

Planning

2.6

Identifying and Naming Emotions

Understanding emotions means being able to identify and name a wide range of emotions. It is normal for different people to experience different emotions in response to the same event and to have the ability to describe those emotions.

SEL COMPETENCY

Self-awareness

SKILL identifying emotions

MATERIALS

- ✓ Discovering Projectable 2.6.1
- ✓ Connecting Projectable 2.6.2
- ✓ Printed copies of Projectable 2.6.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

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

OBJECTIVES

Students will

- ✓ identify and name emotions that are typical during adolescence;
- ✓ identify a range of different emotions and how they are expressed with the body.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.6.1, SL.6.1.b, SL.6.1.c, SL.6.1.d

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.6.4, SL.6.6

SKILLS Progression

LAST YEAR, students described a range of emotions and how feelings can affect communication.

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

NEXT YEAR, students will learn to define emotions that are typical during adolescence and how emotions are expressed with nonverbal cues.

1 DISCOVERING

10 MINUTES

Lesson Link

ACTIVITY 1

State that today's lesson is about identifying and naming emotions and recognizing that different people may experience different emotions in response to the same event. Ask students to think about the various emotions they experience in a typical day. Explain that the early adolescent years between ages 10 and 14 are the most rapid period of growth and development since infancy. Emphasize that this is a unique time and that it is normal for young teens to experience a wide range of changing emotions in the course of a day. Show **Discovering Projectable 2.6.1**. Ask students to identify the emotions shown in the photos and to give examples of situations that might trigger these emotions.

ASK: *What are some words that describe pleasant emotions or the experience of feeling good? What are examples of words that describe difficult emotions?*

Explain to students that to understand our emotions, we need to identify them, name them, and know the types of events that typically can trigger them. We also benefit in our relationships from knowing that different people respond to the same event with different emotions. That is why it is so important to have words to describe our feelings so that people do not have to guess how we are feeling.

2 CONNECTING

10 MINUTES

INSTRUCTION

Share with students that emotions and feelings are how we describe the mental and physical reactions we have to the world around us.

Introduce identifying and naming emotions

ASK: *What are the advantages of being able to clearly identify what we are feeling?*

Explain that many people have a limited vocabulary for identifying their emotions, using simple words such as happy, sad, mad, or scared. But these emotions do not truly describe what a person is feeling. Accurately identifying and naming an emotion with more descriptive words helps a person know and be able to express what he or she is truly feeling.

Show the Naming Emotions projectable (**Connecting Projectable 2.6.2**). Read the emotions words and their definitions aloud to students. Ask students to help you create a continuum of around ten words from the most pleasant on the left of the continuum to the most difficult on the right. Emphasize that knowing



words to describe the full range of possible emotions helps them know and express themselves more accurately. For example, a smile can demonstrate emotions such as nervousness, care, contentment, sheepishness, or deceitfulness.

Model how the same situation can trigger different emotions

SAY: *Everyone has different emotions. It's important to be able to recognize them in ourselves and in others. Here's a good example. When I was in school, my two friends and I were all in the same history class and all got low grades on an assignment. I remember when my one friend got her grade she said, "Oh no, I am so disappointed. I worked so hard on this. This is the worst thing that could happen. My grade is ruined!" My other friend got her assignment back and said, "Wow. I'm really surprised. I thought I was right on target with this assignment!" For me, I remember saying to my friends when my assignment was handed back, "This isn't what I was expecting, but I'm hopeful that the teacher will help me do better on the next assignment and maybe will let me rewrite it for partial credit. I'm going to ask now." This is how three separate people all reacted to the same news.*

ASK: *What does this example show us about the way we experience emotions? Why do you think it's very important to have many different words to describe our range of emotions?*

Distribute a printed copy of **Connecting Projectable 2.6.2** to each student. Go over the vocabulary of feeling words with the class and ask students to contribute additional ways to define the feeling words. Explain that the class will refer to the chart for the remaining activities.

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the Thinking about Emotions activity

Now students will have an opportunity to practice identifying a variety of emotions that might arise from the same situation. Explain that they will use one of the sample situations to identify emotions that might result from these situations.

Students practice identifying emotions

Divide students into two equal groups. Give students about a minute to choose one of the following situations that might cause an emotional response:

- You find out that you and your family are moving a long distance away.
- You auditioned for a part in the school play, but you didn't get chosen. Your best friend got the lead.
- At a family gathering, your uncle asks your opinion about something. Everyone stops talking to hear what you have to say.

Explain that each person in Group A will pair up with a person from Group B. Each partner will read the situation he or she has chosen. The other person will describe an emotional response to that situation. The pairs will discuss the thoughts, feelings, physical signals, and words that someone might use in each situation.

Give each pair one or two minutes, then have the partners from Group A rotate to a new partner from Group B. Students should note the varied emotions their different partners describe for the same situation. The partner describing the emotional response should also describe the physical and verbal cues. Pairs should then discuss why someone might respond that way.

