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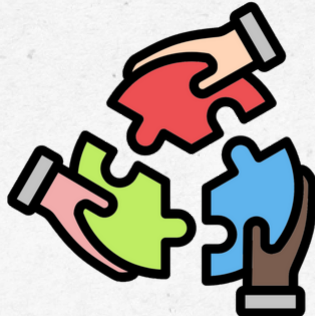
4C LESSON PLAN

for teaching English to young learners

FEELINGS

by Melek Övgü Güngör
& Elif Gündoğdu

Critical ELT Materials



LESSON PLAN



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Suggested Learner Profile: 3rd Grade (9 years old Elementary level students)

Material Needed: [MEB English Curriculum]. 3rd Grade Curriculum, Unit 4: “Feelings.” T.C. Milli Eğitim Bakanlığı, 2018.

Length of Time: 80 minutes

Goals:

- To improve students’ vocabulary and grammar skills to talk about “feelings”.
- To develop students’ emotional competence through communication.

Objectives:

By the end of the lesson, the students will be able to:

1. Identify the target vocabulary about feelings through the *Feelings Maze* activity.
2. Describe their and others' feelings/emotions using "I feel—He/She/It feels..." structure based on context.
3. Use the target vocabulary in short sentences with "because" in the *Spin the Wheel* activity.
4. Relate the target vocabulary to real-life situations and different contexts to talk about feelings.

Procedure:

1. **Lead-in & Warm-up (5'):** Greet the students and talk about a specific event that makes you happy. Ask students to share something that makes them happy in pairs to activate students' schemata & prior knowledge (e.g., "I feel happy because I play with my friends. Why do you feel happy?")
2. **Presentation (25'):** Play a short song ("This is a Happy Face") (App. A). Encourage students to sing along and mimic the feelings using Total Physical Response (TPR). Display the presentation (App. B) to teach the target vocabulary related to feelings through the characters in a popular animated movie, "Inside Out 2." Use puppets of these characters (App. C) while teaching and ask students to imitate the emotions to each other in pairs (using TPR). Give a short lecture on what they can do when they feel bad.
3. **Practice (30'):** Hand out the *Feelings Maze* worksheet (App. D). In this exercise, students trace the lines and help the children "figure out their emotions." Then, they match the drawings of the emotions with the correct sentences. After correcting the answers as a whole class, pronounce each word and make students repeat after you. Assign another worksheet, *Feelings Check-In* and *Exploring My Emotions* (App. E), as homework. Students can get help from a dictionary or from a senior.

4. Production (20'): Students form groups of five, and each group member spins the wheel (App. F) and tries to guess the feeling. Then, they brainstorm what might be the cause of this feeling. Each group member shares an event/activity where they experience this feeling using “I feel ... because....” At the end of the lesson, hang a poster (App. G) on the classroom board so that the students can view it anytime.

Contingency Plan (In case you finish early): Students can use the *Flashcards* (App. H) to enrich their learning process. Many different games can be played with them, such as matching, memorizing, or roleplaying.

Rationale and Reflection:

The first step in designing this lesson plan was to examine the formal third-grade English curriculum and the Ministry of National Education (MoNE) coursebook. After reading *Boşluk* (“The Colour Monster”) by Anna Llenas in our Teaching English to Young Learners course, we found the “Feelings” unit very interesting and relevant for a 4C lesson. We believe that students—young learners in particular—need more guidance and explicit education on expressing and managing their feelings and developing empathy for others.

To begin the lesson, we included a short song as the warm-up, because songs are a simple way to appeal to children. Then, we integrated an authentic and age-appropriate material: *Inside Out 2* (2024), a recently released animated movie that became popular among many children. It is a story of a girl who is going through puberty, Riley, where she navigates the emotional challenges and changes in her mind and body. The film's main idea is that all feelings are valid, and there are ways to overcome the bad ones. Drawing on this theme, we aimed to help learners verbalize their emotions and internalize the message that everyone experiences both positive and negative feelings. To make the lesson more engaging and easier to follow, we used puppets of the movie characters to *vocalize* the lecture part of the presentation stage. This multimodal approach encouraged participation and creativity. After the introduction of the characters, we presented slides that suggested practical ways for children to cope with negative emotions to highlight the importance of emotional well-being.

