

Activity 3

Title:	<u>Identifying Feelings</u> <i>Years 5 - 7</i>
Focus:	Providing an opportunity to discuss feelings.
Time:	Two lessons: each 40 - 60 minutes
Guiding Question:	How do our feelings affect our friendships and relationships with others?
Connections	Enhancing awareness of self, Enhancing awareness of others/empathic abilities, Learning to recognize & appreciate diversity, Learning to communicate clearly & directly
Rationale/ Background	Students experience many emotions during their time at school, at home and with friends. By the end of this lesson, students will be able to identify various emotions that are habitually employed in response to common situations
The Learning Experience	
Setting The Stage <i>Tips to the Teacher</i>	<ul style="list-style-type: none"> • Try to respond to comments in a way that validates and affirms the feelings expressed. <ul style="list-style-type: none"> ➤ If time is short, do only selected questions. ➤ Move the continuum part of the activity along quickly, and don't dwell too long on one question. ➤ Expect that there may be more than one way to interpret each question. • Icebreaker Exercises: <ol style="list-style-type: none"> 1. Welcome students to their class group. From time to time throughout the year, students will form smaller discussion groups. It is important for students to know the names of other students in their group. Ask students to share any strategies they have used in other classes to get to know the names of other students. Choose a strategy that will help students learn the names of the members of the group. <p style="text-align: center;"><u>BINGO</u></p> <ol style="list-style-type: none"> (i) Give each student a copy of Activity Sheet – “Bingo”. Give students 5-10 minutes to mingle, talk and to fill in squares with the names of students who fit the descriptions. (ii) Signal when students should return to their seats. (iii) Ask students who have filled in the four squares that run diagonally from the top left corner to the bottom right corner (or choose another configuration) to call out “<i>BINGO</i>”. Ask those students to share the names they received as responses with the rest of the class. (iv) Discuss: How does getting to know about another person help to create a sense of belonging in a new group? 2. Teacher chooses an emotion and the class is to express that emotion non-verbally i.e. Write down happy on the board and have students act that emotion out.

<p>The Activity</p>	<ul style="list-style-type: none"> • General introduction about what we mean by emotions. <p>Emotional alphabet activity competition in groups:</p> <ol style="list-style-type: none"> 1. In groups of four, students are to identify as many emotions as they can for each letter of the alphabet. 2. Emotional lucky dip – students to place emotions from exercise into a receptacle. Pull out an “emotion” and then using the Emotional Thermometer identify its level and then suggest a situation where that emotion would be experienced. <ul style="list-style-type: none"> • Role Play activity. <ol style="list-style-type: none"> 1. Each group is to create a scenario based on one of the emotions pulled out from the previous activity. 2. They are to perform a role-play of the scenario for the other groups. The other groups are to identify the emotion that is being displayed. 3. Discuss how the emotions were expressed. • Exploration – Brief whole class discussion on why these emotions are generated. This will link to discussion of beliefs, values and assumptions in the succeeding lesson.
<p>Wrap Up</p>	<p>Reflective journal entry:</p> <ol style="list-style-type: none"> a) (ABCD 1.1.3) Students are to write a brief one page autobiography to reflect on a situation where their emotions were involved. In addition to the biological details of their lives, they explain their interests, likes and dislikes, personal qualities, strengths and weaknesses. They consider why those emotions were generated and think whether they could have made a different choice/response. <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> b) (ABCD 1.1.7) Students draw or paint a self-portrait which will become the centre of a collage illustrating their interests and self-image on one side, and the impact on their lives and others perception of them on the other side. <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> c) (ABCD 2.1.4) Students participate in class group meetings in which they openly communicate positive comments about other students, or ask that interpersonal issues be discussed and resolved. Each student is expected to participate. <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> d) (ABCD 2.1.11) Students in Years 6 or 7 choose which Leadership Group, in their school or community, they want to belong to for the year, after consideration of their skills and interests and the contribution they want to make to the school or their community.

