

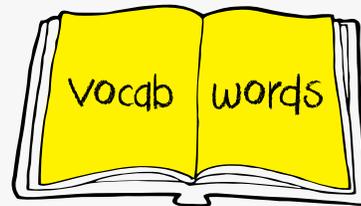
Identifying Feelings

Social Emotional Learning

Project and Purpose: Students will develop strategies to identify and dramatize six basic emotions.

Essential Question:

How do I identify feelings/emotions in myself and others?



- Word cards, each with one of the six focus emotions: happy, sad, angry, fear, disgust, surprise
- Projector and screen (optional)
- *The Town Mouse and the Country Mouse* story
- Happy statues picture
- Emotion picture chart
- Instrument for FREEZE drama game
- Index cards/paper
- Pencils
- Tape (optional for marking spaces for each student to create frozen statue)

emotion

identify

Room Set up: Chairs, tables and desks pushed back to create an open space to move and interact.

PreK-2

Introduction

1. Show the photo of the two happy statues.
2. Ask what feeling is shown. How do you know?

Direct Instruction (I do)

1. Explain that in this session students will explore six different emotions/feelings that we can show with our faces and bodies: happy, sad, angry, fear, disgust, and surprise.
2. Say the list again, holding up each word card and pointing it out on the emotion picture chart.
3. Explain that you will demonstrate one emotion at a time in a series of statues that you make with your body and face.
4. When you unfreeze, ask the students to identify the emotion/feeling shown.
5. Repeat for each emotion.
6. **Question:** How do we identify feelings/emotions in others? In ourselves? What do you look for?

Notes:

Guided Exploration (We do)

1. Explain that there is a story about two mice who feel all six of the emotions during the story.
2. Ask the students to raise their hand when they hear one of the six emotions during the story.
3. Read the story of the Town Mouse and the Country Mouse.
4. After the story is read, the students stand and the teacher uses the game FREEZE to help the students create six statues showing the emotions the mice felt during the story.
5. Discuss the story and the freeze game with any/all of the following questions:
 - a. How did the Country Mouse feel when the Town Mouse came to visit?
 - b. How did the Town Mouse feel eating all the plain food with Country Mouse?
 - c. How did the mice feel when they saw all the food?
 - d. How did the mice feel when the dog came into the room?
 - e. How the Country Mouse feel when it decided to leave the Town?

Notes: _____

Independent Practice (You do)

1. Explain that students will play the Wax Museum game using their frozen emotion statues.
2. Each student receives six notecards and a pencil/crayon/marker.
3. The students write one of the feelings on each card.
4. Teacher divides the students into two groups.
 - **Group 1** divvies up the six emotions in a quick and quiet discussion. The group stands around the room and freezes into statues showing their selected emotion.
 - **Group 2** takes their notecards and moves around the Wax Museum, identifying the emotion and leaving their notecard in front of the 'statue'.
5. Once all the notecards are placed, the teacher unfreezes the statues and the groups see how the statues were identified.
6. Next, the groups switch roles, with Group 2 having their discussion and freezing into statues, and Group 1 identifying the emotions with their notecards.

Notes:

Conclusion/Reflection

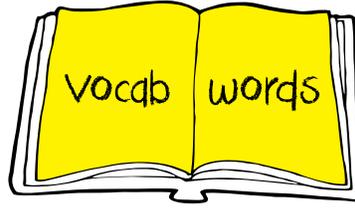
Ask everyone to collect their cards in sit in a circle. Why is it important to be able to identify feelings in other people? In ourselves? How do we identify feelings?

Mention that they have only been talking about six emotions. What other emotions can you name?

Personal Reflection

Write and draw a picture of an emotion that you have felt. Why did you feel that way?

Notes:



Vocabulary Definitions

feeling (n)

- Definition: a state of mind; general emotional condition.
- Context: Mark had a feeling of sadness when his dog ran away.

emotion (n)

- Definition: a strong feeling.
- Context: The crowd cheered and showed their emotion of happiness when their team won the game.

identify (v)

- Definition: to find out or show the identity of.
- Context: Andrew looked at Rosie's face and tried to identify how she was feeling.

The Town Mouse and the Country Mouse

One day a Town Mouse went to visit a relative who lived in the country. The Country Mouse was happy to have the visitor and served a lunch of roots and acorns with a bit of cold water to drink. The Town Mouse ate very little, nibbling a little of this and a little of that just to be polite.

After the meal the two mice had a long talk, as the Town Mouse went on and on about how wonderful life was in the city. "Life in the country is so dull!" the Town Mouse said with disgust. The Country Mouse listened politely. That night, the Country Mouse dreamed of an exciting life in the city. The next day when the Town Mouse asked the Country Mouse to come visit the city, the Country Mouse said yes.