For the practice stage, we designed a worksheet to reinforce the target vocabulary. In the Feelings Maze worksheet, some children are shown as being confused about their feelings, so the students are asked to draw lines to help them out. The visual materials were carefully selected to reflect anti-racist and inclusive pedagogy; for instance, one character, Bella, has brown skin, while another, Amy, has red hair. Through this activity, students associated the vocabulary with visual cues and encountered these words again in structured sentences.

After this individual task, we aimed to foster collaboration and communication through group activity, which is often more entertaining and creative for the students. We designed an inclusive “Feelings Wheel” featuring diverse people—and even animals—expressing different emotions. The images on the wheel subtly conveyed the critical message that everyone, regardless of age, gender, or species, experiences emotions.

For more practice, students received a homework sheet to track their feelings daily, such as keeping a short diary. This task also aims to promote self-awareness and emotional regulation beyond the classroom. In case of excess time during the lesson, we also printed out colorful vocabulary flashcards that students could use to create their own games to play together.

Finally, for further and explicit emphasis, we used a classroom poster in which a girl is “hugging” all of her feelings. The metaphor of “hugging” was deliberately chosen to make the concept of emotional embracement more concrete and clear for young learners.

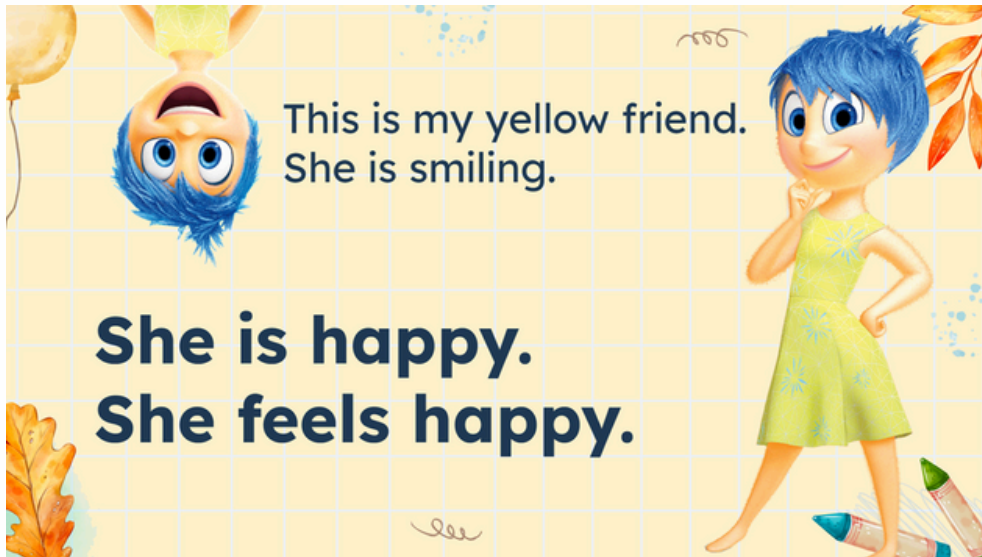
Appendices:

