



In this learning plan, students will learn what our emotions tell us. They will practice using clues to identify underlying emotions. Students will also learn that understanding our emotions helps us accept and navigate them positively.



CASEL STANDARD

Self-Awareness

OBJECTIVES

- ✓ Students will be able to learn what our emotions are telling us.
- ✓ Students will be able to learn that some emotions are hard to detect.
- ✓ Students will be able to learn that understanding our emotions helps us accept and manage them.

GUIDING QUESTIONS

What are my emotions telling me?

Why are some emotions harder to identify than others?

Why is it important to understand my emotions?



MATERIALS

- Hidden Emotions worksheet
- Whiteboard or chart paper
- What Emotions Can Tell Us picture
- Why Do I Feel This Way? worksheet
- Managing Our Emotions worksheet
- I Have, You Have game and worksheet
- Understanding Our Emotions Assessment



ASSESSMENTS

Formative assessments and checks for understanding occur throughout the lesson:

- Ensure that students understand the difference between identifying emotions and understanding them.
- Ask students what they can do to understand an emotion once they identify it.
- Ensure students understand that awareness of their emotions leads to accepting and managing them.

Summative Assessment:
Understanding Our Emotions
Assessment

DIFFERENTIATION STRATEGIES

- Read aloud worksheets and assessments for students who need support.
- Give the option for students to respond orally to worksheets.
- For students who need a challenge, give them the option to fill in sentences without the word list on the Understanding Our Emotions Assessment.



EXTENSION ACTIVITIES

- Play a version of Emotion Charades where students act out both emotions and why they are feeling that emotion.
- Color code the Hidden Emotions worksheet, and add pictures to match each emotion.
- Suggested Read Alouds:
 - Benji, the Bad Day, and Me by Sally J. Pla
 - When Sadness is at Your Door by Eva Eland
 - Small Things by Mel Tregonning
 - Visiting Feelings by Lauren Rubenstein
 - Little Humans, Big Feelings by Sandye Zdanwic



ACTIVITY OVERVIEW

Activity 1

Hidden Emotions

Students will identify emotions based on clues and learn that some emotions are trickier to identify than others.

Activity 2

What Do Our Emotions Tell Us?

Students will learn that part of understanding our emotions is figuring out why we feel what we feel.

Activity 3

Managing Our Emotions

Students will learn how understanding emotions helps us manage them and practice this in a game.

Activity 4

I Have, You Have

Students will play a game to practice identifying and understanding emotions.

Activity 5

Understanding Our Emotions Assessment

Students will complete an assessment to show their understanding of emotions.

ACTIVITY 1: HIDDEN EMOTIONS

- Gather students together and explain that they will play Emotion Charades.
 - Invite students to come to the front of the room one at a time and act out an emotion (provided by you). Everyone else will guess which emotion it is.
 - Review with students that emotion is another word for feeling. Remind students to think about how their faces and bodies look and act based on the emotion given to them. They cannot talk!
 - Use the emotions angry, sad, surprised, worried, happy, and frustrated students to act out.
- During the game, ask students who are guessing to share the clues that helped them identify the emotion (e.g., their lips went down and they walked slowly looking at the ground.)
- Point out any actions that students perform besides the facial expressions and body language (e.g., throwing something if they were angry).
- Invite students who did the acting to share their challenges in acting out the emotion.
- Explain that identifying some emotions can be easy using facial expressions, body language, and actions, but some emotions are harder to identify because they can look like other emotions.
- Invite students to turn and face a nearby partner. Then ask them to make a mad face at each other. Next, ask them to make a frustrated face at each other. Say, "Did your partner's mad face look similar to their frustrated face?" Most students will say yes.