That night, they finally reached the mansion in which the Town Mouse lived. They were surprised to find that the table in the dining room was covered with the left overs of a very fine banquet. There were pastries and delicious cheeses and the most tempting foods that the Country Mouse had ever seen. But just as the Country Mouse was about to have a bite of pastry, they heard a Cat meow loudly and scratch at the door. The two mice were so afraid and they scurried to a hiding place. They stayed there still and quiet for a long time. Just as they finally crawled back to the top of the table to eat, the door opened suddenly and in came the servants to clear the table, followed by the House Dog. The Dog barked angrily at the two Mice as they ran to the City Mouse's hole in the wall.

The Country Mouse grabbed her little bag and sadly said good bye to the City Mouse. The Country Mouse said, "I would rather have my plain food and simple life in the country than live in fear in your big house and lots of food."

Moral: A simple life of peace and quiet is better than a luxurious life lived in fear.

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SEL

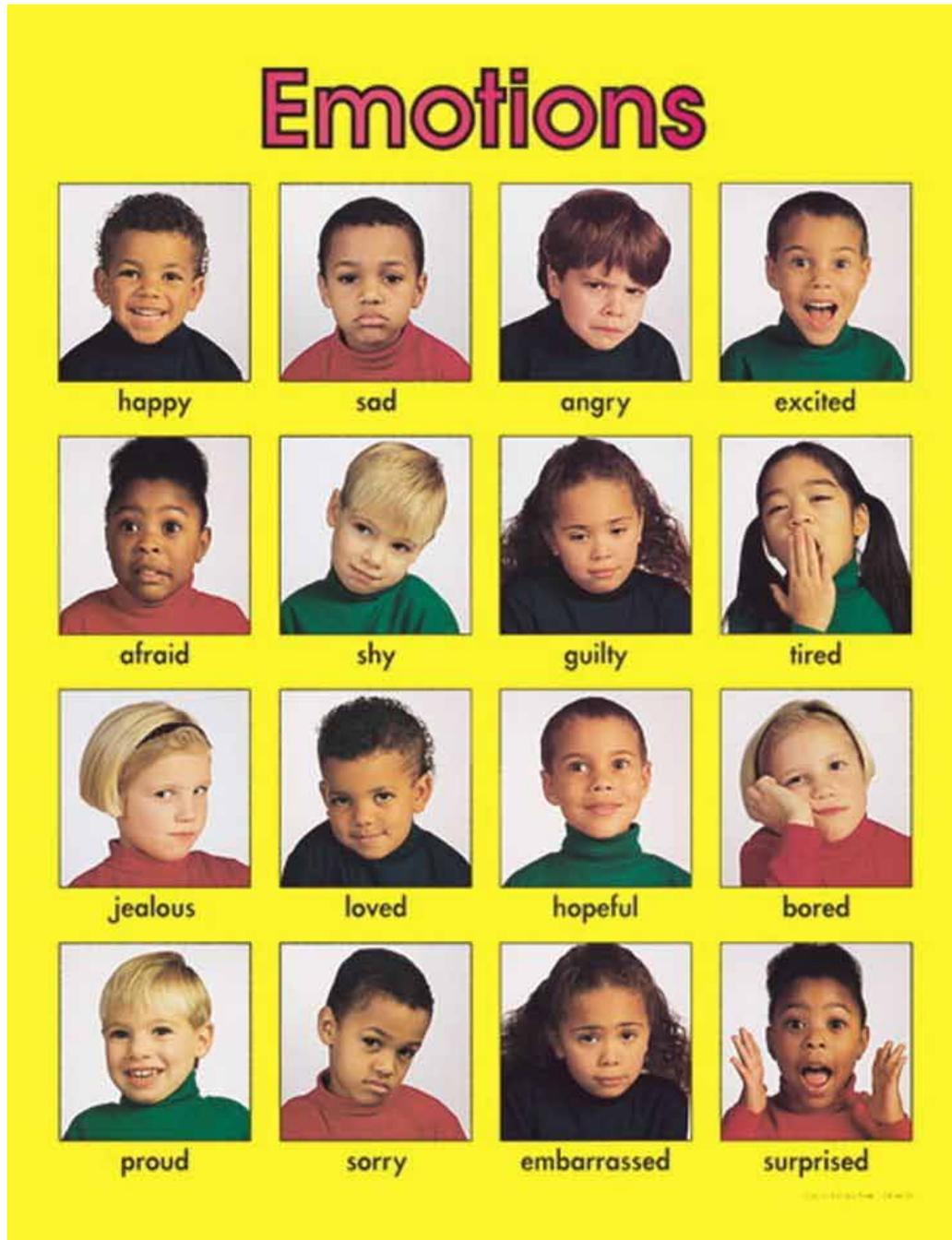
Printables/Handouts



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PreK-2

Printables/Handouts



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