Community Connection

Invite students to attend a city council meeting, student council meeting, or any other community gathering (fundraiser, charity event, music concert). Ask the students to pay attention to the vocabulary that people use to describe their emotions. Have them listen for the words and observe the ways in which people express themselves in a collective setting to address a common concern (a band director or coach might use a specific vocabulary). Have students write a brief report on the event, what they observed, and what they learned about the vocabulary people use to be heard and understood in community situations. Was there a leader in the meeting? Who was in charge of the fundraiser? How did they speak to the other people attending the event?

Family Connection

Have students explain the lesson to a family member and ask for feedback on how well they interpret others' emotions. Have them also ask whether the family member has ever noticed emotional expression or interpretation causing confusion or misunderstandings within the family. Send home the Family Connection take-home sheet called **Talk It Out!**

Applying Across the Curriculum

LANGUAGE ARTS Have students write a poem or short story about emotions being misunderstood or misinterpreted. An example might be the story of an adolescent whose parents appear to have forgotten the adolescent's birthday in the morning. How does the character feel? How would she or he feel if there was a surprise party? Students may work individually or in small groups if they wish.

CAREER EDUCATION Have students list careers that may require a very good ability to identify emotions. A few examples might be a psychologist, a nurse, a doctor, or a teacher. Tell students to explain why identifying emotions might be essential in each career. For example, a nurse or a doctor may have to ask several questions and give some prompts to get patients to describe their emotions accurately.

Reflecting Resource:

Student Journal p. 22

26 Reflecting Reflect on what you've learned about identifying and naming emotions in this lesson.

WHAT? What are emotions? What are some examples of feeling words that describe pleasant emotions? Difficult emotions?

What have you learned about the importance of developing a feeling vocabulary? How can you benefit from being able to identify and name your emotions in any given situation?

SO WHAT?

NOW WHAT? How will being able to identify and name your emotions influence your interactions with family and friends? What will what you understand now about how people may respond emotionally to the same situation help you relate to others?

22 LESSON 2

Applying Resource:

Student Journal p. 23

Applying Observe emotions in yourself expressed during our day. Take notes on those of others around you. What situations occurred that triggered emotional responses? What words did you use to identify and name the emotions?

Emotional Observation Number 1

Emotional Observation Number 2

Emotional Observation Number 3

LESSON 2

As partners are describing their scenes and emotional responses, circulate through the room and observe how well the partners are able to identify and name their emotions by using a range of descriptive words that accurately convey what they are feeling.

Reflecting

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

What?	What are emotions? What are some examples of feeling words to describe pleasant emotions? Difficult emotions?
So what?	What have you learned about the importance of developing a feeling vocabulary? How can you benefit from being able to identify and name your emotions in any given situation?
Now what?	How will being able to identify and name your emotions influence your interactions with family and friends? Will what you understand now about how people may respond emotionally to the same situation help you relate to others?

4 APPLYING 5 MINUTES

Ask them to identify and name emotions they observe in themselves for one day. Encourage them to make observations about their emotions at school, at home, and in any other place they may find themselves over the course of that day. Have students complete the Applying page in their Student Journals.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Monitor students as they practice. If students struggle, check to see if the difficulty is with identifying and naming the emotions that accompany them. Review students' answers to the Reflecting questions in the Student Journals to determine how well they understand emotions.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying in the Student Journals to assess how well students are able to identify and name emotions they recognize in other students, their friends, and their family members. This is also a way for you to get a sense of how well the students are interacting with others.

BUILDING SKILLS BEYOND THE LESSON

Picture It!

PRACTICING Reinforce students' ability to identify emotions by asking them to choose a favorite book and illustrate a scene in which one or more characters are having an emotional response to something. Have students label each emotion depicted underneath each character drawn.

Act It Out!

APPLYING Have partners write a short script in which each character demonstrates a new emotion with each line. For example, Chad delivers a line that is sad about losing a game, then Zachary delivers a line that might be compassionate or that demonstrates another emotion, prompting Chad to respond with a new emotion. Explain to students that these short plays will demonstrate the importance of listening, identifying others' emotions, and doing our best to respond accordingly. Pairs can do three short plays or one longer, more complex play. Invite volunteers to share.

REINFORCEMENT

Write It!

PRACTICING Have students think of a popular book or movie featuring adolescents. Ask students to choose an emotional scene from the story and rewrite it from a different character's perspective. Ask students to think about how and why the "new" character's emotional response in the scene may be different from the original story.

Identify It!

APPLYING To reinforce students' understanding of how verbal cues can be a key to identifying emotions, have pairs of students work together to repeat some simple sentences to each other, attempting to convey a different emotion each time. It is the listener's job to identify the emotion. For example, students may say, "We have a lot of homework tonight," sadly, angrily, and happily.

ENRICHMENT