

IDENTIFYING EMOTIONS



In this learning plan, students will learn about how to identify their emotions. They will also be able to understand that all emotions are valid. Students will explore emotions through a movement game, a matching exercise, and a variety of drawing activities.



CASEL STANDARD

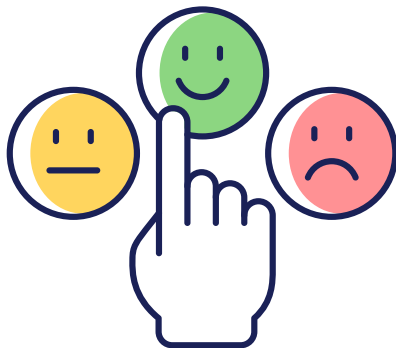
Self Awareness

OBJECTIVES

- ✓ Students will be able to identify different emotions.
- ✓ Students will be able to understand that all emotions are valid.
- ✓ Students will be able to use clues to determine emotions.

GUIDING QUESTIONS

What are emotions?
Do we all have emotions?
Are all emotions okay?
Why is it important to understand our emotions?



MATERIALS

- shaving cream or finger paint
- chart paper
- bell
- ball
- Identifying Emotions poster
- Identifying Emotions worksheet
- Walk the Emotion Matching
- Drawing Emotions worksheet
- Guess the Emotion Cards
- Guess the Emotions worksheet
- Drawing my Emotions! worksheet

IDENTIFYING EMOTIONS



ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- Make sure students understand how facial expressions help us understand how people are feeling.
- Throughout the lesson, ask students what clues they used to determine what each emotion is.
- Before the Walk the Emotion game, make sure students understand that we also use body language as a clue to determine what each emotion each is.
- Ask students throughout the lesson why it is important to understand our emotions.
- Ensure that students understand that all emotions are okay to have (even feeling angry.)

Summative Assessment:
Drawing My Emotions
worksheet



DIFFERENTIATION STRATEGIES

- Allow students to share their responses orally. Provide students the option of verbally sharing their responses to all activities.
- Allow students to share responses non-verbally using eye contact, gestures, and movements.
- Some students may struggle with fine motor skills. Consider pre-cutting the materials and providing one-on-one assistance to support these students.
- For the Guess the Emotion game, assign the more difficult emotion words (e.g., confused, frustrated, surprised) to students who need a challenge.

SUGGESTED READ-ALOUDS

- The Little SPOT of Feelings: Emotion Detective by Diane Alber
- Feelings Ninja by Mary Nihn
- The Emotions Book: A Little Story About Big Emotions by Liz Fletcher
- Feelings by Libby Walden
- Glad Monster, Sad Monster by Ed Emberley
- In My Heart: A Book of feelings by Jo Witek
- The Color Monster by Anna Llenas
- The Way I feel by Janan Cain



ACTIVITY OVERVIEW

Activity 1

Identifying Emotions

Students will learn about emotions through a hands-on activity.

Activity 2

Walk the Emotion

Students will play a game requiring them to walk as if they are a designated emotion.

Activity 3

Draw the Emotion

Students will practice showing emotions through drawings.

Activity 4

Guess the Emotion

Student pairs will act out and guess each other's emotions.

Activity 5

Toss the Ball

Students will playing a game of Toss the Ball and share a time they experienced an emotion. They will draw a picture of themselves showing an emotion.

ACTIVITY 1: IDENTIFYING EMOTIONS

- Today will begin by creating faces using shaving cream. A hard surface (mini white board, desk, or table) and a can of shaving cream is needed for this intro activity.
- First, gather the students in a central location of the room and ask them to form a circle. Begin by drawing a sad face with shaving cream on the flat surface and showing the students. Ask the students what they notice about the drawing. Students will likely notice that it is a sad face. Erase the sad face with a tissue and create a happy face. Ask students, "what is sad?" "what is happy?" what do we call those words?" Hopefully students will have prior knowledge and be able to share that happy and sad are examples of feelings. Ensure students understand that we use the words feelings and emotions interchangeably.
- Have students turn and talk to a partner and share different feelings that they know. After each pair has had about 30 seconds to chat, ask volunteers to share.
- Then, call a few student volunteers to take a turn drawing a face of their choice on the hard surface. The volunteer will call on students to guess what the feeling is. Have a discussion about what we notice about the face or eye brows. Continue to explain that facial expressions help us express our feelings. They also help us know how other people are feeling.
- After a short discussion about different emotions, display the Identifying Emotions Poster. Tell students that they will use this poster to complete a worksheet called Identifying Emotions.
- Read the directions and each item aloud for students to complete.

