

# Dealing with Feelings

## Summary

Students will identify and describe various feelings, so that they can communicate more effectively.

## Time Frame

1 class periods of 45 minutes each

## Group Size

Large Groups

## Life Skills

Communication

## Materials

Medium size balloons

Michael Pichard, Dealing with Feelings (video)

White/chalk board and markers

TV and VCR

## Background for Teachers

Due to a different format, preview Michael Pichard's video 'Dealing with Feelings.'

## Intended Learning Outcomes

Through a simulation, students will experience the effects that result from withholding feelings that could and should be expressed.

## Instructional Procedures

Write the following statement on the chalk/white board, 'What are feelings?' List student responses. Ask students to share an example of a feeling they or someone else has had in the last several days. Introduce the activity by writing the following phrase on the white/chalk board: 'What are feelings?' Invite student participation. List responses on the board.

Ask students to share an example of a feeling they or someone else has had in the last several days, or any of the feelings they see on the board. Explain to students that feelings are normal and that it is important to share them. Ask students what can happen when feelings are not expressed. Invite student participation. List responses. Introduce the video Richard Pichard 'Dealing with Feelings' by explaining that Tuggy has a problem concerning a feeling and doesn't want to share. Have students identify the feeling that is bothering him and the problem that is created because he doesn't express it with Moose. Show 1/2 of the video. Process the first half of the video with open ended questions.

What happens to Tuggy and Moose when Tuggy doesn't share his feelings concerning the campout.

Why do you think Tuggy is not sharing these feelings?

Why do you think Tuggy doesn't want to go on the campout?

What should Tuggy do now?

Show the rest of the video. Process the rest of the video with open ended questions.

How did Tuggy solve his fears?

How did Moose respond when Tuggy shared his feelings?

How would you respond if your friend expressed his/her feelings with you?

How did Tuggy feel after he shared his feelings with Moose and why?

Have any of you expressed your feelings with a friend, how did you feel afterwards?

This balloon activity illustrates the importance of sharing your feelings. Have a student juggle one balloon (representing a feeling). Give the balloon a feeling name i.e. happy, then add another balloon (feeling), and then a third balloon (feeling). The student realizes that juggling one balloon (feeling) isn't so hard, however trying to juggle two, three, or four balloons (feelings) gets harder.

Ask the student how this activity, [juggling balloons (feelings)] could be made easier. Invite student participation. List responses. Student outcome response: it's easier to juggle the balloons (your feelings) when you share them with someone else. At this point the student calls up another student to help him juggle the three balloons (feelings). They realize that three balloons (feelings) are still hard to juggle.

Ask what would make it still easier. Student outcome response: Ask another student to help. Students realize that the more you express or share your feelings the easier it is to deal with them.

### Extensions

Students will look for examples of feelings found in the literature that they hear or read for the next few days. These descriptive words can be added to the list of feeling words.

### Assessment Plan

Students will be able to generate an age appropriate list of feeling words.

### Authors

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