CONTINUED -- ACTIVITY 1: HIDDEN EMOTIONS

- Ask, “Is frustrated the same emotion as angry?” Invite students to explain the difference. If necessary, explain that frustration means you are having a challenging time with something or someone, but anger means you feel wronged by somebody or something.
- Say, “I wonder how we can figure out hidden emotions, like frustrated, because it’s important to identify the correct feeling so that we can understand it.”
- Write angry in the middle of a whiteboard or chart paper. Extend four lines from it and write frustrated, jealous, embarrassed, and offended on each of these lines.
- Read and point to the four emotions and explain that they can all look angry. Discuss briefly with students what the four emotions mean. Share an example of a time you felt one of these emotions (e.g., “I was jealous that my sister got to go on a trip with my mom, and I didn’t get to go. Before the trip, I said mean things to my sister and yelled at my mom. I acted like I was mad, but I was jealous of the trip they were taking together.”)
- Ask students to think of a time when they felt any of the emotions. Invite students to share their emotions and how they looked or acted when they felt like that.
- Show students the Hidden Emotions worksheet. Read the directions and explain that they will read the hidden emotions and figure out the emotion that these emotions look like. Invite students to work in pairs and to think about times when they have felt these emotions.
- Gather back together as a group and go over the Hidden Emotions worksheet. Give time for students to make any changes to the worksheet. Encourage students to use this worksheet to help them identify trickier emotions.

ACTIVITY 2: WHAT DO OUR EMOTIONS TELL US?

- Show the What Emotions Can Tell Us picture. Ask students to identify the emotion shown based on the child’s facial expression. Invite them to share with the group.
- Explain that knowing how you feel and how others feel is important, but understanding why we feel an emotion can help us figure out what to do when we’re feeling that emotion.
- Say, “It looks like this child is scared. Why do you think they are scared?” Give students time to share their ideas with a nearby partner.



CONTINUED -- ACTIVITY 2: WHAT DO OUR EMOTIONS TELL US?

- Invite students to share their idea or their partner's ideas. Ask, "Is that something that happened to the child or something that they were thinking about?"
- Explain that part of understanding an emotion is thinking about what caused that emotion. Emotions can tell us about something that happened (e.g., the child heard a loud noise) or something we were thinking about (e.g., the child was thinking what if my mom doesn't come back from work).
- Say, "Now we will practice understanding our emotions, but first, we must identify them! Think about how you are feeling right now. Notice what your body is doing. Give me a thumbs up when you can name your emotion right now." Provide examples of emotions if students are stuck.
- Ask students, "Why are you feeling this way? Did something happen to you earlier today or just now that makes you feel this emotion?" (e.g., "I feel sad because my mom left for work before I woke up and I miss her." or "Someone just shoved me, and I feel angry.")
- Tell students who can name something that happened to them as the reason for their current emotion to stand with their hands on their hips.
- Ask the rest of the students, "Are you thinking about something that makes you feel this emotion?" (e.g., "I feel excited because I'm thinking about my birthday and all the things I will do." or "I feel worried because I'm thinking about all the dogs at the shelter that need to be rescued.")
- Tell students who can name something they are thinking about as the reason for their current emotion to stand with their hands touching their heads.
- Explain that not only can students identify their emotions, but they can also understand them, too. Next, they will learn what they can do to manage their emotions.
- Show students the Why Do I Feel This Way? worksheet. Read the directions. Explain that for each question, students will draw a simple picture and write an example to help them remember the questions to ask to understand their emotions.
- Model what you would do for the first question. (e.g., draw a picture of you doing something and write about feeling exhausted because you ran ten miles.)
- Guide students toward using simple pictures and personal examples.
- Encourage students to use this to help them understand their emotions anytime!



