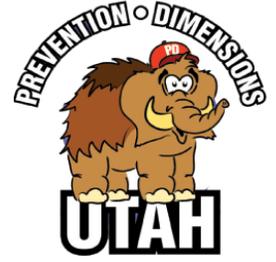


Identifying Our Feelings

More Practice with “I” Messages



3 Cs

- ☞ I care about myself.
- I care about others.
- I care about community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Preparation

Copies

- Face Emotion Cards (see lesson 1 starting on page 6)
- Feelings Wheel (see page 73)

Materials

- two dice for each cooperative learning group
- story of your own choosing from the school media center or classroom library

Vocabulary

emotions	feelings	loving	embarrassed	excited
earful	angry	jealous	lonely	bored
left out	expressions	scared	surprised	hurt

Lesson at a Glance

Introduction

1. Discuss nonverbal expressions.

Strategy

2. Play game, “Follow the Leader” with teacher.
3. Role-play or pantomime different emotions or feelings.

Conclusion

4. In cooperative learning groups play “Show Me” on the Feelings Wheel.

Core Curriculum Objectives and Standards

Objectives

Students will identify and describe different feelings in themselves and others.

Standards

7010-0201 Express strong feelings constructively.

Teacher Notes

Introduction

Teacher acting

1. Discuss nonverbal expressions.

The teacher expresses these emotions through role play, story (of your own choosing from the school media center or your own library) or pantomime. Use “I” messages as described in lesson 1 to express these emotions.

- fearful left out embarrassed
- scared angry excited
- loving jealous bored
- lonely surprised hurt

Discuss

Talk about feelings and the expressions and how to express them. Expressions can be shown with or without words.

Strategies

Play

2. Play game, “Follow the Leader” with teacher.

- Using Face Emotion Cards, discuss with students various ways people express their feelings.
- Discuss what clues we can see, hear, feel, etc., to know how others are feeling.
- Encourage each student to follow the teacher’s expression and say the feeling word with the stated emotion in the “Follow the Leader” game.

Play

Place students in a circle.

Retell the introductory story or pantomime and instruct students to express story emotions with their faces and body.

Play

3. Role-play or pantomime different emotions or feelings.

- Utilizing Face Emotion Cards, have students role-play or pantomime different emotions or feelings.
- Be certain to use face, body and words.
- Discuss when this emotion has happened to the student.

Tie in the 3 Cs

I care about myself.
I care about others.
I care about community.

- I have a right to live in a healthy and peaceful place.
- I have a responsibility to contribute to the health and peace of the place I am in.

Conclusion

Play

4. In cooperative learning groups play “Show Me” on the Feelings Wheel.

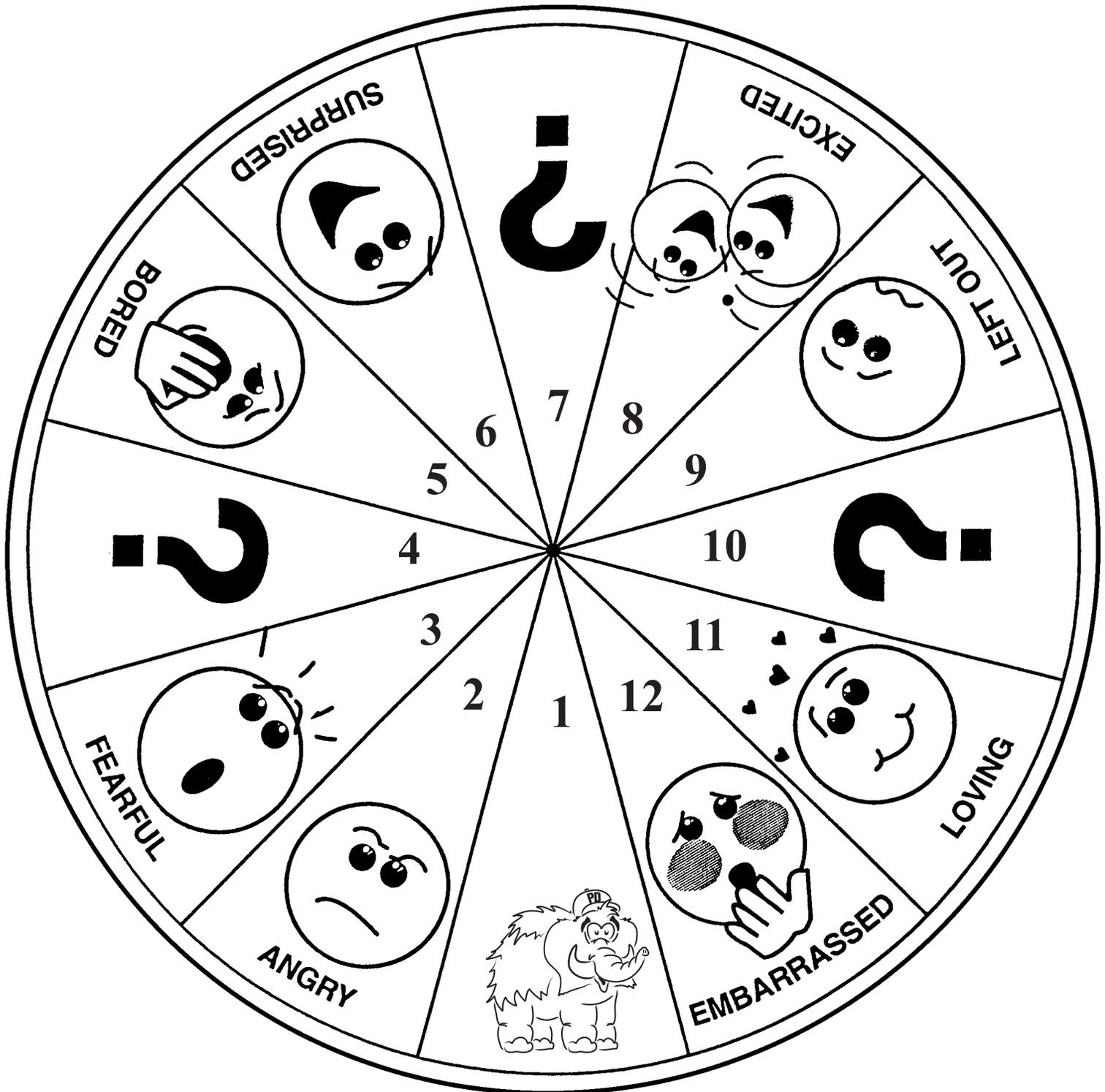
In cooperative learning groups, students take turns rolling dice (2) to select a number on the Feelings Wheel.

- Students share a time when they felt the emotion indicated on the wheel.
- If a student lands on “?” she/he can choose any of the emotions.
- If a student lands on “PD,” the group can suggest an emotion to pantomime.



Feelings Wheel

Roll the dice and pantomime the feeling on that number.
The “?” is for you to decide on an emotion to talk about.
When you land on PD, the group gets to suggest an emotion to pantomime.



To make the circle more durable, glue on poster board or large paper.

