EXPLORING OUR EMOTIONS

Class 2-109 at P.S. 197 John B. Russwurm
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Behind the Book’s mission is to develop engaged readers and writers in underserved NYC public schools by designing and delivering programs that are multi-disciplinary, culturally responsive, and promote deeper connections to books and their authors.

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In the interest of honoring student voice, Behind the Book presents students’ work as received from the teacher.

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DEDICATION

Class 2-109 Family would like to dedicate this book to our family, friends, and school community. We would not have been as successful this year without the love and support from each of them. We are especially thankful for Ms. Spann, our principal, and Ms. Diaz, our assistant principal, for their dedication to our growth as students and people, helping to make this year one of the best ever! Thank you, Ms. Spann and Ms. Diaz, for bringing Behind the Book to us. This has been an amazing experience. Thank you to Ms. Shirley and her team of helpers from Behind the Book.
ABOUT THE PROGRAM

How can we learn to tune into our bodies and manage our feelings?

The second-grade students of Ms. Ramos and Ms. Tucci’s class 2-109 began their exploration of feelings and their physical reactions by reading *Listening to My Body* by Gabi Garcia.

The class dove deeply into the book’s topics through a wide range of activities. They participated in exercises in body awareness and mindfulness, they met virtually with the author, and they produced original writing about their physical reactions to various emotions. Finally, using art as another method of expressing feelings, they discovered new ways to regulate their emotions.

The first activity was called ‘body scanning’ in which the class began by sitting down and closing their eyes. They placed their hands on their heads and stomachs while breathing slowly. This helped many students feel happy and peaceful. Several students reported that their bodies ‘felt calm’ during the scanning exercise.
During the author’s virtual classroom visit, Gabi Garcia showed slides and talked about her own experiences. She led them in a lively game of charades featuring different emotions to act out.

Students next began creating writing projects that reflected specific feelings, both positive and negative. Behind the Book volunteers worked with the students to convey the ways that their bodies react to those emotions. One student explained that “when I’m feeling angry, I need to slow down, count to ten, and walk away.”

To introduce art as a means to share feelings and regulate emotions, Behind the Book teaching artist Candice Humphries led the class in creating scented ‘worry stones.’ Students learned how different senses can be used to communicate and express emotions with art. The students used modeling clay, watercolors, and bits of lavender to design and fabricate their own worry stones.

Using Garcia’s book as a starting point, the class discovered many ways our bodies are influenced by our emotions. They learned how these feelings can be explored and managed in many positive ways as we carefully listen to our bodies.
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CLASS
2-109
One emotion I feel in my body is content. I feel content when I relax and when I am focused. I also feel content with my work. Focusing helps me to relax. It keeps my body calm and still. Being content is feeling peaceful in inside my body.
One emotion I feel in my body is tired. When I feel tired, I want to go to sleep. It helps me relax. When I feel tired, I sit down and just do nothing. Sometimes I take a deep breath to make my body feel good. Being tired is good because I can relax and rest.
An emotion I feel is excited when I go to a soccer tournament after school. I love soccer so it makes me happy to go. This is a good feeling when I feel excited. If I get sweaty, my heart is pounding. I'm focused and full of energy. When I feel this way, I need to relax. I do this by taking a deep breath and close my eyes to calm me down.
One emotion I feel in my body is happy. I like feeling happy. It is a good emotion in my body. I feel butterflies beat really fast sometimes these fast sensation don’t feel so good even when I tell me that I’m feeling happy. I feeling happy. I like to sing a song and hug someone I love.
One emotion I feel is happy. When I'm happy, my body is out of control. Sometimes it still moves like a robot. I'm also talk way too much. Sometimes I talk even when people get in trouble. When I'm happy, I feel
I cannot control myself and forget to listen. I know I need to relax and try to rest.
One emotion I feel in my body is excitement. When I’m excited, I do a lot of fun things like going to the park and playing basketball. I also do fun things with my friends. When I’m excited, I smile a lot and my heart beats so fast.
JEDIAH
One emotion I feel in my body is happy. I like this emotion. I feel it in my body. A good sensation I feel in my body is buzzing. The buzzing happens when I'm excited for something that makes me happy. I also feel butterflies in my tummy. Sometimes when I'm happy my body needs to calm down. I can do this by taking deep breaths.
JEREMIAH
SERENITY
The emotion I feel in my body is hyperactive. It makes me feel like I have ants in my pants. I don't like it because I get too excited when I go to school and it's hard to concentrate. In my body, I feel shaking and buzzing like I'm moving even when I'm not actually moving. I know I need to calm down when I have ants in my pants. I can go for a walk and take deep breathes.
One emotion I feel in my body is shyness. It's okay to feel shy, but I don't like feeling shy. It makes me worry about doing new things when I feel shy. It's hard for me to talk. I get quiet. To feel better, I hug my mom; this helps to comfort me.
One emotion I feel in my body is happiness. When I feel happy, I jump and jump. I like it when I'm feeling happy. I have a big smile in my face and my heart beats fine. I feel joyful. I can be very active when I'm happy.
One emotion I feel in my body is excited. When I’m excited I put a smile on my face, I jump up and down, I danced all around. My heart beats so fast, also I’m full with energy. I feel like there are ants in my pants. I’m really shaky, wiggly. I also feel like I’m buzzing. To calm down I place my hand on my chest and take 10 deep breathes.
Hi there! I’m Gabi.
I write picture books that support parents, educators, and caregivers in nurturing mindful, socially, and emotionally aware children. I believe in the power and beauty of books. I hope that mine will help children embrace who they are through self-love and understanding of themselves. They address a wide range of topics that include kindness, self-compassion, mindfulness, empathy, gratitude, emotional understanding, friendship, and anxiety relief.
ABOUT THE STUDENT AUTHORS

Class 2-109 is made up of 16 individuals that came together to create the 109 family along with our teachers, Ms. Bernadette Ramos and Ms. Jennifer Tucci. We are 2nd grade students at P.S. 197 in Harlem. We take pride in our school, our community, but most importantly our academic and social emotional well-being. The 109 family is not afraid of hard work, which is exactly what we did when we examined our emotions and the sensations. The ability to be in touch with our emotions will be a helpful skill we will carry over to 3rd grade and beyond!
ABOUT BEHIND THE BOOK

Behind the Book brings authors and their books into classrooms to build literacy skills and foster a community of lifelong readers and writers. Working with classes from Pre-K through 12th grade, our series of workshops is designed to bring books to life and inspire students to reach their full potential. Behind the Book is embedded in the class curriculum, nurtures critical thinking, creativity, and self-confidence in New York City public school students. All programs meet the Next Generation Learning Standards.
NEXT GEN LEARNING STANDARDS ADDRESSED

WRITING
2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.

READING
Craft and Structure 2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)
BtB empowers the next generation of readers and writers by nurturing critical thinking, creativity, and self-confidence in our students.

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