ACTIVITY 3: MANAGING OUR EMOTIONS

- Invite students to imagine that they are feeling sad. They think about why they feel sad and remember something that happened earlier in the day. Their mom told them that the play date with their best friend was canceled. They realize it's not sad that they feel but disappointed.
- Ask, "You feel disappointed, but what can you do about it?" Invite students to think about what they might do in this situation. Give time for students to share with a partner.
- Explain that understanding our emotions helps us figure out what to do next and helps us manage our emotions.
- We can accept our emotions and know they will soon change because feelings come and go. (e.g., If you were disappointed about a canceled playdate, could you accept this feeling and know you'll have a playdate another time?)
- We can come up with a solution if possible. (e.g., You could have a playdate with another friend.)
- We can make things right if we hurt someone or something while feeling this emotion. (e.g., Do you need to make things right with anyone in this scenario? Probably not.)
- Explain that you can always accept your emotions, but there won't always be a solution or anything you need to make right. Understanding our emotions helps us accept and manage them.
- Tell students they will play a game called LCR to practice managing their emotions. In this game, they will hear a scenario and listen to the three choices. Students will pick their choice and go to the left, center, or right based on their choice.
- Point to the left and show students where to go if you say left. Do this for the center and the right, too.
- Read the following situations and choices:
 - You feel frustrated because you keep losing at UNO and throw the cards on the ground. If you accept feeling frustrated, go to the left and know it will soon pass. Go to the center if you choose to find something else to do. Go to the right if you choose to apologize to your partner for throwing the cards.
 - You feel embarrassed because you tripped and fell in front of your classmates. Go to the left if you choose to accept feeling embarrassed and know it will soon pass. Go to the center if you choose to stand up, laugh, and move on with your day. Go to the right if you choose to take a moment by yourself and take a deep breath.



CONTINUED -- ACTIVITY 3: MANAGING OUR EMOTIONS

- You feel excited because you are going to the trampoline park later and can't stop jumping around. You accidentally knock over a bunch of papers while jumping. Go to the left if you choose to accept feeling excited, and it will pass. Go to the center if you choose to find an open space to have room to jump. Go to the right if you choose to help pick up the papers that you knocked over and then find space to jump.
- Discuss each situation. Acknowledge that there is no correct answer and that not everyone chooses the same thing. Explain that the most important thing is to understand our emotions and then figure out how to best manage them.
- Show students the Managing Our Emotions worksheet. Read the directions. Explain that students will read the situation and answer questions to help them figure out what they would do to manage their emotions.

ACTIVITY 4: I HAVE, YOU HAVE

- Gather students in a circle and tell them they will play a game called I Have, You Have.
 - Explain that everyone will get a card with two sentences.
 - The first one states an emotion, and the second one describes a situation where you feel a different emotion.
 - The first person will start by reading only their second sentence.
 - If the sentence describes the emotion you have in your first sentence, you read your card aloud.
 - Everyone else has to listen to figure out if the situation read aloud matches the emotion on their card.
 - This continues until the person who went first reads their first sentence.
- Give students a card and give them a moment to read it. Assist students with reading their cards if necessary. Define or explain emotions such as ashamed or exhausted.
- Begin the game by reading the second sentence on your card.
 - The game will start slow but will pick up the pace as students begin to understand how it works.
- Guide students by asking:
 - How would you feel in this situation?
 - Who has an emotion that might describe how you would feel in the situation?
- Remind students to listen as each person reads their card.
- After playing, give students the I Have, You Have worksheet. Read the directions. Explain that students will pick one emotion from the game and write about a time they felt that emotion.



ACTIVITY 5: UNDERSTANDING OUR EMOTIONS ASSESSMENT

- Students will complete the Understanding Our Emotions Assessment to show what they know about understanding emotions.
- Show students the assessment and read the directions. Explain that they will read each sentence and fill in the blank with the best choice from the word list.
- Encourage students to reread each sentence with their word choice to ensure it makes sense.
- Assist students with reading the assessment as needed.

