

WHAT DO MY EMOTIONS TELL ME?



In this learning plan, students will understand that emotions give us essential information. They will learn the importance of accepting all emotions instead of ignoring them. Students will practice accepting emotions and explore positive ways to handle strong and uncomfortable ones.



CASEL STANDARD

Self-Awareness

OBJECTIVES

- ✓ Students will be able to understand that emotions give us important information.
- ✓ Students will be able to learn that accepting emotions is better than ignoring them.
- ✓ Students will be able to practice accepting emotions and managing them productively.

GUIDING QUESTIONS

What do my emotions tell me?

Why is it better to accept my emotions than ignore them?

How can I accept my emotions and manage my reactions?



MATERIALS

- Small whiteboards or paper
- What Do My Emotions Tell Me? worksheet
- Chart paper or a whiteboard
- Pieces of paper with different emotions written on each (see Activity 2)
- Small paper or plastic bags (one per student pair and one to use as a model)
- Ignore and Accept Emotions worksheet
- Listening to My Emotions worksheet
- Stuff It or Accept It Game worksheet
- Coins (or two-sided counters)
- Accepting My Emotions Assessment

WHAT DO MY EMOTIONS TELL ME?



ASSESSMENTS

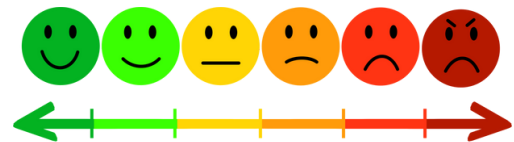
Formative assessments and checks for understanding occur throughout the lesson:

- Ensure that students understand that allowing themselves to feel all emotions is okay and healthy.
- Ensure that students understand that emotions tell us to pay attention to what is happening in our lives.
- Ensure that students understand that practicing accepting our emotions will help them when strong, uncomfortable emotions arise.

Summative Assessment:
Accepting My Emotions
Assessment

DIFFERENTIATION STRATEGIES

- Give students the option to work with a partner or independently on all worksheets except the assessment.
- Read aloud worksheets for students who need them and provide necessary vocabulary.
- Challenge students to add more emotions and what they could be telling you on the What Do My Emotions Tell Me? worksheet.



EXTENSION ACTIVITIES

- Challenge students to keep a journal daily for one week. Encourage them to write how they are feeling and what their emotions are telling them. Afterward, reflect on how it went and if it helped students to accept their feelings or manage them differently.
- Give student groups different emotions. Have them create skits to show what might happen when that emotion is ignored and when that emotion is accepted.



ACTIVITY OVERVIEW

Activity 1

What Do Our Emotions Tell Us?

Students will brainstorm what they know about emotions and play a game to learn what emotions tell us.

Activity 2

What Happens When We Ignore Emotions?

Students will learn what happens when we ignore our emotions and practice accepting them in a silly way.

Activity 3

Listening to Your Emotions

Students will learn and practice different ways to manage strong emotions after accepting them.

Activity 4

Stuff It or Accept It Emotions Game

Students will play a game to practice accepting their emotions and consider the effects of ignoring their emotions.

Activity 5

Accepting My Emotions Assessment

Students will review as a group and complete an assessment to check their understanding of emotions.

ACTIVITY 1: WHAT DO OUR EMOTIONS TELL US?

- Provide students with small whiteboards or paper. Invite them to write the word emotions on top and put a circle around it. Ask students to write and draw what they know about emotions, including examples of emotions.
- Invite students to share their ideas with a partner and then encourage them to share with the group.
- Explain that people have many different emotions or feelings, and all are normal. Ask, "Why do we have emotions? What do they tell us?"
- Give students time to think and share with a partner. Invite them to share their partner's ideas or their own.
- Discuss how emotions are the body's way of telling us that something is going on in our lives and we should pay attention. Emotions give us information.
- Invite students to observe you as you show emotion through facial expressions and body language. Act out being angry.
- Ask, "What emotion do you think I am feeling?" (angry/mad/upset) After students answer, ask, "What is my anger telling me?"
- Invite students to think and then share their ideas with a partner.
- Explain that the anger could be telling me that something didn't go my way, I feel disrespected, or treated unfairly. I can then think about what in particular made me feel angry.
- Give a student volunteer a different emotion to act out. Invite other students to name the emotion and what it could be telling that person. Do this activity with different volunteers using the following emotions:

WHAT DO MY EMOTIONS TELL ME?



CONTINUED -- ACTIVITY 1: WHAT DO OUR EMOTIONS TELL US?

