




HEART-MIND
QUALITIES:

-  Compassionate and Kind
-  Solves Problems Peacefully
-  Alert and Engaged

AGE: Middle Years
Adolescent Years LEARNING OUTCOMES

- Students will be able to connect emotions with personal experience, current or historical events, family/community associations and language arts.

 MATERIALS REQUIRED

- Introductory scenario

 TEACHING AND LEARNING ACTIVITIES

1. **ACTIVATE THINKING:** Describe a scenario that elicits an emotional response. For example read a passage from a novel or a short newspaper article or show a video clip of a popular movie scene. Ask students to brainstorm a list of feeling words that they associate with the situation. Acknowledge that there are no right or wrong feelings because they are informed by individual perception.
2. Choose ONE feeling word to focus on and explore more deeply as a class. This may be influenced by how common it is felt by students or alternatively it might be an expression that is less common that can add to the student's emotional vocabulary.
3. Have students draw this emotion using abstract shapes. This will allow a visual interpretation of the word in a creative way fostering divergent thinking about the emotion.
4. In pairs, have students describe their image to their partner.
5. Connect the emotion with social issues. Ask students to name global events that can be associated with the emotion. For example students may connect the 2004 New Year's Tsunami or 2014 E.Coli Outbreak with fear-related emotions or the end of apartheid with feelings related to joy.
6. **TAKE-HOME ASSIGNMENT:** Ask students to interview a family or community member about their experiences related to the chosen feeling word. Prompt questions could include:
 - Describe a time in your life that you felt _____.
 - How do you know when you feel this way?
 - How do you know when other people feel this way?
 - What else makes you feel _____?

*Adapted from: | Yale University's
'RULER Feeling Words Curriculum'
co-created by Dr. Marc Brackett.*



7. Facilitate a class discussion to share highlights from the interviews.
8. Complete the exploration of this feeling word with a creative writing assignment inspired by the deeper understanding of the emotion.

ADAPTATIONS

- Break the class into small groups. Each group focuses on a different feeling that was generated from the initial scenario. Each group is required to create a presentation about their particular feeling words based on the group members exploration of current events, individual interviews and small group dialogue.
- Use Marc Brackett's Mood Meter to discuss the connection between energy and feelings.