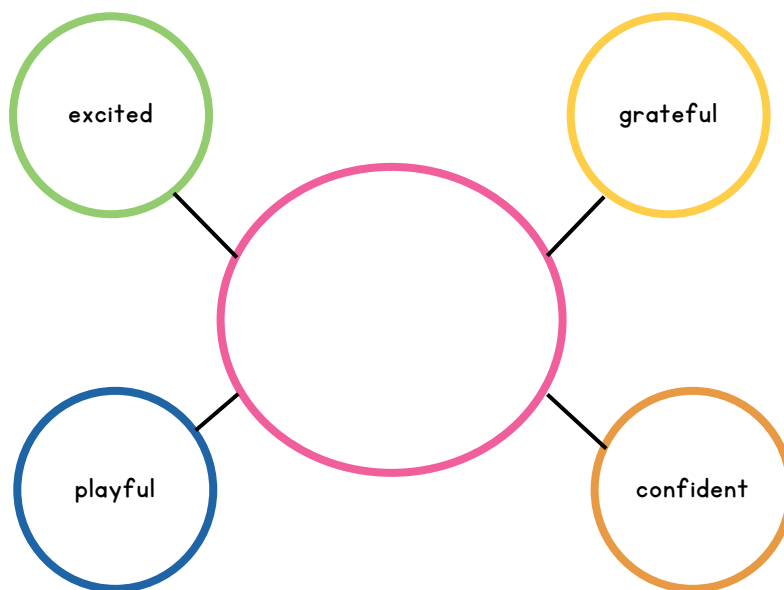
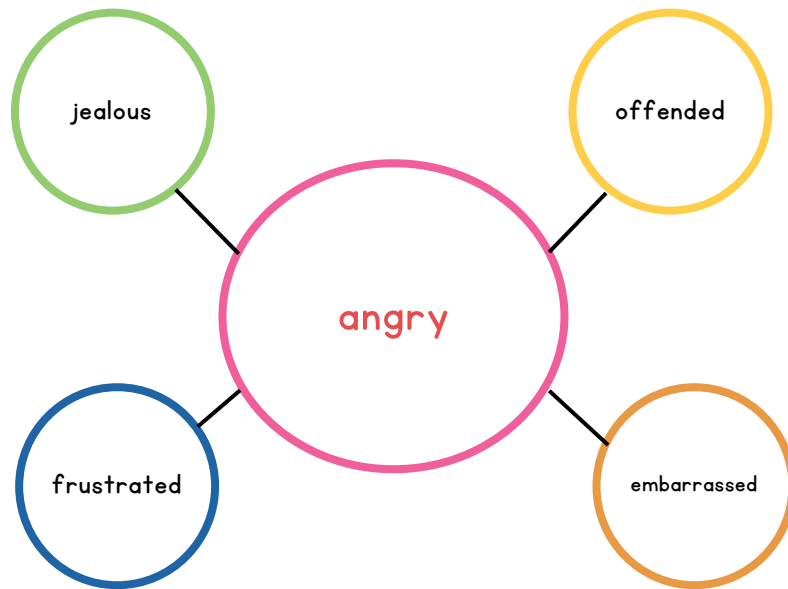


HIDDEN EMOTIONS - 1



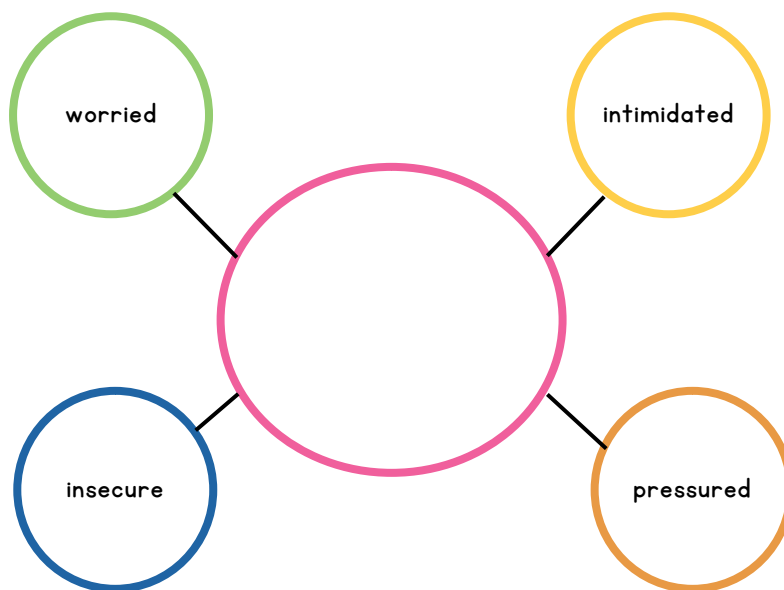
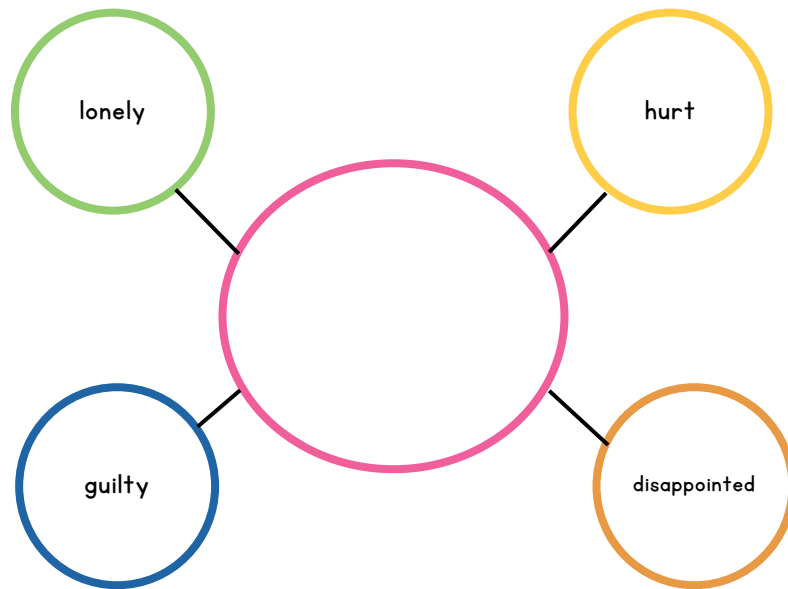
Read the four emotions around each big circle. Decide which emotion these emotions look and act like. Write the emotion in the big circle.

