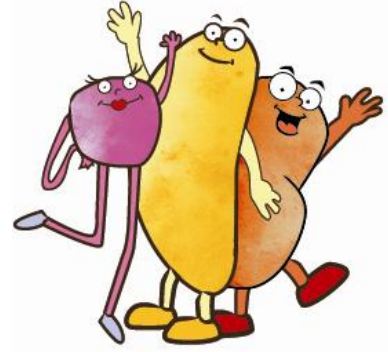


The Couch Potato Blues Activities



Introduction (5 minutes)

1. Play the video *The Couch Potato Blues*.
2. Key Questions to discuss:
 - **¿Cuál fue la principal idea de este video?**
 - **¿Alguna vez te has sentido como los personajes de este video?**
 - **¿Podrías nombrar algunas de sus sensaciones físicas?**
(hambre, cansancio, caliente, frío, etc.)
 - **¿Podrías nombrar algunas de sus emociones? (triste, contento, ansioso, aburrido, etc.)**
 - **¿Cómo defines la diferencia entre una sensación física y una emoción? Por ejemplo, ¿cómo podrías describir la diferencia entre estar aburrido y tener hambre? ¿Cómo?**
 - **Escoga a uno de los personajes de este video e imagínate que eres como él. ¿Qué opciones diferentes elegirías tú para ayudarte a tí mismo y sentirte mejor al fin del video? Ejemplos: apagar el video, salir a caminar, beber un vaso de agua, dejar de comer postres, etc.**

Are You Happy? (5 minutes)

1. Sing and dance with the children to "If You're Happy and You Know It."
2. Ask the students, "**¿Cómo se sienten después de cantar y bailar con esa canción?**"
3. Ask them about how they deal with these emotions. For example, when they're sad, do they pout? When they're angry do they cry? Encourage the students to consider physical activity as a different response to a challenging mood. For instance, shooting baskets when angry or playing outside with friends when sad. How does physical activity affect emotions?

Shared Reading (10 minutes)

1. Read *Today I Feel Silly and Other Moods That Make My Day* by Jamie Lee Curtis. Discuss the feelings that the main character experienced. Ask children to name the feelings and events that caused those feelings. **¿Cuál fue la reacción del personaje principal a cada uno? ¿Qué pudo ella haber hecho de otra manera?**

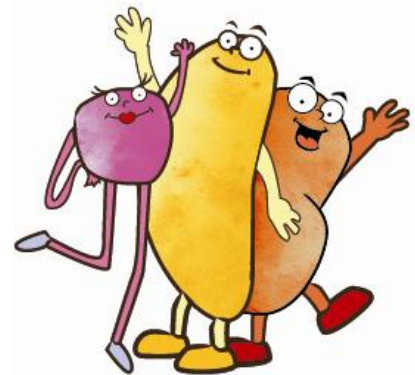
2. Ask the students, "**¿Alguna vez te has sentido como la niña del libro? Si es así, ¿cuándo?**"
3. Have students "help" the main character by brainstorming ways she might turn her mood into a more positive one. **¿A quién podría ella acudir para pedir consejo?**
4. Discuss that all humans have feelings and that we can simply feel our feelings (good or bad) without needing to change them. **Pregunte a los niños cómo se sienten en el momento presente, y si son capaces de quedarse quietos por un minuto para sentir la emoción del instante. ¿Podrían describirla de inmediato?**
5. Summary Questions:
 - ¿Por qué crees que el autor escribió este libro?**
 - ¿Cuál es su propósito principal?**

Points to Ponder (5 minutes)

1. How do you feel when you skip breakfast? Most people feel GROUCHY. Are you one of those people? Do you listen to your body?
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. When you're sad and you eat, does it make you feel better?
4. Candy and sweets can give you a fast boost of energy, but it doesn'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.¹
5. Discuss how physical activity can improve one's mood. Make a class list of physical activities that the children enjoy.
6. It is impossible 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 seconds.

"Face It" (45 minutes)

1. Give each child a box. Have each child cover the front and back of the box with a piece of Manila paper.
2. Children will draw a sad or upset face on one side of the box.
3. On the other side of the box, children will "turn the feeling around" and depict a happy face.



¹ <http://www.webmd.com/parenting/raising-fit-kids/food/fit-connection-food?page=2>

4. Introduce the vocabulary of opposites: bored/excited, tired/full of energy, embarrassed/proud, sad/happy, discouraged/confident. Ask students to hold up the side of the box (face) that matches each vocabulary word as you say the word out loud. Read opposites in sequence to help students see how the box turns from one side to another.
5. Ask students to write ways they might change a challenging mood into a more resourceful mood on the box. (Ideas may include: go for a bike ride, talk to a buddy, go play tag with a friend, read a favorite book, go for a walk around the block, play a game of football, etc.)

Kindergarten Activities

Option One:

TEKS: Reading: 5(C) Writing: 17(A,B,C,D,E)

1. Take a candid shot of children's faces during various activities (lunch, on the playground, during station time, etc.). Print small copies of these and glue them on squares of tag board.
2. Turn the photos face down in rows. Have children turn over two cards at a time to try to match students with similar expressions.
3. Students can also be given their own photo and be asked to write a sentence about how they were feeling at the time the picture was taken and why.

