

# I'm Focusing on Feelings

Feelings can impact daily interactions in positive and negative ways. Embracing one's feelings is part of developing a sense of self-awareness.

## SEL COMPETENCY

Self-awareness

**SKILL** identifying emotions

### MATERIALS

- ✓ Discovering Projectable 2.6.1
- ✓ Printed copies of Projectable 2.6.1
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

### CLASSROOM CONFIGURATION

- 1 whole class/pairs
- 2 whole class
- 3 individuals
- 4 individuals

### OBJECTIVES

Students will

- ✓ identify, understand, and name emotions for a variety of situations and describe how they impact communication.

### ★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

#### SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.3.1.d

## SKILLS Progression



**LAST YEAR**, students described a range of emotions in daily situations and how all emotions, even difficult ones, are learning experiences from which to grow.



**THIS YEAR**, students describe a range of emotions and how feelings can affect communication in their daily routines.



**NEXT YEAR**, students will learn to identify and name emotions that are typical during adolescence by doing the Think about Emotions activity.

## 1 DISCOVERING

10 MINUTES

Lesson Link

ACTIVITY 1

Tell students that today's lesson is about emotions that occur in a variety of situations and how they can impact a person's ability to communicate. Begin by asking students to think of words that describe emotions. Write a list of emotion words on the board as volunteers respond. Then ask volunteers how they would define the word *emotion*. After some discussion, explain that emotions and feelings are both names for the emotional and mental reactions people have to the world around them and that they will use both words interchangeably.



Now share the following scenario with students:

**ASK:** *Imagine that you are nervous about a presentation that you have to give in class. When you get on the bus in the morning, your friend greets you and tries to start a conversation. You smile weakly but can't seem to focus on what she's saying. She asks: "What's wrong? Are you mad at me?"*

**ASK:** *How do you think a person's emotions communicate something to other people?*

Display **Discovering Projectable 2.6.1**. Distribute printed copies of the projectable to each student and ask them to write their first name in the white space under "Hello, my name is." Then ask them to write an emotion word on the line that describes how they felt at some point during the day. Ask students to turn to their neighbor and introduce themselves with their name and their emotion word. For example, they might say "Hello, my name is Kristen. I am happy."

## 2 CONNECTING

10 MINUTES

INSTRUCTION

Remind students how their emotions can communicate something about them to other people.

### Introduce identifying, understanding, and naming emotions

Explain to students that all emotions are natural and that it's important to identify, understand, and name them so that they can be expressed in a useful way. Share the following information with students:

#### Express Your Emotions

- Identify the emotion and the effects it may be having on your daily interactions.
- Validate your emotion; recognize that it's natural.
- Voice your concerns; explain your feelings.
- Ask for what you need.

Ask students to think about the friend in the earlier example. How might they address the situation so the friend does not think they are upset with her?

## Community Connection

Explain to students that they can learn a lot from the wisdom of their elders. Tell students that while the facts of the story are important, the feelings can often tell you more about the story and the storyteller. Ask students to choose a community member and ask about what fifth grade was like for them. Encourage students to focus on the feelings of the story, both the speaker's feelings and their own. At the end of the story, tell students to reflect on at least three feelings they heard in the story.

## Family Connection

Our emotions often serve as lampposts of our day. Ask students to talk with their family members and create an emotions timeline for the day in which they pinpoint their emotions over the course of a day. Send home the Family Connection take-home worksheet called **Emotions Timeline**.

## Applying Across the Curriculum

**ART** Encourage students to think about the use of masks in theater, art, and various cultures. Show students a picture of a Greek theatrical comedy and tragedy mask. Invite students to create their own masks that portray various feelings.

**TECHNOLOGY** Invite students to think about how emotions are portrayed in this technological age. Have students choose emoticons and identify the emotions each emoticon portrays. Finally, have students create animated characters portraying various emotions.

Acknowledge their responses, which might include explaining that a project is causing stress and preoccupation.

## Model identifying, understanding, and naming emotions

Use an example such as the following to model identifying, understanding, and naming emotions. Explain that the following is one possible response to the scenario from the Discovering activity.

**SAY:** *I was not focused when you were speaking and I apologize. I realize that my reaction to you could have been taken as though I'm upset with you. I'm actually just preoccupied because I'm really nervous about a presentation I have to give today. I just need a few minutes to review my notes, but I would really like to chat with you. Can I let you know when I'm ready?*

Explain that it is important to communicate your feelings with others. Tell students that their peers, teachers, and family members cannot read their minds.

## **3** PRACTICING 15–20 MINUTES

ACTIVITY 2

### Explain the Drawing Emotions activity

Tell students that they will have the opportunity to show how identifying, understanding, and naming their emotions can help them know themselves and what they are experiencing. Explain that they will name an emotion, draw a picture, and write a caption explaining what they are experiencing.

### Students practice identifying, understanding, and naming emotions

Ask students to turn to the Practicing page in the Student Journal. Explain that they will draw a picture of themselves experiencing an emotion of their choosing. Tell them they will write a caption for their drawings that explains what emotions they are communicating through their actions.

### Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

<b>What?</b>	What do the words <i>emotions</i> and <i>feelings</i> mean?
<b>So what?</b>	In what ways do you think your feelings can affect your daily interactions?
<b>Now what?</b>	How do you think identifying emotions will help you?

## **4** APPLYING 5 MINUTES

Ask students to complete the emotions chart on the Applying page in the Student Journal for two or three emotions. For each emotion, ask students to name the emotion, tell what it looks like physically, tell how it feels inside, and tell what their actions communicate to others.

# ASSESSING

**PRACTICING (INFORMAL FORMATIVE ASSESSMENT)** Use students' drawings on the Practicing page in the Student Journal to assess how well they can explain what they communicate through their emotions.

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** The emotions chart on the Applying page in the Student Journals can be used to assess how well students can identify emotions and express how emotions impact communication.



## Reflecting Resource:

Student Journal p. 27

**Reflecting** Reflect on what you've learned about emotions in this lesson.

**What?** What do the words emotions and feelings mean?

In what ways do you think your feelings can affect your daily interactions? **So What?**

**Now What?** How do you think identifying emotions will help you?

Lesson 6 27



## Applying Resource:

Student Journal p. 28

**Applying** Create an emotions chart for five or more emotions that tells about the emotion, its what it looks like physically, how it feels inside, and what your actions communicate to others.

Emotion	What it looks like	How it feels inside	What your actions communicate to others

28 Unit 2

## BUILDING SKILLS BEYOND THE LESSON

### Find a Solution!

#### REINFORCEMENT

**PRACTICING** Encourage students to explore the difference between an excuse and an explanation. Pair students and ask them to create a scenario with two different responses. In one, students provide an excuse, while in the other, students use the skills learned in the lesson to provide an explanation of the emotion and a solution.

### Create It!

**APPLYING** Encourage students to create posters to be displayed in the classroom detailing the difference between an excuse and an explanation. Have students include steps to constructing an appropriate explanation and a solution.

### Display It!

#### ENRICHMENT

**PRACTICING** Invite students to think about the ways in which the display of emotion has changed throughout history. Encourage students to think about how gender and culture affects expectations and displays of emotion. Have them create a simple report on the history of emotional expression to share with the class. The report can be in the form of a poem or a simple drawing.

### Observe It!

**APPLYING** Ask students to analyze displays of emotion in popular culture. Have students choose one or two television programs and take notes on emotional expression. Encourage students to look specifically at how emotion is displayed, in what context, and what purpose it serves in the story.