Example:



HIDDEN EMOTIONS - 2

Read the four emotions around each big circle. Decide which emotion these emotions look and act like. Write the emotion in the big circle.



NAME _____

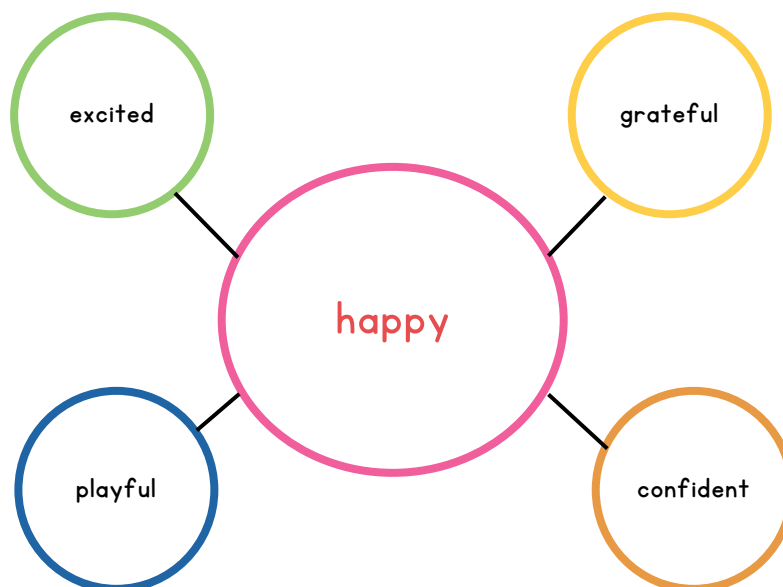
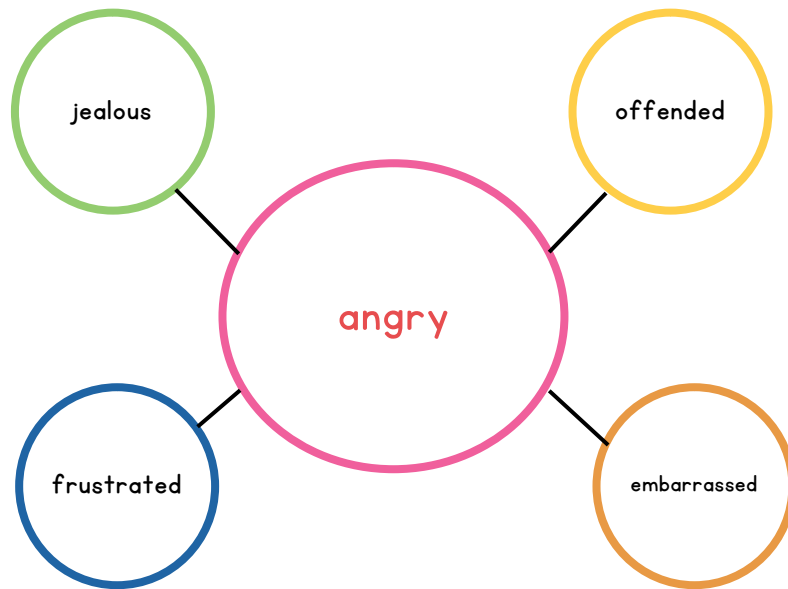
DATE _____