- Happy (Happy can tell you that something good happened to you or you liked something.)
 - Sad (Sad can tell you that you lost something or something didn't work out in the way you wanted.)
 - Jealous (Jealousy can tell you that you wish you could do something or be like someone.)
 - Worried (Worried can tell you that you are unsure or scared about something unknown happening.)
 - Surprised (Surprised can tell you that something happened that was unexpected.)
- Show students the What Do My Emotions Tell Me? worksheet. Explain that for each face shown, they will name the emotion and write what it could be telling you.
 - Encourage students to check their work with a partner when they've finished and revise if necessary.

ACTIVITY 2: WHAT HAPPENS WHEN WE IGNORE EMOTIONS?

Prior to this activity, write down uncomfortable emotions such as anger, fear, embarrassment, guilt, rejection, anxiety, and offense on different pieces of paper.

- Model what can happen in our bodies if we ignore our emotions using the pieces of paper with uncomfortable emotions and a small paper or plastic bag.
 - Take one piece of paper and read it aloud. "I'm so _____." Then crumple it up, and shove it in the bag.
 - Continue to do this with each piece of paper.
 - Continue until the bag is overstuffed or has ripped open.
- Explain that when we ignore how we're feeling, the emotions don't just disappear. We're just shoving those emotions inside our bodies until they eventually come out. Sometimes they come out as pain (headaches, stomachaches), anger (yelling at someone for no reason), or feeling constantly tired. Ignoring our emotions isn't good for our health!
- Ask students, "What emotions are easy to accept and not ignore?" Give them time to think and share with a partner. Answers will likely include happy, excited, calm, etc.
- Ask, "What emotions are harder to accept and often ignored?" Give them time to think and share with a partner. Answers will likely include mad, frustrated, sad, etc.
- Discuss with students why that could be. Include that the emotions we want to ignore are the ones that are uncomfortable and don't feel good.



CONTINUED -- ACTIVITY 2: WHAT HAPPENS WHEN WE IGNORE EMOTIONS?

- Explain that all emotions give us information, even the ones that are uncomfortable, so it's important to accept them and listen to what they are telling us.
- Write the heading "How to Allow ALL Emotions," on chart paper or a whiteboard. Write these three steps below the heading: 1. Greet, 2. Reason 3. Accept.
- Show students how to use these steps with an uncomfortable emotion, such as frustration. Acknowledge that this may seem silly, but it's important.
 - Greet frustration with a little wave and say, "Hey, frustration."
 - Model finding the reason for your frustration by thinking aloud something like, "I think I'm frustrated because I'm trying to follow instructions for putting this table together, and I don't understand them. That makes sense that I would be frustrated."
 - Allow yourself to accept this emotion. Say, "I can feel this way; it's okay."
- Explain that once you know how to do these steps, you can quickly do them in your head or write them down, but it takes practice.
- Lead students in practicing these steps in a silly way. Encourage them to have fun. Invite them to partner up if they want, or they can do this individually.
 - Take the crumpled-up papers out of the bag one by one.
 - Read each emotion aloud. Invite students to greet it with a wave or a hello in an exaggerated, silly way.
 - Invite students to think of a time they felt this emotion. What was the reason for the emotion? Or what could be a reason to feel this way?
 - Ask students to practice allowing this emotion by saying something like, "I can feel you, anger; it's okay." or "I can feel like this, okay?"
- Show students the Ignore and Accept Emotions worksheet. Explain that they will draw emojis to show what happens when you ignore emotions and what happens when you allow them to happen. Encourage students to be creative.
- Invite students to share their drawings with their peers.

ACTIVITY 3: LISTENING TO YOUR EMOTIONS

- Discuss how sometimes we feel emotions strongly, and we react without thinking about it. Give an example, such as someone saying something that makes you feel angry, and you shove them.
- Ask students, "Think of a time when you felt a strong emotion and reacted without thinking. How did you react? What happened?"



CONTINUED -- ACTIVITY 3: LISTENING TO YOUR EMOTIONS

- Invite students to share their thoughts with a partner and then with the group. (Answers may include yelling, punching, refusing to do something, or shutting down.)
- Explain that listening to your emotions helps you figure out how you feel, but also how to manage these feelings so that you don't just react in an unhelpful or hurtful way. Reaffirm that this is not easy to do, even for adults, and takes practice.
- Pair up students and provide them with paper or a whiteboard. Ask pairs to brainstorm productive ways to manage strong emotions. Have them think about what might help or calm them down instead of reacting.
- Invite partners to share one or two of their ideas with the group. Ideas may include giving yourself space, listening to music, journaling, going for a walk, taking deep breaths, or talking to someone you trust. Mention any of these ideas if they need to be shared.
- Give an example of a time that you felt a strong emotion, accepted it, and chose to handle it productively. (E.g., I felt overwhelmed with all the tasks I needed to complete. I allowed myself to feel this and decided to go for a short walk outside.)
- Show students the Listening to My Emotions worksheet. Explain that they will work with a partner to help the kids in each situation listen and manage their strong emotions.

