






HEART-MIND QUALITIES:

-  Secure and Calm
-  Gets Along With Others
-  Alert and Engaged

AGE: Early Years
Middle Years

LEARNING OUTCOMES

- Students will be expand their feeling vocabulary and explore the link between feelings and behaviour.

MATERIALS REQUIRED

- Mirrors (optional)
- Digital camera
- Computer/printer

TEACHING AND LEARNING ACTIVITIES

1. Introduce a single emotion to the class. Use basic emotions such as mad, sad, scared, joyful, peaceful or more specific feeling words such as optimistic, lonely, embarrassed or surprised. Your choice of word will depend on the class' developmental level or connection to other teaching material. Be inspired by doing an internet search for "lists of feeling words."

Tell students that you will be exploring what this feeling word means and how we can get clues from the way our body behaves. These messages tell us how we feel about experiences.

2. **ACTIVATE THINKING:** Have students brainstorm a list of things or situations that they identify as making them feel the chosen emotion.
 - Emphasize that feelings are normal: some feel pleasant and some feel unpleasant.
 - Remind students not to judge our own feelings or other people's feelings because they aren't right or wrong.
3. Invite students to practice making faces and using body movement to display what the chosen emotion "looks like." Use mirrors to practice.
4. Take a photo of each student showing this emotion.
5. Ask each student to write a sentence that describes a time when they feel this emotion. For younger students, transcribe the sentence for them. Construct the sentence in an "I statement format" and ensure that it is appropriate to share with others. For example, "I feel sad when my dad leaves for a trip" or "I feel peaceful when my brother reads to me."
6. Compile the photos and sentences in a booklet, matching the students' photos with their sentence.
 - Display on a bulletin board.
 - Print for a classroom book.
 - Photocopy for students to take home.



ADAPTATIONS

- Create a personalized book for each student that covers a range of feelings. In this way, students can take home a book with their own pictures sharing different emotions. This may stimulate dialogue with their caregivers about recognizing and expressing feelings.
- For intermediate students, increase the challenge of this lesson by choosing complex emotions and/or words that are new to them (like insignificant, sarcastic or confident).
- Have students do a thesaurus search to find other words that have similar or related definitions. Include these words in the book or display.
- Follow up with story/chapter books about feelings.