

EMOTIONAL SELF-KNOWLEDGE

1. Emotions Thermometer

- Divide the class into groups of four to six. Pass out the worksheet “Emotions Thermometer” on page 41 to each group. Students should read each situation, discuss the emotion they would feel in that situation, and then color the thermometer to indicate how intense the emotion is.
- Allow each group to share with the rest of the class the emotions they wrote down and the level of intensity they marked.

2. Feelings and Actions

- Pass out copies of the worksheet “Feelings and Doings” on page 42 and have the students get into pairs.
- One student should read a word off the “Feelings” list and ask the other student what he does when he feels that way. Then the first student should share what she does.
- Have the second student pick a word and repeat the procedure.

3. Do Something Nice

- Ask the students to do something nice for someone (make cards for sick children, take food to a homeless shelter, visit a nursing home or convalescent center, etc.). The act should be personal and specific. Children usually have a hard time fully understanding anonymous acts of kindness such as donating money to a charity.
- Ask the students how they felt when they did the nice thing. Have them draw a picture of how they felt. For example, they might draw a sun or a happy face.

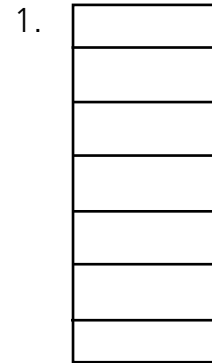
Emotions Thermometer

Read each sentence with your group. What emotion would you feel? Write the emotion in the blank provided. How intense would your emotion be in each situation? Color in the thermometer to show how strongly you would feel that emotion. (Cold=not very strongly, Hot=very strongly)

Example:

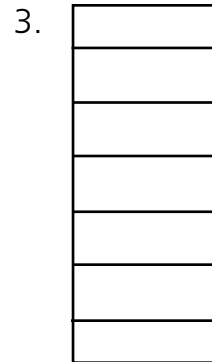
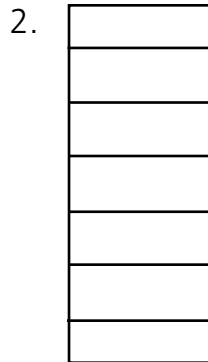
You lost a big baseball game.

Feeling: angry



1. You got an "A" on a math test.

Feeling: _____

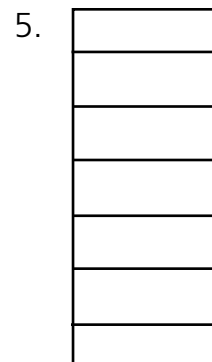
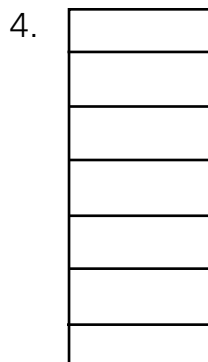


2. Your friend invites you to go swimming.

Feeling: _____

3. Someone calls you stupid.

Feeling: _____

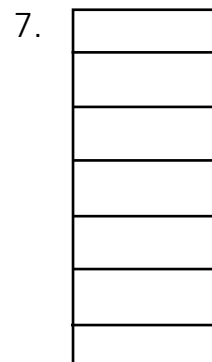
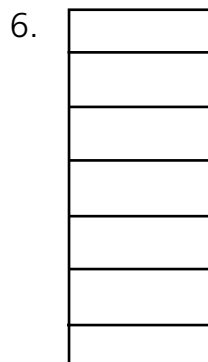


4. You lose your homework.

Feeling: _____

5. You make your mom a birthday present and she loves it.

Feeling: _____



6. Someone spills a drink all over your new clothes.

Feeling: _____

7. You made fun of a classmate and made her cry.

Feeling: _____

Feelings and Doings

Pick a word on the list and ask your partner what he or she does when he or she has that feeling. Then, share what you do when you have that feeling. Next, let your partner pick a word and do the same thing over again.

afraid	irritated
bad	jealous
betrayed	lonely
bored	loved
brave	mad
“bugged”	nervous
cheated	proud
cheerful	“picked on”
confused	sad
crushed	selfish
curious	shy
discouraged	silly
embarrassed	slow
excited	smart
frustrated	surprised
furious	teased
guilty	tired
happy	unimportant
humble	weird
hurt	wild
impatient	worried

Helpful and Harmful

1. Helpful and Harmful Emotions

- Make word strips of the following words.

- happy
- sad
- loved
- frustrated
- scared
- angry
- guilty
- worried
- calm
- terrible
- embarrassed
- brave
- joyful
- helpless
- excited
- bored
- proud
- disappointed
- patient
- fun
- hateful
- curious
- weird
- depressed

Make enough word strips so that each group of four to six students may have a complete set of words.

- Divide the class into groups of four to six. Have each group divide the words into two piles: emotions that are helpful and emotions that are harmful.

2. Discussion

- As a class, discuss which emotions are helpful, which are harmful, and which may be both.

What Helps or Hurts Me

1. Helpful People

- Have the students write down the names of three people who are often helpful to them. Have them explain what these people do to help them and why they appreciate what they do for them.

2. A Sad Time

- Have the students write a short descriptive essay about a time in their lives that they remember feeling sad. Ask them to describe what it was that made them sad and how they overcame that sadness.

Thoughts and Feelings

1. Pass out copies of the worksheet "My Thoughts and Feelings" on page 46. Have the students read the first part of the situation and write how they would feel. Then have them read the second part of the situation and write how they feel. With younger children, you may want to read the first part out loud, allow them to respond, read the second part, and again allow them to respond.
2. Discuss how our thoughts can change how we feel. Ask students how we can control our feelings by changing our thoughts. How does controlling our feelings help people in the class? How does not controlling feelings harm others in the class?

My Thoughts and Feelings

Read the first part of the situation and write how you would feel. Then, read the second part of the situation and write how you would feel.

Situation One

Part A: Your best friend does not come to your birthday party.

Feeling: _____

Part B: Later, you find out your friend was very sick and had to go to the hospital.

Feeling: _____

Situation Two

Part A: Your teacher yells at you to be quiet even though you were just answering your friend's question about the assignment.

Feeling: _____

Part B: Later, your teacher says he is sorry. He says that his son was hurt in a car accident and he is upset about it.

Feeling: _____

Situation Three

Part A: Another student in class says you are eating his lunch that he brought from home. You tell him it is your lunch and to get away.

Feeling: _____

Part B: Later, you realize that it really was his lunch and you left yours at home.

Feeling: _____

Emotional Displays

1. Body Language

- Explain to the students that how they communicate with their bodies affects the way others—including friends, family, and teachers—think of them. Communication is about 58 percent nonverbal, 35 percent verbal, and 7 percent content (the meaning of words). Discuss the importance of body language using the worksheets “Victim Body Language” on page 48 and “Making Faces” on page 49. Discuss the worksheet “Nonverbal and Verbal Communication” on page 50.

2. Self-Talk

- Discuss how negative self-talk can be damaging to your self-image and how positive self-talk can improve your self-image using the worksheets “Negative Self-Talk” and “Positive Self-Talk” on pages 51 and 52.

3. Facial Expressions

- Have the students label each facial expression on the worksheet “Bob’s Faces” on page 53 with a corresponding emotion.