HIDDEN EMOTIONS - 1



Read the four emotions around each big circle. Decide which emotion these emotions look and act like. Write the emotion in the big circle.

Example:

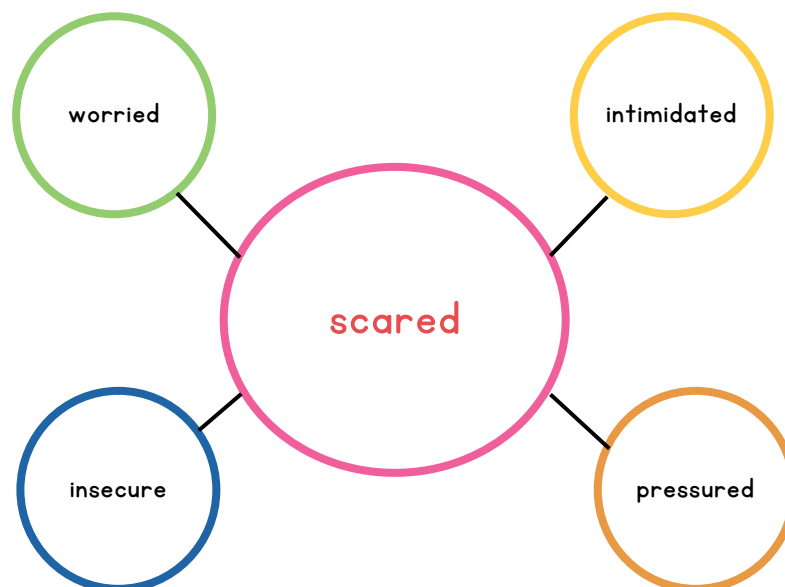
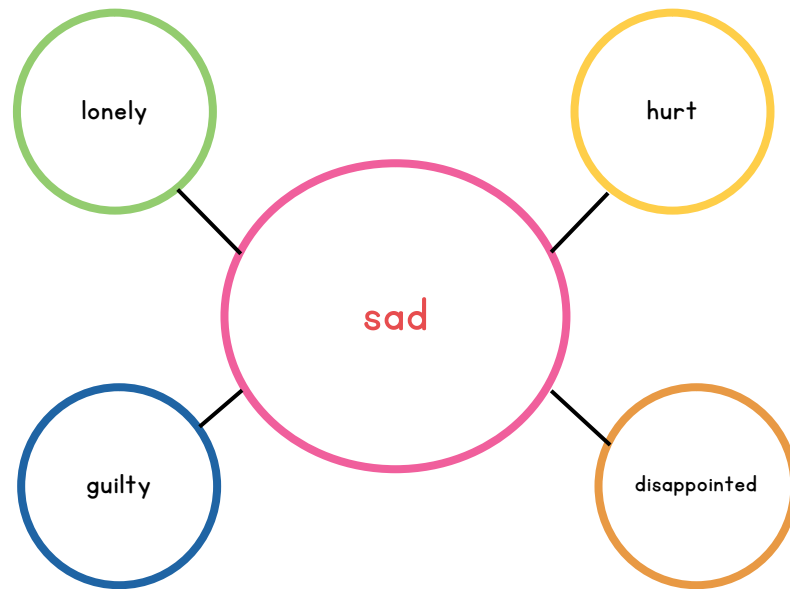


NAME _____

DATE _____

HIDDEN EMOTIONS - 2

Read the four emotions around each big circle. Decide which emotion these emotions look and act like. Write the emotion in the big circle.



