

**Learn. Disrupt. Rebuild@HWDSB: Building a Community of Care
Module 1 – Physical Safety, Mental Health and Wellness**

Lesson #7 – Noticing & Naming Our Emotions
(Primary)

Learning Goal: To identify our emotions so we can communicate how we are feeling

Key Vocabulary:

Mental health - Mental health is characterized by an individual's ability to cope with the stresses of everyday life, work productively and contribute positively to society all while recognizing their own abilities.

Emotions – Emotions are a normal and necessary part of the human life. Emotions motivate us to act or behave in certain ways that ensure our own survival.

SEL - “Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” – The Collaborative for Academic, Social, and Emotional Learning (CASEL)

Curriculum Links:

Language:

Oral Communication

- Appropriate Language 2.4 choose a variety of appropriate words and phrases to communicate their meaning accurately and engage the interest of their audience

Writing

- Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing
- Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources

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Self-Regulation and Well-Being.

- This frame encompasses children’s learning and development with respect to: their own thinking and feelings, and their recognition of and respect for differences in the thinking and feelings of others;
- Regulating their emotions, adapting to distractions, and assessing consequences of actions in a way that enables them to engage in learning; their physical and mental health and wellness. In connection with this frame, it is important for educators to consider: the interrelatedness of children’s self-awareness, sense of self, and ability to self-regulate;

Tools and Materials:

- Paper – just enough to draw portraits of desired size
- Pencil crayons, pencils, markers for drawing

Educator Pre-Reflection:

Before engaging in this lesson, consider:

Reviewing the Emotion Coaching Cheat Sheet (from Emotion Coaching Module 1) may be helpful in

supporting conversations during this lesson.

Given the current situation, many students and staff will be feeling a wide range of emotions, such as worry, sadness, happiness, relief, nervousness, excitement, fear, anger and frustration. We must ensure that these feelings are normalized for everyone and that they are not seen as disordered. It is normal to have certain emotions currently and those emotions are not necessarily indicative of a mental health disorder. The following sentence starter example may help validate emotions:

“It makes sense you are feeling worried about coming back to school because we have been out of school for 6 months, and because we have to wear masks and because it’s a lot of change for all of us.”

This video provides a good overview of the difference between mental health, mental distress and mental disorder.

Understanding Social-Emotional Learning

According to School Mental Health Ontario “Social and emotional skills are skills that help us manage emotions, build healthy relationships, set goals and make decisions. The process of developing these skills, attitudes and knowledge is referred to as social-emotional learning (SEL).” SMHO

The Six areas of focus of SEL are:

- identification and management of emotions
- stress management and coping
- positive motivation and perseverance
- healthy relationship skills
- self-awareness and sense of identity
- critical and creative thinking

(SMHO)

Watch the following video (0:55 min) to get a brief introduction to SEL.

Student Pre-Reflection:

Think about a time when you felt really excited about something? How did other people know you were excited?

Think about a time when you felt very frustrated? How did other people know you were frustrated?

Provocation:

- Have students view the following:
 - 27 Different Emotions– primary students will have seen the image in a previous lesson. This will serve as a helpful review.
- Review: What emotions are present?
- What emotions do we recognize and how do we react when we are experiencing that emotion?
- When we are feeling certain uncomfortable emotions what can we do to improve our situation or

mindset?

- Share examples of circumstances that make us feel different ways

Learning Task/Activity:

- Emotion Portraits ([Activity Card](#) - quoted below)
- Have a bowl with basic emotions (happy, sad, scared, angry, jealous etc.) filled out on pieces of paper, or list that they can choose from.
- Ask for a student volunteer to pick a slip of paper and act out the emotion.
- The rest of the class will name the emotion that was demonstrated.
- As a group discuss whether some emotions are easier or more difficult to name/identify than others? Why?

Consolidation:

- Students will complete a “What is in my Heart” colouring activity.
- Students will colour the heart by choosing assorted colours/patterns to represent their emotions. (See example in lesson folder)
- Provide each student with a copy of the “What’s in my Heart?” [template](#)

Educator Post-Reflection:

The main idea I want to remember or take away from this lesson is..

My next step is...

I need to learn more about...

I am feeling...

Student Post-Reflection:

The main idea I want to remember or take away from this lesson is..

Who found it difficult, why?

Who thought it was easy, why?

Ideas for Going Deeper/Further Resources:

Lesson ideas and activities adapted from:

- Understanding Social Emotional Learning information provided by [SMHO](#)
- Emotion Portraits Activity Card ([Activity Card](#))
- 27 Different Emotions ([Earth.com](#))
- Feelings Heart [Activity](#)