

Students can role play scenarios of what they recall and have learned from the characters in the project: SP, Yukon, Russet and Sugar Baddie. Talk with the children about how the characters were plucked from the school garden, how they discovered how their bodies can move, and the effects of refined sugar. They can also talk about how they feel in relation to these (scared getting pulled up, excited to move, or regret after eating too much junk food).

Family Activity:

Materials: My Many Colored Days by Dr. Seuss; crayons, paper, magazines, scissors, glue

Encourage the families to visit the public library and check out the book My Many Colored Days by Dr Seuss. After reading the story, ask each member of the family to select a color that expresses an emotion that they recently felt. The family will make a poster by drawing a picture, writing words, or pasting pictures, to depict their expression or how they felt. The children will bring the poster, created by the family, to share with the class.

Print this letter to share activity ideas for families to explore at home.

Dear Families,

In our class, we introduced the children to The Healthy Kids Project, brought to you by KLRN Public Television and Gottalook Productions. We explored the video, ***The Couch Potato Blues***. (View it at: www.klrn.org/healthy-kids.)

The family activity will allow your family to explore feelings. Encourage your child to share what they learned at school. Also, your child will be asked to share a poster project that your family will do together at home.

It is important to talk with your child about emotions and expressing those emotions. I encourage you to visit your public library and check out the book My Many Colored Days by Dr Seuss and What Do You Do With a Problem by Kodi Yamada.

1. After reading My Many Colored Days, ask each member of the family to select a color that expresses an emotion that they recently felt. Work as a family to make a poster. You can draw a picture, write words, or paste pictures, to depict their expression or how they felt. Your child will bring the poster, created by the family, to share with the class.
2. After reading, What Do You Do With a Problem, share examples of times in your life when you were having a problem and figured out how to see the opportunity inside of it. Make sure to talk with your child about how you handled uncomfortable feelings too.

Choose health. It feels great!