A. Song (*This Is A Happy Face featuring Noodle & Pals | Learn Emotions! | Super Simple Songs*)

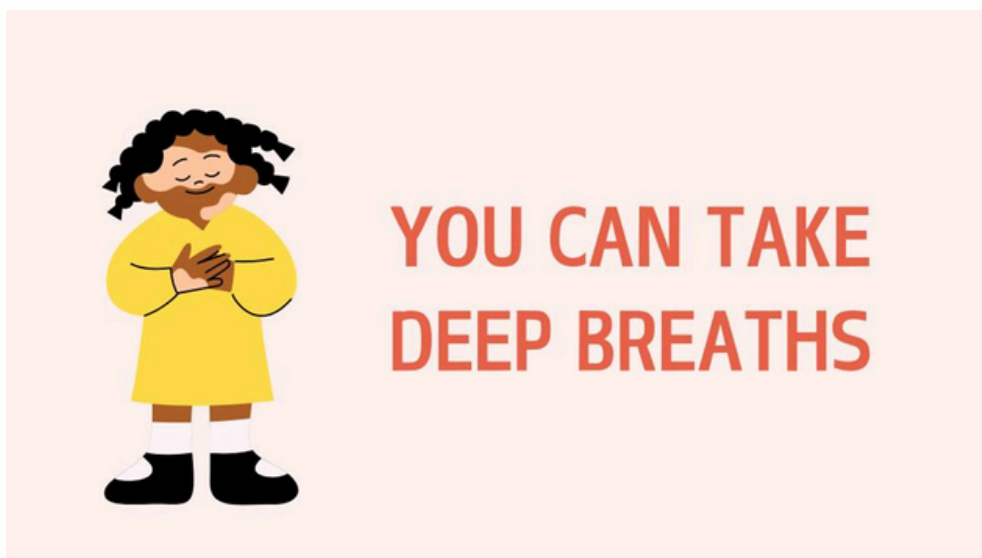
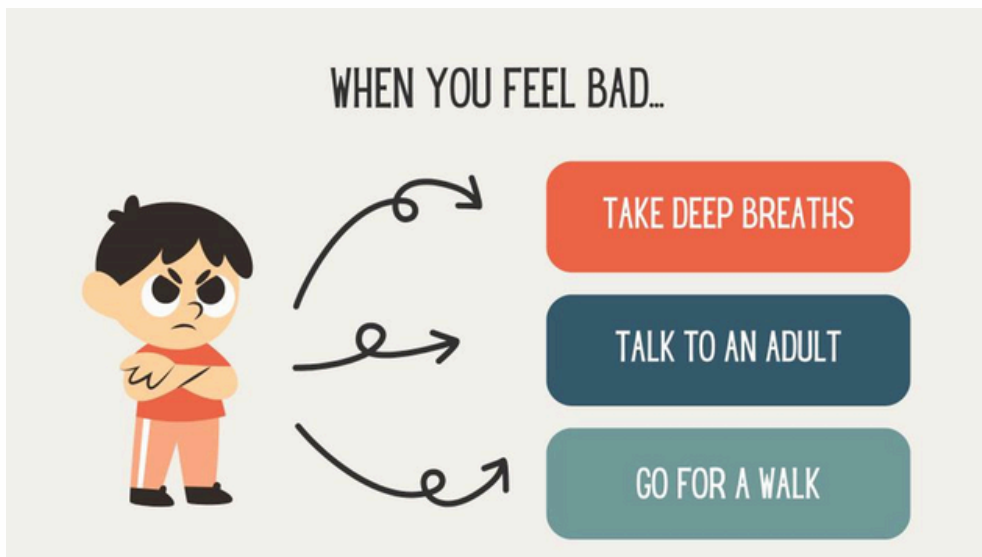
Video: <https://www.youtube.com/watch?v=lQZX1IIAnLw>

B. Presentation Slides









**YOU CAN
GET SOME
EXERCISE**



**YOU CAN
STRETCH**



**YOU CAN
GIVE A HUG**





C. Puppets



D. Practice Worksheet

FEELINGS MAZE

Help the children figure out their emotions!

JOE



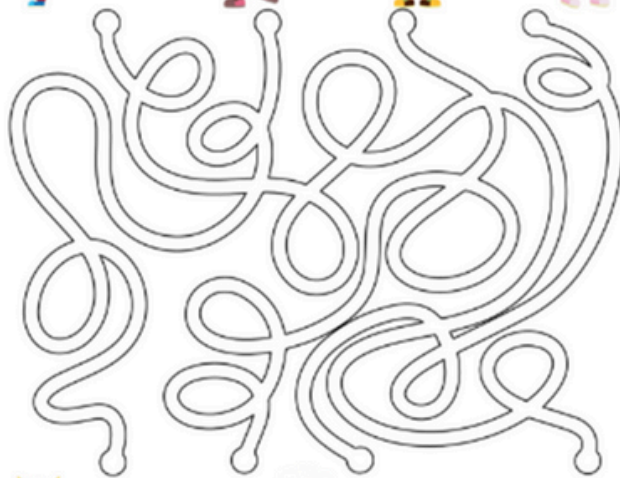
BELLA



STEVE



AMY



- a. Joe feels excited.
- b. Joe feels angry.
- c. Joe feels bad.



- a. Bella feels tired.
- b. Bella feels energetic.
- c. Bella feels sleepy.



- a. Steve feels thirsty.
- b. Steve feels hungry.
- c. Steve feels happy.



- a. Amy feels unhappy.
- b. Amy feels okay.
- c. Amy feels surprised.

E. Homework

NAME: _____

DATE: _____

FEELINGS CHECK-IN



Today I feel...

Write the name or color of
your feeling:

I can feel it in...

Color where you feel it in your body.



If you
feel RED:



STOP



THINK



BREATHE

Circle what you will do to feel better.



Name :

Date :

Exploring my emotions

Choose the names of these emotions from the list to fill the blank space then answer the questions.