WHAT EMOTIONS CAN TELL US

Display or enlarge and display for students during activity two.




WHY DO I FEEL THIS WAY?



Draw a picture and write an example to help you remember the questions to ask yourself when trying to understand your emotions.

Example:

Questions to Ask	Picture	Example
Did something happen to me that makes me feel this way?		I feel tired because I ran three miles, and I don't usually do that.

Questions to Ask	Picture	Example
Did something happen to me that makes me feel this way?		
Am I thinking about something that makes me feel this way?		



NAME _____

DATE _____

MANAGING OUR EMOTIONS

Read the situation below. Answer the questions to figure out what you might do after understanding why you feel like you do.

You feel annoyed because your friend wants to play the same game you have played for weeks, and you don't want to play it anymore.

Why do you feel annoyed?

What can you do now?



Can you accept your emotion?

I can _____.

Can you find a solution? What is it?

I can _____.

Do you need to make things right? What will you do?

I can _____.



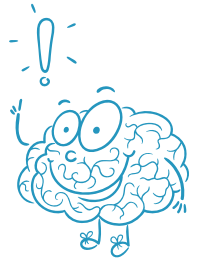
NAME _____

DATE _____

I HAVE, YOU HAVE (PART 1)

To play:

Cut out and mix up the strips. Each player gets a strip. The first player will start by reading only their second sentence. If the sentence describes another player's emotion in their first sentence, they will read their card aloud. Everyone else has to listen to figure out if the situation read aloud matches the emotion on their card. This continues until the player who went first reads their first sentence.



I have **frustrated**. You have: Your brother got a video game that you really wanted.

I have **jealous**. You have: Your grown-up threw an unexpected party for your birthday.

I have **surprised**. You have: You broke your grown-up's favorite coffee mug by accident.

I have **ashamed**. You have: You tried out for the soccer team and made it.

I have **proud**. You have: You forgot your lines in the school play.

I have **embarrassed**. You have: You had a swim meet all day, did chores, and went to dance class.

I have **exhausted**. You have: Someone helped you when you fell off your bike.

I have **grateful**. You have: You lost your grownup at the grocery store.

I have **scared**. You have: You slept great and feel like you could do anything today!

I have **energetic**. You have: You tried to draw a super hero, but you can't get it right and keep throwing out the paper.

NAME _____

DATE _____

I HAVE, YOU HAVE (PART 2)



Pick an emotion from the I Have, You Have game. Write and draw about a time that you felt that emotion. Why do you think you felt that emotion?

Emotions

frustrated

jealous

surprised

ashamed

excited

embarrassed

exhausted

grateful

scared

energetic

NAME _____

DATE _____

UNDERSTANDING OUR EMOTIONS ASSESSMENT

Read each sentence. Use the words in the box to decide which fits best in each sentence.

why

helps

happened

frustration

emotions

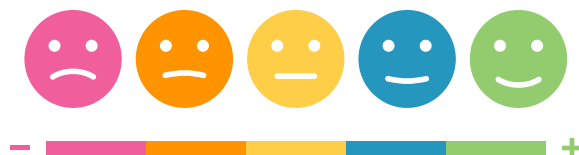
1. _____ come and go, they don't last forever.

2. Understanding our emotions _____ us accept them and manage them.

3. Sometimes _____ or embarrassment comes out as anger.

4. Emotions can tell us about something that _____ to us or something we thought.

5. It is important to understand _____ we feel our emotions.



NAME _____

DATE _____

UNDERSTANDING OUR EMOTIONS ASSESSMENT

Read each sentence. Use the words in the box to decide which fits best in each sentence.

why

helps

happened

frustration

emotions

1. Emotions come and go, they don't last forever.
2. Understanding our emotions helps us accept them and manage them.
3. Sometimes frustration or embarrassment comes out as anger.
4. Emotions can tell us about something that happened to us or something we thought.
5. It is important to understand why we feel our emotions.