Extension	<p>ABCD 1.1.7 - Extend journal entries</p> <p>(i) Distribute an envelope to each student.</p> <p>(ii) Ask students to write a letter to themselves. Assure them that their letter will be kept private. The following questions can be used as suggestions to get started:</p> <ul style="list-style-type: none"> ➤ What are your hopes and dreams for the future? ➤ What are you most proud of in your life? ➤ What characteristics do you admire most in your friends? ➤ What do you admire most about your parents? ➤ What do you want to accomplish this year? <p>(iii) Ask students to place their letters in the envelopes and to seal them.</p> <p>(iv) Collect the envelopes and keep them in a safe place. They will be returned to the students at the end of the school year.</p> <p>ABCD 1.1.2</p> <ul style="list-style-type: none"> • Make a Yes/No list of feelings that students have experienced including fear, happiness, love, regret, disgust, embarrassment. • In pairs, students work on 'I' messages - letting people know how 'I feel'. <p>ABCD 1.1.3 Recognising and describing emotions</p> <ul style="list-style-type: none"> • Try to describe as accurately as possible in a paragraph what it feels like to have 'butterflies in the stomach', feeling embarrassed, nervous, excited, disappointed, having a crush. Describe how our body behaves.
------------------	--

Teacher Program Review – Reflective Question

What makes you care about this lesson plan the most?
 Emotions often rule our lives. This lesson provides students with the opportunity to reflect on and begin to manage their emotions.

Questions For Students to Consider:

- What are emotions?
- Why do I feel emotions?
- How much choice do I have in the way I feel?

Activity Materials

Resources / Materials:	<ol style="list-style-type: none"> 1. Small pieces of paper or cards. 2. Student journals. 3. Bingo 4. Group / Teamwork Scoresheet
-------------------------------	--

Blueprint Career Management Competencies & Indicators

- 1.1.2 Discover how positive characteristics are the basis of a positive self concept.
- 1.1.3 Understand how your self concept influences your behaviours.
- 1.1.4 Understand how your behaviours influence the feelings and behaviours of others.
- 1.1.7 Evaluate which of your behaviours and attitudes contribute either positively or negatively to your self concept.
- 2.1.4 Identify the skills and qualities that help you get on well with others and work with them in groups.
- 2.1.8 Acknowledge and appreciate your unique character.

**Teacher's
Notes:**

Activity Sheet

BINGO

Student's Name: _____

Date: _____

Find a person who...

<ul style="list-style-type: none">• has a last name that begins with the same letter as yours	<ul style="list-style-type: none">• has a birthday in the same month as yours	<ul style="list-style-type: none">• was born in another country	<ul style="list-style-type: none">• can speak three languages
<ul style="list-style-type: none">• has 3 brothers	<ul style="list-style-type: none">• has seen a movie in the last two weeks	<ul style="list-style-type: none">• has been to the beach this summer	<ul style="list-style-type: none">• likes the same kind of music as you do
<ul style="list-style-type: none">• does not have any brothers or sisters	<ul style="list-style-type: none">• knows someone famous	<ul style="list-style-type: none">• has a bicycle	<ul style="list-style-type: none">• walks to school
<ul style="list-style-type: none">• plays on an athletic or sporting team	<ul style="list-style-type: none">• is a member of a choir or plays a musical instrument	<ul style="list-style-type: none">• loves math	<ul style="list-style-type: none">• talks on the phone every night

Activity Worksheet

Group / Teamwork Scoresheet

Student's Name: _____ Date: _____

Think about how well your group / team worked together on the task, then complete the following score sheet on your own.

		Sometimes	Often	Always
1.	Team members listened to one another.	1	2	3
2.	We checked our understanding of our task.	1	2	3
3.	We shared ideas and information.	1	2	3
4.	We encouraged and helped each other.	1	2	3
5.	We stayed on task and used our time well.	1	2	3

My score for our group / team is : /15