

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

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

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

- 2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience

Reading

- 1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details
- 1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views

Writing

- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary

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 short [video](#) 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 [image](#)–What emotions are present?
- What emotions do we recognize and how do we react when we are experiencing that emotion?
- Share examples of circumstances that make us feel different ways

Learning Task/Activity:

Teacher Prompt: *Each emotion has a name, a felt sense (feeling), an action (urge) and an associated need (comfort, reassurance and space/understanding). Think about a few of the common emotions (sadness, worry, joy, anger). What do you feel in your bodies, the action, and what they need.*

Emotion Portraits ([Activity Card](#) - Quoted below)

1. If students do not have mirrors, first start by partnering them up.
2. 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 each student or pair to pick an emotion.
3. If working in pairs, one student can demonstrate the facial expression associated with the emotion they chose, while the other student can draw their partner's facial expression. Partners can switch roles after a set amount of time. If working individually, students can use the mirror to demonstrate the facial expression associated with the emotion they chose and draw their facial expression.
4. Have the class guess the emotions being expressed in the portraits. Lead a discussion that explores whether some emotions are easier or more difficult to draw than others? Why?

Consolidation:

Mood Diary ([Activity Card](#) - Quoted Below)

See [Mood Diary template](#)

- 1.) Discuss what is the function of a mood diary, e.g. to learn about yourself and to help notice patterns of thoughts and emotions you are experiencing. This involves noting your emotions and indicating why you feel that way.
- 2.) Brainstorm ideas on how students might document their emotions. For example: Drawing an image that symbolizes their mood in the moment. It can be a small symbol or an elaborate picture. For example, for 'I feel angry' the student could draw a dark, black cloud.

Template has been created for 5 days – students could complete this at the end of each day for a week

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:

Resources used:

- Lesson adapted from information provided by [SMHO](#)
- Emotion Portraits Activity Card ([SMH](#))
- Mood Diary Activity Card ([SMH](#))

- Image from Provocation ([Earth.com](https://www.earth.com))

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