Angry
Surprised

Unhappy/ Sad
Embarrassed

Joyful/ Happy
Thirsty

Confused
Bored

















How do you feel when you lose something? _____

How do you feel when you have a nightmare? _____

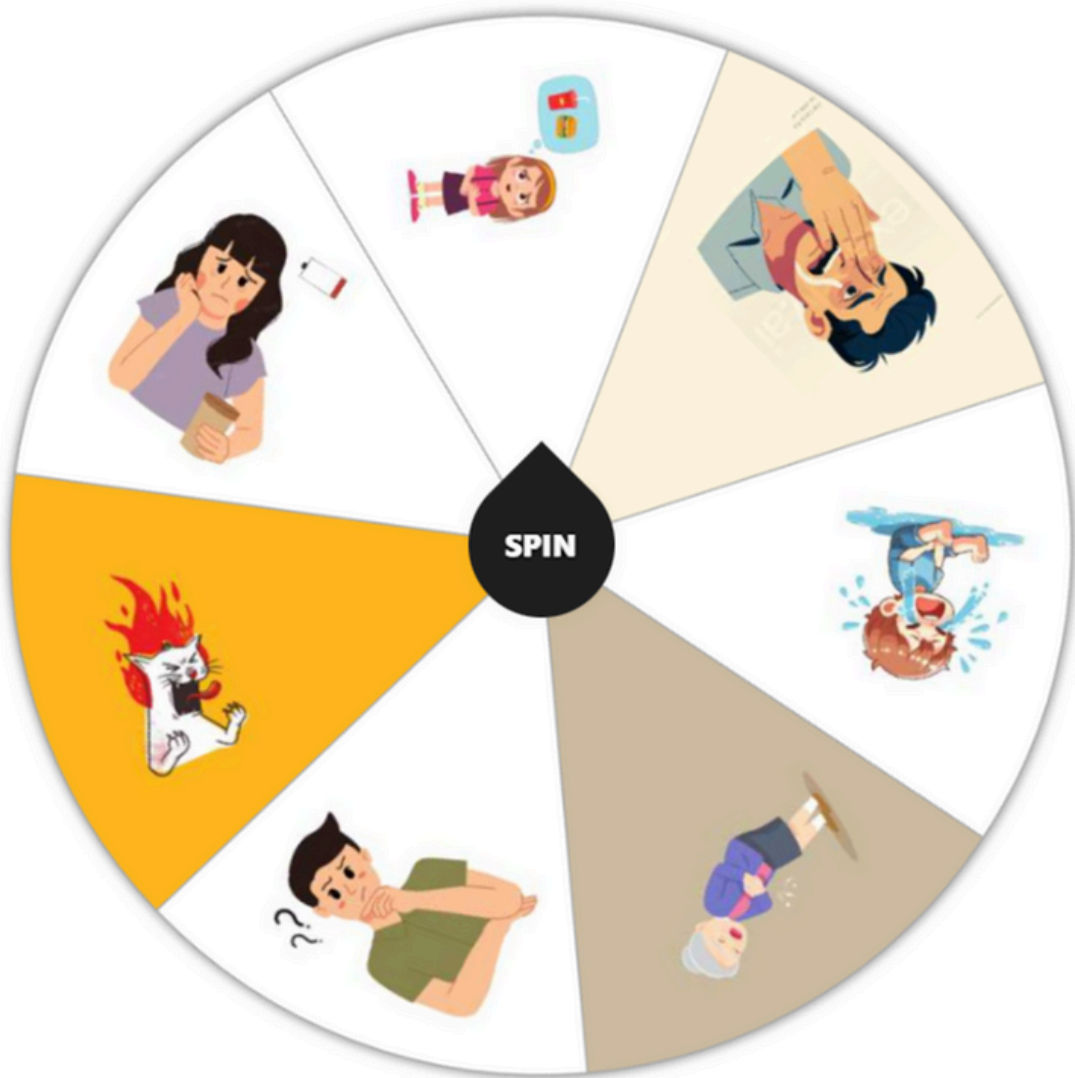
How do you feel when it storms? _____

How do you feel when someone hugs you? _____

How do you feel when it is your birthday? _____

F. *Spin the Wheel* (Production Activity):

<https://pickerwheel.com/rig?id=GGNJS>





H. Flashcards





JOYFUL



PROUD



SCARED



COLD



HOT



BORED

