

Knowing What I Feel

Emotional literacy requires children to identify, understand, name, communicate, and manage their emotions. Understanding the connections between verbal or non-verbal cues and emotions develops self-awareness.

SEL COMPETENCY

Self-awareness

SKILL identifying emotions

MATERIALS

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

CLASSROOM CONFIGURATION

- 1 whole group 2 whole group
- 3 small groups 4 small groups

OBJECTIVES

Children will

- ✓ identify and name different feelings they have at different times;
- ✓ describe the relationship between feelings, verbal and non-verbal expressions, and actions.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.2.2, SL.2.3

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.2.4, SL.2.5, SL.2.6

SKILLS Progression



LAST YEAR, children recalled feeling words from kindergarten and added new words to their feeling vocabulary.



THIS YEAR, children identify the relationship between feeling words and actions while they do the Making Connections activity.



NEXT YEAR, children will demonstrate the use of feelings vocabulary and what can influence positive and difficult emotions.

1 DISCOVERING 8 MINUTES

Lesson **Link**

ACTIVITY 1

Tell children that today's lesson is about the relationship between verbal and non-verbal cues and emotions. Explain that understanding how others feel can benefit their lives, goals, and relationships as they grow. Ask children to think back to their feelings on their first day of 1st grade. Have volunteers share their feelings at that time. Then have volunteers share how they felt on the first day of this year. Finally, have children discuss the emotions they feel now when they come to school each day. Show **Discovering Projectable 2.6.1** to help spark the children's ideas about emotions as you talk about these three times in their lives.

ASK: *How did you feel on the first day of 1st grade? How did you feel on the first day of school this year? How do you feel when you come to school each morning now?*

Allow volunteers to share their thoughts with the class. Tell children in this lesson they will continue to learn more about naming feelings and ways people show their feelings.



2 CONNECTING 10 MINUTES

INSTRUCTION

Define *emotion* as mental and physical reactions we have to the world around us and our thoughts. State that *emotions* and *feelings* mean the same thing and will be used interchangeably. Tell children that today they will be talking about feelings they have felt and how those feelings affect their thoughts and actions.

ASK: *What are some words you use to name your feelings?*

Allow volunteers to share their ideas with the class. Then provide a quick review of words that children have learned to name their feelings, such as mad, sad, happy, angry, fearful, glad, cheerful, ready, eager, anxious, etc. State the word and a brief description of the feeling, and then link words together that are similar, such as mad and angry, happy and glad, etc.

Introduce emotion connections

Tell children that feelings often cause people to act in certain ways. For example, someone who is sad may cry or say that they don't feel well. Explain that listening to someone's words and watching their actions can help people figure out what feelings that person is having. Read the following feeling words to the children and tell them to think about ways they might show that they are having these feelings: angry, fearful, excited, cheerful, anxious.



Community Connection

Have children take notes to identify the moods of the people they come in contact with during the day. Instruct children to look for verbal and non-verbal cues to determine the emotion each person is feeling. Have children tally the number of times they encountered people feeling similar emotions and report their results to the class.



Family Connection

Send home the Family Connection take-home worksheet entitled **I've Got My Eye on Cue**. Encourage children to talk with their family members about verbal and non-verbal cues that people use when they are feeling emotions. Tell children to work with their family members to identify cues they use when they are experiencing emotions and ways they can help each other work through difficult emotions.



Curriculum

THEATER Have children work together to develop dance moves that show the emotions they are feeling. For example, bouncing from toe to toe to show excitement, swaying with slow movements to show sadness, or hopping and skipping across the stage to show happiness.

SCIENCE Have children use books or an Internet search engine to view images of different animals and to match the animals with emotions that they convey or cause the viewer to feel. For example, an image of a puppy for happy, an image of a monkey for excited, or an image of an alligator for angry or nervous.

Model emotion connections

Model emotion connections by showing children that feelings can be expressed without words.

SAY: *I had a bad day because I missed the bus, and I am feeling anxious, or uneasy!*

Furrow your brow and narrow your eyes. Cross your arms tightly over your chest and sit down in a chair roughly before kicking your foot against the chair leg or stomping it on the floor.

SAY: *I saw a scary movie and I am feeling fearful.*

Show the word fearful by hugging yourself with a worried expression.