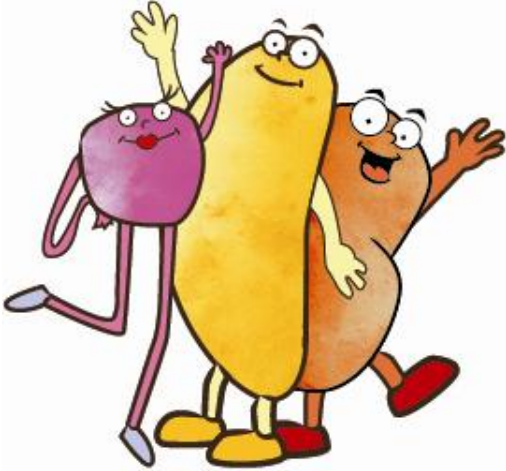
Materials: student photos, glue, scissors, tag board

Option Two:

TEKS: Writing: 17(A,B,C,D,E)

1. Cut one large circle for each student from Manila paper/paper plates, approximately 7 inches in diameter.
2. Have children look for faces in old magazines.
3. Instruct them to cut out eyes from one picture, mouth from another, nose, hair, etc.
4. The circle of paper is a face. Have the children glue the eyes, mouth, nose, hair etc. to their circle.
5. Have students tell/write a sentence to describe how their "face" is feeling and why.

Materials: glue, scissors, Manila paper/paper plates, old magazines



Second Grade Activities

Option 1:

TEKS: N/A

Charades! Write a variety of different feelings on several index cards. Students choose a card and act out the emotion for the class to guess the emotion. Younger children may be given a card with a face depicting an emotion to act out.

Materials: index cards

Option 2:

TEKS: Writing: 17(A,B,C,D,E)

Older students can use Curtis' book as a model to create their own story about an imaginary day where everything goes wrong.

Materials: construction paper, colors

Option 3:

TEKS: Reading: 11(A)

Introduce students to figurative language and nonliteral meanings. Have each student choose an idiom to illustrate in a humorous way. Discuss the true meaning of the sayings with the class.

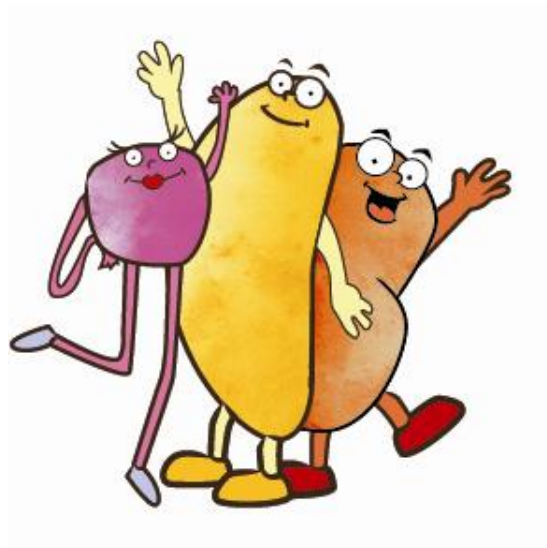
Possible Idioms: walking on air, down in the dumps, feeling blue, ready to tear my hair out, head in the clouds, grouchy as a bear, busy as a bee, jumping for joy, nose in the

air, mad as a wet hen, lost my head, chip on my shoulder, a lot on my plate, you're a chicken, so hungry I could eat a horse, etc.

Materials: construction paper, colors

Bibliography

<http://ga.water.usgs.gov/edu/propertyyou.html>

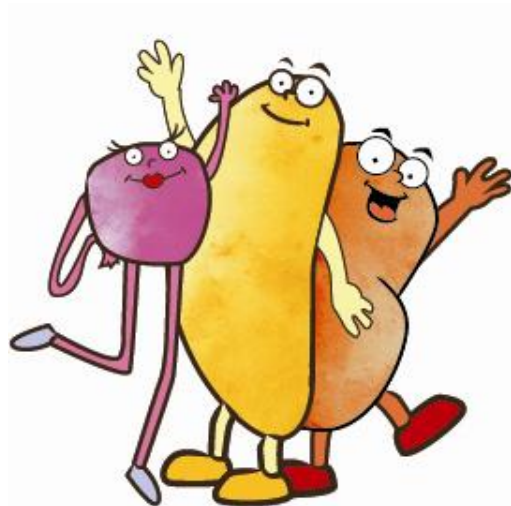


The Couch Potato Blues Lyrics

I look a little green
From all the plates that I've cleaned
All the hours I've spent
My eyes glued to the screen

Those sodas didn't help much
Now my back's a little sore
I feel so out of sorts
You know I can't do much more

I'm looking yellow
But I'm blue
I've got the couch potato blues



The Couch Potato Blues
(Spanish Translation)

Me veo un poco mal
Por tanto devorar
Y las horas que pasé
Con mis ojos en la tele

Los refrescos no ayudaron
Y me duele la espalda
Me siento medio raro- no puedo hacer más que estar hechado
Un poco pálido, es verdad
No me puedo levantar
Porque me siento muy mal

