

16

Identifying Personal Feelings

- OBJECTIVES**
- To identify internal feelings and share feelings with others
 - To attend to signs of feelings in others
 - To build class cohesion

- MATERIALS**
- "Feelings Flashcards" (Worksheet 2.16.1)
 - Copies of the "Feelings Faces" (Worksheets 2.16.2–2.16.6)
 - Copies of the "Feelings Find" Take-Home (Worksheet 2.16.7)
 - "More Feelings Words" (Worksheet 2.16.8)
 - Crayons or markers

NOTE Worksheet 2.16.1 includes a page of blank flashcards. If you wish, create additional cards with different words (more words from which to choose are listed on Worksheet 2.16.8).

INSTRUCTIONAL ACTIVITIES

1. Review the SDM/SPS Toolbox.

Comment about some positive ways that students have been remembering to use their social decision making skills and SDM/SPS Toolbox. Let children know that during this lesson the class will be playing some games that will help them learn about feelings. Asking the children, "What are feelings?" and "What are feelings for?" will help spark their interest.

2. Conduct a Sharing Circle.

Ask the class to take a minute and think of one feelings word that describes something they felt already today and share it with the class as Speaker Power is shared around the circle. Let them know that it is OK if their feeling is the same as or different from what others report.

3. Talk about feelings as an experience.

Comment that feelings are something that everyone has every day, and people can have many different feelings during each day, depending on what is going on. Share an example of your own—something along these lines:

I felt nervous this morning when I first woke up, and then I felt delighted when I heard one of my favorite songs on the radio on my way to work.

Or:

I felt proud and excited about how well our class did at [mention an activity] yesterday, but later in the day I felt sad when I heard that a friend of mine was sick.

It should be something you really felt; the class will be able to tell if you're just reading words.

4. Conduct the Feelings Flashbacks activity.

Let students know that the first activity is a game called "Feelings Flashbacks." This game will help the students learn about feelings by remembering some feelings they have had.

For this lesson, students will use a set of flash cards or index cards containing one "feelings word" each. Positive or mildly negative emotions are best at the beginning; the class doesn't need to use words like *angry* and *terrified*. (See the "Tips for Teachers" section at the end of this Topic.)

Prepare the class for the activity by discussing and modeling each feelings word flash card. (Possibly, this can be taught a day ahead of time.) Tell the students they will each be responsible for selecting at least one feelings card and then sharing a time when they felt this way with the class. They will be asked to share a specific time or situation.

Complete the Feelings Flashbacks activity by having students take turns picking a card. Ask them, "Can you tell about a time when you felt _____?" Have children volunteer their contributions. Continue with each feeling. Keep track and make sure that each student has contributed at least one feelings flashback.

5. Introduce a Reflective Summary.

As outlined in the Introduction, ask students to reflect on the question "What did you learn from today's lesson?" Reinforce key themes, then go over any follow-up work.

6. Follow up.

The following steps will help make sure that the students have a chance to continue working with the new concepts throughout the school day and at home.

Assignment

Ask students to find (or draw) pictures of feelings to bring to the next meeting. Supply old magazines and blank Feelings Faces and help children distribute and choose materials they might want to work with. Let them know that they can look for pictures in things that they have at home, too, but to be sure and ask a parent or guardian before they cut anything out of any books, magazines, or photographs at home.

Take-Home

Send the Feelings Find Take-Home to parents and guardians. Be sure to note when you want students to bring in their pictures. Review the pictures as part of an upcoming Sharing Circle or as a break in between other classroom activities.

Plans to Promote Transfer and Generalization of Skill

Language Arts

Teachers can scan ahead for feelings words in stories students will be reading and play Feelings Flashbacks as a way to introduce new vocabulary. It will also help students relate personally to the character who experiences the emotion in the book, video, or movie.

Social Studies

Students can be asked to imagine how a character would be feeling during a critical event being studied in history, current events in the news, or a discussion about a real-life "current event" that happened in the classroom or on the playground. Students can be asked to share a Feelings Flashback for the feelings words generated. Again, this helps them to better understand another's experience.

TIPS FOR TEACHERS

1. As noted previously, it is recommended that teachers use positive or mildly negative feelings words when first introducing the Feelings Flashbacks activity. This activity can be used on an ongoing basis for developing a vocabulary for feelings. The rationale for starting with feelings on the more positive end is to help students who are not comfortable or familiar with sharing their feelings begin with things that may be more fun to share. We have also

found that when offered a mixture of emotions, sometimes one student will wind up with *embarrassed*, for example, while another gets to share something they are proud of, a disparity that could be uncomfortable for some children.

2. If you have more student participants than flash cards, place the cards in a container and have students pick a card out of the container in turn. Keep the stack of flash cards that have been used outside the container, and shuffle and replace them until everyone has had a chance to share a Feelings Flashback. An alternative is to keep the unused flash cards in one pile and used cards in another. Once all of the cards are in the used stack, reshuffle and start again.
3. Some students benefit from beginning with a poster activity. Instead of flash cards, bring in a collection of pictures or cutouts from magazines that students can add to (see the Feelings Find Take-Home). Feelings illustrations can be numbered and students share based on the feeling that corresponds with the number they draw.
4. After students share their Feelings Find homework, the pictures or drawings can be used in a variety of ways:
 - Made into (or added to) a bulletin board or other display of feelings.
 - Arranged into groups that are the same or similar (for example, happy, excited, joyful, and proud might be in the same cluster).
 - Made into a notebook or dictionary of feelings for the class to use as a reference.

proud	nervous
angry	afraid
disappointed	lonely
excited	sad
surprised	glad
worried	loving

From *Social Decision Making/Social Problem Solving: A Curriculum for Academic, Social, and Emotional Learning (Grades 2-3)*.
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I am feeling _____



I am feeling _____



I am feeling _____



I am feeling _____



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I am feeling _____



Feelings Find

Dear Parents or Guardians:

Your child has been asked to find or draw pictures that show different feelings. The assignment is due on _____.

Ways You Can Help

1. Help your child decide what materials to use. Perhaps you have recent or old magazines or newspapers that can be cut up. You may have old photographs that your child can bring in.
2. Work with your child to find between five and ten pictures. For each picture or photo, ask your child, "Why did you choose that picture" and "What feeling does it show?"
3. If you like, either you or your child can write the feeling on the picture, on the back of the picture, or on a label you attach.
4. Help your child remember to bring all the pictures to school.

Your child may be asked in class to share what happened when you practiced this activity.

Thank you!

(Teacher signature)

(Date)

(Please sign and return this bottom section.)

Feelings Find 2.16.7

Student _____

Date _____

We looked for pictures that show feelings. Yes No

If you did, how did it go?

(Signature of parent or guardian)

<u>SCARED</u>	<u>MAD</u>	<u>SAD</u>	<u>GLAD</u>
Alarmed	Bothered	Unsure	Happy
Anxious	Annoyed	Disappointed	Cheerful
Cautious	Stressed	Hurt	Surprised
Concerned	Frustrated	Regretful	Joyful
Fearful	Outraged	Sympathetic	Ecstatic
Frightened	Enraged	Mixed Up	Lovestruck
Horrified	Disgusted	Depressed	Confident
Jittery	Troubled	Lost	Hopeful
Panicky	Overwhelmed	Confused	Encouraged
Shocked	Upset	Helpless	Enthusiastic
Shy	Aggravated	Guilty	Determined
Suspicious	Furious	Dismayed	Proud
Terrified			Amazed
Threatened			Content
Timid			Delighted
Uneasy			
Weak			
Worried			