ACTIVITY 4: STUFF IT OR ACCEPT IT EMOTIONS GAME

- Remind students that emotions are a signal that we should stop and pay attention to ourselves. If we listen, they will tell us how we feel about things that happen in our lives. If we don't listen, they will stick around and show up in other ways that aren't so great (like body pains or being rude to someone).
- Explain that students will play a game called Stuff It or Accept It. In this game, partners will take turns picking a card and flipping a coin. The card will have a situation and emotion. The coin determines what you will do with the emotion:
 - Tails = Stuff it (students will stuff the card with the emotion into a bag and can choose to act out what ignoring the emotion could do).
 - Heads = Accept it (students will greet, reason, and accept the emotion).
- Model how you might stuff it and accept it with emotion using a sample card.
- Invite students to pair up and give them the Stuff It or Accept It Game worksheet, coin, and bag. Explain that they will need to cut out the cards before starting the game but to keep the rest of the worksheet to use as a guide for accepting emotions.



CONTINUED -- ACTIVITY 4: STUFF IT OR ACCEPT IT EMOTIONS GAME

- Encourage students to have fun.
- Afterward, gather together and reflect on the game. Ask students:
 - What was challenging about this game?
 - What was easy?
 - Is it hard for you to accept emotions? Why or why not?

ACTIVITY 5: ACCEPTING MY EMOTIONS ASSESSMENT

- Divide students into groups of four and provide paper or a whiteboard. Designate a scribe and spokesperson for each group.
- Explain that students will listen to a question. Each group will have two minutes to discuss possible answers and choose one. The scribe will write it down. Once the time is up, the spokesperson will share the group's answer.
- Ask the following questions:
 - What happens when we ignore our emotions? (They show up in different ways, such as in headaches or acting disrespectfully towards others.)
 - What do our emotions tell us? (They tell us to pay attention to what's happening in our life right now.)
 - How can listening to our emotions help us respond to or handle them productively? (Listening to our emotions helps us accept and understand them, which helps us handle them.)
 - What is one way we can respond to our emotions instead of reacting? (Journaling, taking a walk, giving yourself space, etc.)
- Discuss the answers and add or revise them as necessary.
- Show students the Accepting My Emotions Assessment. Read the directions. Explain that they will answer each question as best as they can.







NAME _____

DATE _____

WHAT DO MY EMOTIONS TELL ME?

Name the emotion and write what it could be telling you for each face below.

	What is the emotion?	What could it be telling you?
		
		
		
		





What do my emotions tell me?

NAME _____

DATE _____

WHAT DO MY EMOTIONS TELL ME?

Name the emotion and write what it could be telling you for each face below.

	What is the emotion?	What could it be telling you?
	Angry, mad, or upset	It could be telling you that you were disrespected or something didn't go your way.
	Surprised or shocked	It could be telling you that something happened to you that was unexpected or unusual.
	Happy or joyful	It could be telling you that something good happened to you or you feel good about a choice you made.
	Silly, excited, or hyper	It could be telling you that you have a lot of energy, you are overtired, or you are looking forward to some good things.

What do my emotions tell me?

My emotions tell me to pay attention. My emotions tell me that I have things going on in my life that I should pay attention to.

NAME _____

DATE _____



IGNORE AND ACCEPT EMOTIONS

Draw a picture to show what happens when we ignore our emotions.

Draw another one to show what happens when we accept them.

Add labels or speech bubbles if you choose.

When we **ignore** our emotions! 

When we **accept** our emotions! 

NAME _____

DATE _____



LISTENING TO MY EMOTIONS

Read the situations below. Then help each kid listen and manage their strong emotions.

Akash just found out that he didn't make the soccer team, but his two best friends did. He is upset he didn't make it and feels rejected. His family and friends try to make him feel better, but he responds to them rudely, saying things like "Get away from me," and "I bet you're glad I didn't make the team."