IDENTIFYING EMOTIONS



ACTIVITY 2: WALK THE EMOTION

- Explain to students that they will play “Walk the Emotion.” In order to play the game, students will listen for a bell to ring. Each time they hear the sound of the bell, they will hear an emotion read aloud, and will walk like that emotion.
- Tell students that their whole body should represent that feeling. For example, if the feeling is sad, they might walk slowly, frown, and possibly look down. Model a few examples before beginning the game.
- Read aloud several emotions from the Identifying Emotions Poster.
- Use a digital bell online or clap to signal the transition to the next emotion.
- Play the game until students have had a time to practice walking like at least five different emotions. If there is time, you can have a student be the “bell ringer.”
- After the game, students will complete Walk the Emotion worksheet.
- Read the directions and each item aloud as the students complete the activity.

ACTIVITY 3: DRAW THE EMOTION

- Convene students to a central location. On a large piece of chart paper, draw a blank face. Call on volunteers to choose an emotion from the Identifying Emotions Poster. Each time an emotion is read, draw a new blank face and begin adding features to the face to look like the designated emotion.
- For example, if surprised is chosen, model for students how a surprised expression would look by drawing (eyes wide open, mouth open wide). Enlist students to participate by sharing their ideas of what each face should include/look like.
- Pass out the Drawing Emotions worksheet and crayons to each student.
- Read the directions and each item aloud as the students complete the activity.

IDENTIFYING EMOTIONS



ACTIVITY 4: GUESS THE EMOTION

- Prior to this activity, cut out the Guess the Emotions cards for each student (1 set per student).
- Explain to students that they will play the Guess the Emotions game. They will play with a partner. Each student will choose a card from their set. They should not show their card to their partner. Partners will take turns acting out the emotion on their card so their partner can guess the emotion.
- Partners will record their drawings on the Guess the Emotion worksheet. Students will also circle which clue(s) they used to determine their partner's emotion.
- Remind students to use facial expressions as clues to help their classmate guess the emotion correctly.
- Encourage students to use the Identifying Emotions Poster as a reference as they are playing the game.
- Remind students that they must walk around quietly while playing this game. Students should spread out and give everyone space during the game.
- Gather students together and discuss if there were emotions that were harder/easier to guess. Invite students to share their ideas.

ACTIVITY 5: TOSS THE BALL

- Students will play a game of Toss the Ball. Convene all students to a central location and have them form a circle on the floor. They will take turns holding a ball and sharing a time when they felt a particular emotion. For example, they will say, "One time I felt frustrated when my brother ate all of the fruit snacks." After sharing the emotion, they will gently toss the ball to a classmate. That classmate will share a time when they felt a different emotion. Play the game until each student has had a turn to share.
- Pass out the Drawing My Emotions! worksheet for students to complete independently.

IDENTIFYING EMOTIONS POSTER

Teacher Directions: Display this poster as reference for naming emotions.
Pass out a copy for each student to keep before they complete the exit slip.



happy



bored



scared



confused



surprised



worried



sad



silly



sleepy



excited



angry



frustrated

IDENTIFYING EMOTIONS

Directions: Listen to your teacher read aloud each prompt.
Circle the matching emotion.

Circle the face
that shows
someone who is
feeling angry.



Circle the face
that shows
someone who is
feeling surprised.



Circle the face
that shows
someone who is
feeling happy.



