






HEART-MIND QUALITIES:

 Secure and Calm

 Compassionate and Kind

 Gets Along With Others

 Solves Problems Peacefully

 Alert and Engaged

AGE: Middle Years
Adolescent Years

LEARNING OUTCOMES

Students will:

- explore emotions that are personally relevant.
- see the relationships between emotions
- identify subtle differences and levels of emotional intensity.

MATERIALS REQUIRED

- paper and pencil crayons

TEACHING AND LEARNING ACTIVITIES

1. **ACTIVATE LEARNING:** Think about where emotions come from. What are the basic emotions that all humans share no matter what culture? Brainstorm a list (or add an internet search).
2. Choose one of the following:
 - From the student generated list, identify 8 emotions the class would like to examine more fully.
 - Align the choice with American psychologist Paul Ekman who identified basic emotions including happiness, fear, surprise, sadness, disgust, anger, contempt and interest.
 - Choose emotions that support other related learning. Keep your choice of 8 emotions secret from the class until after the following step.
3. Divide the class into eight small groups. Secretly assign one emotion to each group and ask them to create a skit or mime to act out the emotion. The other groups can guess the emotion based on facial expressions, body language, or scenario if the actors are using words.
4. Individually, have students draw a wheel with 8 segments. Have them place each of the 8 chosen emotions, arranging them so that they are next to emotions that they are related to, or closely connected with.
5. Invite students to add other emotion words to the 8 categories of the wheel. Have them arrange the emotion words from mild to intense, with the most intense at the centre of the wheel. Utilize colours to reflect the levels of intensity. Encourage students to expand their emotional vocabulary by searching the internet, thesaurus and using personal experiences.

Adapted From | Shanker, Stuart. (2013) Calm, Alert, and Learning: Classroom Strategies for Self-Regulation; Carney, Patrick. (2015) Well Aware: Developing Resilient, Active and Flourishing Students



6. In pairs, have students compare their emotion wheels and brainstorm ways that the wheel could be used in the school setting or at home. Report out ideas.

ADAPTATIONS

- Use the wheel as a classroom tool to help solve disputes. Begin conflict resolution with the statement “I feel....”
- Use the wheel to spark creative writing. Invite students to describe a time when they felt a particular emotion. Alternatively students can create a fictional story in which the main character experiences the emotion.
- Use paint chips (with 3-5 colour gradations) to sort the intensity degrees of emotions.
- Compare the student’s wheels to American Psychologist Robert Plutchik’s Gradations. Discuss any emotions on the wheel that student’s have never experienced? Ask: can you experience more than one emotion at the same time?