



GRADE  
K, 1, 2

TIME  
5 minutes

WAYFINDER CORE SKILL  
Adaptability

## ACTIVITY

# Feelings Balloons

### MATERIALS

N/A

### INTRO

In this small group activity, students will investigate and differentiate feelings through exploring facial expressions and body language.

### Directions

- + Help students get into groups of two or three.
- + "Toss" each group a pretend feelings balloon. The person with the longest hair will catch the balloon.
- + These are not just any balloons, they are "feelings balloons".
- + When they pop, the feeling sprinkles all over the people nearby!
- + Toss a "blue feelings balloon" to each group.
- + Invite students to pretend to toss the feelings balloon back and forth between them until you say, "Pop!"
- + When you say "pop", show a sad facial expression.
- + Encourage all the students to show the feeling on their face and body.
- + Once they've shown the feeling, call on a student to share what that feeling was.
- + Repeat with other "feeling balloons": green - happy, red - angry, yellow - excited.

### Talking Points

- + Each feeling looks different on our faces and in our bodies.
- + This helps us see how others are feeling.
- + Checking on our own facial expressions and body language might even help us notice how we are feeling.
- + Just like in the game, where everyone pretended to catch the feelings balloon as we passed it around our group, everyone has all these feelings from time to time.
- + Having feelings is part of being human, and everyone has feelings — kids and adults.



GRADE  
3, 4, 5

TIME  
15 minutes

WAYFINDER CORE SKILL  
Self-Awareness

## ACTIVITY

# The Wind Blows: Happiness Edition

## MATERIALS

N/A

## INTRO

In this activity, students will play a game wherein they share examples of what makes them happy.

### Directions

- + To play, invite students to stand in a circle with one student in the center.
- + The student in the center shares something that makes them happy by saying, "The wind blows if \_\_\_\_\_ makes you happy."
- + Any student standing in the circle who agrees with the statement runs to switch spots with other students who share the same happiness.
- + The student left without a spot stands in the middle and shares the next "The wind blows if \_\_\_\_\_ makes you happy," statement.
- + Keep going for as much time as you have as long as students remain engaged.

### Discussion Questions

- + What kinds of things make us happy?
- + What did you learn about your classmates?
- + How did talking about happiness and sharing examples of happiness impact how you feel?