NAME _____

DATE _____

WALK THE EMOTION MATCHING

Directions: Draw a line from the emotion to the correct picture.

angry •



excited •



sad •



scared •

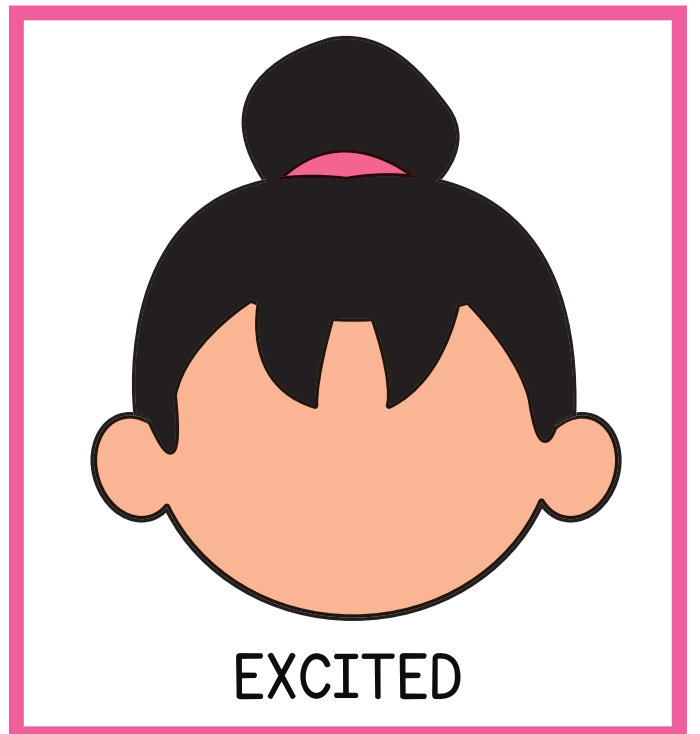
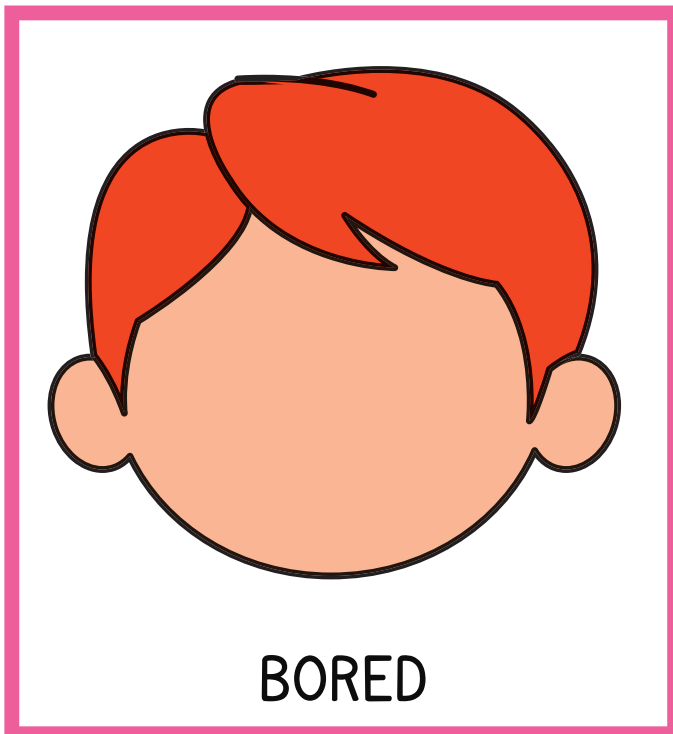
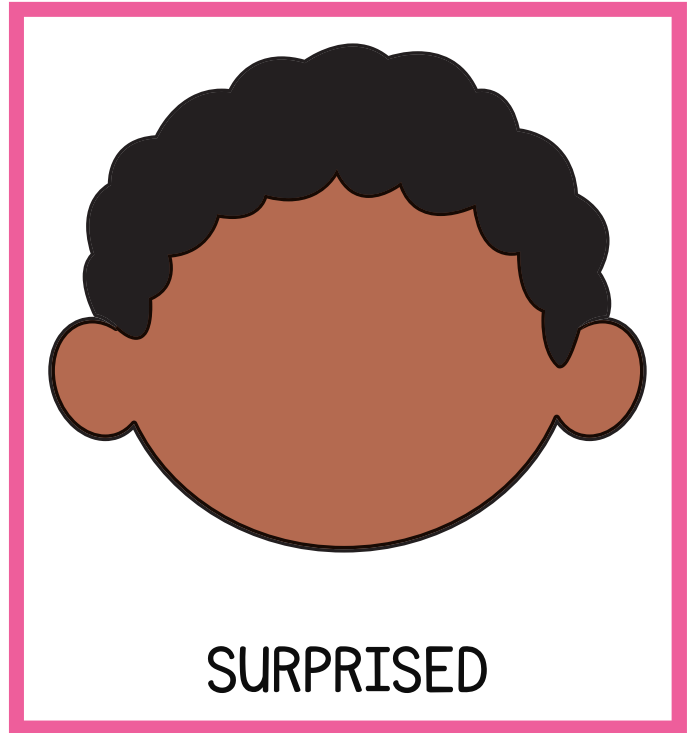
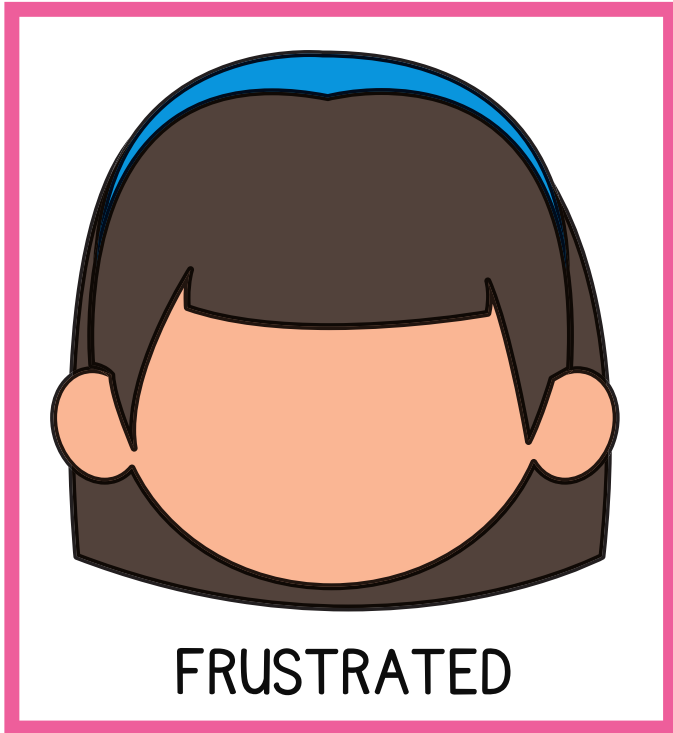