1. What strong emotion is Akash feeling? How can he listen to this emotion?



2. How can Akash manage his strong feelings instead?

Nylie's friend hasn't spoken to her in a few days. She's starting to wonder what happened and if she did something wrong. She's worried that she lost a good friend. She can't concentrate on anything else, including her schoolwork and chores.

1. What strong emotion is Nylie feeling? How can she listen to this emotion?



2. How can Nylie manage her strong feelings instead?

NAME _____

DATE _____

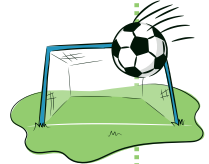


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1. What strong emotion is Akash feeling? How can he listen to this emotion?



He is feeling upset, angry, or rejected. He can listen to this emotion by accepting it or allowing himself to feel upset.

2. How can Akash manage his strong feelings instead?

Answers will vary. Possible answers include: He can tell others he needs space. He can go for a walk or yell into a pillow. He can talk to a trusted adult.

Nylie's friend hasn't spoken to her in a few days. She's starting to wonder what happened and if she did something wrong. She's worried that she lost a good friend. She can't concentrate on anything else, including her schoolwork and chores.



1. What strong emotion is Nylie feeling? How can she listen to this emotion?

Nylie is feeling worried. She can listen to her emotion by allowing herself to feel it or figuring out why she feels this way.

2. How can Nylie manage her strong feelings instead?

Answers will vary. Possible answers include: She can write about how she's feeling. She can talk to a trusted adult or her friend.

NAME _____

DATE _____

STUFF IT OR ACCEPT IT GAME

Cut out the cards below. Shuffle them and put them in a pile face down. The first player draws a card, reads it, and flips a coin. If they get tails, they will stuff the emotion card in the bag and ignore it. If they get heads, they will greet, reason, and accept the emotion using the guide below. Then it is the next player's turn.



Heads = *Accept It*



Tails = *Stuff It*

Accepting My Emotions Guide

1. *Greet* your emotion. ("Hey, anger! How's it going?")
2. Find a *reason* for your emotion. (Why am I feeling this way? It makes sense that I feel angry because I didn't get to hang out with my friend.)
3. *Accept* your emotion. (Okay, I can feel angry. It's normal.)



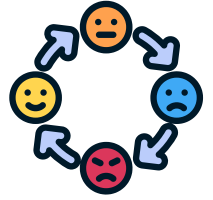
Your math assignment is hard. You feel frustrated.	Your friend won an award, but you didn't. You feel jealous.	You broke a shelf in your closet and didn't tell anyone. You feel guilty.
You are performing in a piano recital. You feel nervous.	You have your first basketball practice tomorrow and have never played on a team before. You feel anxious.	Your grown-up told you that you could not have a sleepover this weekend. You feel annoyed.
Your best friend moved away. You feel sad.	You spilled water all over your pants. You feel embarrassed.	There's a storm warning, and you're riding in the car. You feel scared.
Your friends got together yesterday without you and keep talking about it. You feel left out.	Your sibling broke your favorite toy. You feel furious.	Your friend decides not to take karate with you anymore. You feel surprised.

NAME _____

DATE _____

ACCEPTING MY EMOTIONS

Read each question and write your answers as best as you can based on what you have learned about emotions.



Why is it better to accept our emotions than ignore them?

Why should we listen to our emotions?

Imagine that your classmates don't include you in their game. They tell you, "We don't want you to play because we don't think you'd be good."

How would that make you feel? What would you do to listen to this feeling?

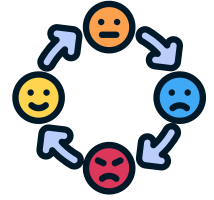
How would you handle your emotion after you've accepted it?

NAME _____

DATE _____

ACCEPTING MY EMOTIONS

Read each question and write your answers as best as you can based on what you have learned about emotions.



Why is it better to accept our emotions than ignore them?

It's better to accept emotions because it's better for your health.

It's better to accept emotions because ignoring them hurts you and sometimes others, too.

Why should we listen to our emotions?

We should listen to our emotions because they give us information to help us.

We should listen to our emotions because they are telling us about what's going on with us.

Imagine that your classmates don't include you in their game. They tell you, "We don't want you to play because we don't think you'd be good."

How would that make you feel? What would you do to listen to this feeling?

Possible answers include: This would make me feel angry/upset/sad/offended/rejected.

I would tell myself the reason why I feel this way. I would tell myself it's okay to feel this way; I accept it.

How would you handle your emotion after you've accepted it?

Possible answers include: I would write about how I feel in my journal. I would talk to a trusted adult. I would take a few minutes to be by myself.