ASK: *Did you need me to use words to tell you how I was feeling? Why not? What are some ways I showed my emotions without using words?*

Allow children to respond and acknowledge that you expressed your feelings without words by using facial expressions and body language.

ASK: *Can you tell what emotions I'm feeling if I don't tell you? Pay close attention to my facial expressions and body language.*

Show cheerful by smiling broadly and raising your arms above your head. Show excited by smiling, jumping up and down, and clapping your hands. Show anxious by walking with your arms hugging your stomach and your eyes lowered.

Next tell children to think about how they have shown the emotions they were feeling without using words. Have each child turn to the person to their left and talk for 1 or 2 minutes about how the emotions they were feeling affected their actions.

3

PRACTICING

15–20 MINUTES

ACTIVITY 2

Explain the Making the Connection activity

Tell children that they will work in small groups to identify verbal cues (words) and non-verbal cues (facial expressions and actions) that show the emotions they are feeling and the emotions others around them may be feeling.

Children practice identifying verbal and non-verbal cues

Use a creative grouping strategy to place children in small groups. Have the groups work together to identify verbal and non-verbal cues that show emotions they or others are feeling. They can write the feeling words and illustrate matching non-verbal expressions on sheets of paper. Remind children of these key areas to notice when looking for cues:

- Face—What does the face look like?
- Words—What is being said?
- Body—What does the body look like?
- Actions—What action is happening?

Children should identify things such as: facial expressions, emotional vocabulary, and positive or negative body language and actions that show the emotion. After the activity, ask the whole class to think about how learning to use words to identify their feelings and being aware of body language has changed their understanding of emotions since the beginning of the lesson.

Reflecting

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

What?	What are some feeling words people use to name feelings?
So what?	What did you learn about the benefits of naming feelings?
Now what?	How do you think naming your feelings will help you in the future?

4 APPLYING 5 MINUTES

Encourage children to refer to the posters to help them remember words, faces, and actions that they and the people around them use to name and show feelings. Have children use the Applying page in the Student Journal to identify words, faces, and actions they or others might use to show feelings.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) As the children practice, check to ensure that they are using the bullet points to Make Connections and to identify words, faces, and actions that show emotions and that they are accurately identifying the expressed emotions and feelings.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Check children's responses on the Applying page in the Student Journals to evaluate their understanding of the connections between words, faces, and actions and feelings. Use their answers to further assess how they connect what they learned about naming feelings and recognizing verbal and non-verbal cues outside of the classroom.



Reflecting Resource:

Student Journal p. 26

26 Reflecting Reflect on what you've learned about verbal and non-verbal cues in this lesson.

What? What are some feeling words people use to name feelings?

So What? What did you learn about the benefits of naming feelings?

Now What? How do you think naming your feelings will help you in the future?

26 Unit 2



Applying Resource:

Student Journal p. 27

Applying Think about the way words, faces, and actions can be used to show feelings. Answer the questions below to describe the different ways one specific emotion can be expressed.

Choose an emotion and write it on the line.

What are some words you or someone else might use when having this feeling?

What are some faces or actions you or someone else might use when feeling this emotion?

27 Unit 2

BUILDING SKILLS BEYOND THE LESSON

Act It Out!

REINFORCEMENT

PRACTICING Have children use their faces and bodies to play a mimic game. To play, one person (or the teacher) calls out a feeling from the list. Players use their faces and bodies to show a non-verbal cue for that emotion. For example, fist pumping for cheerful, stomping foot for angry, trembling for fearful, etc.

Perform!

APPLYING Have groups work together to develop verbal and/or non-verbal cues to be used in the song "If You're Happy and You Know It." Have groups perform their songs for each other and discuss how a single emotion can have many different verbal and non-verbal cues.

Create a Skit!

ENRICHMENT

PRACTICING Have children work together to develop a skit about someone who was experiencing an emotion but only said, "I'm fine." Have them show the non-verbal cues that help the other characters determine what's wrong and get help.

Create a Cheer!

APPLYING Have children develop a cheer for their class about a difficult task in the future and perform the cheer for the group. Then have children discuss how the actions of cheering affected their emotions about the upcoming task.