NAME _____

DATE _____

DRAWING EMOTIONS

Directions: Draw the emotion on each blank face.



NAME _____

DATE _____

GUESS THE EMOTIONS CARDS

Teacher Directions: Print a set of cards for each pair of students.
Cut out the cards before distributing to students.



happy



bored



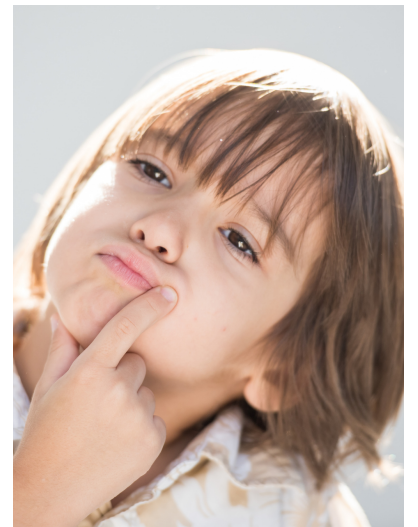
scared



worried



surprised



confused

NAME _____

DATE _____

GUESS THE EMOTIONS CARDS

Teacher Directions: Print a set of cards for each pair of students.
Cut out the cards before distributing to students.



sad



silly



sleepy



excited



angry






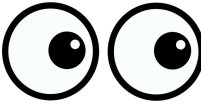



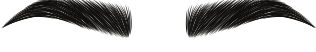

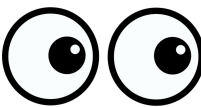


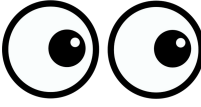


frustrated

NAME _____

DATE _____

GUESS THE EMOTION

Directions: Have your partner choose a card and make an expression showing that emotion. Use clues to guess what emotion your partner is showing. Draw a picture of the emotion and circle which clue(s) you used to guess. Don't show anyone your card! Switch!

 Emotion 	Clue 
	  
	  
	  
	  

NAME _____

DATE _____



DRAWING MY EMOTIONS

Directions: Draw a picture of yourself showing an emotion of your choice.

A large, empty rectangular box with a thick blue border, intended for the student to draw a picture of themselves showing an emotion.