

DEVELOPING SELF-AWARENESS THROUGH FEELINGS



Grades 4-7 Language Arts & Physical and Health Education

Purpose of the Lesson:

Learning self-awareness and emotional literacy is very important for youth of all ages. Being able to label their emotions will help students figure out why they are experiencing the emotion, and what they can do about it. This will lead to self-awareness. Students will be able to recognize their emotions which will allow them to get to know themselves better. This lesson will teach students that there are no “wrong” emotions, and it is okay to experience sadness or anger. Developing self-awareness will help them to better manage these emotions, and therefore their behaviour.

Curriculum Competencies:

Language Arts

- Exchange ideas and perspectives to build shared understanding (Grades 4 & 5)
- Exchange ideas and viewpoints to build shared understanding and extend thinking (Grades 6 & 7)

Physical and Health Education

- Describe and assess strategies for promoting mental well-being (Grade 4) Describe and assess strategies for promoting mental well-being, for self and others (Grades 5-7).

First Peoples Principles of Learning:

- Learning requires exploration of one’s identity.

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Step-by-Step Lesson Plan

Preparation: Print off Emotions Chart below.

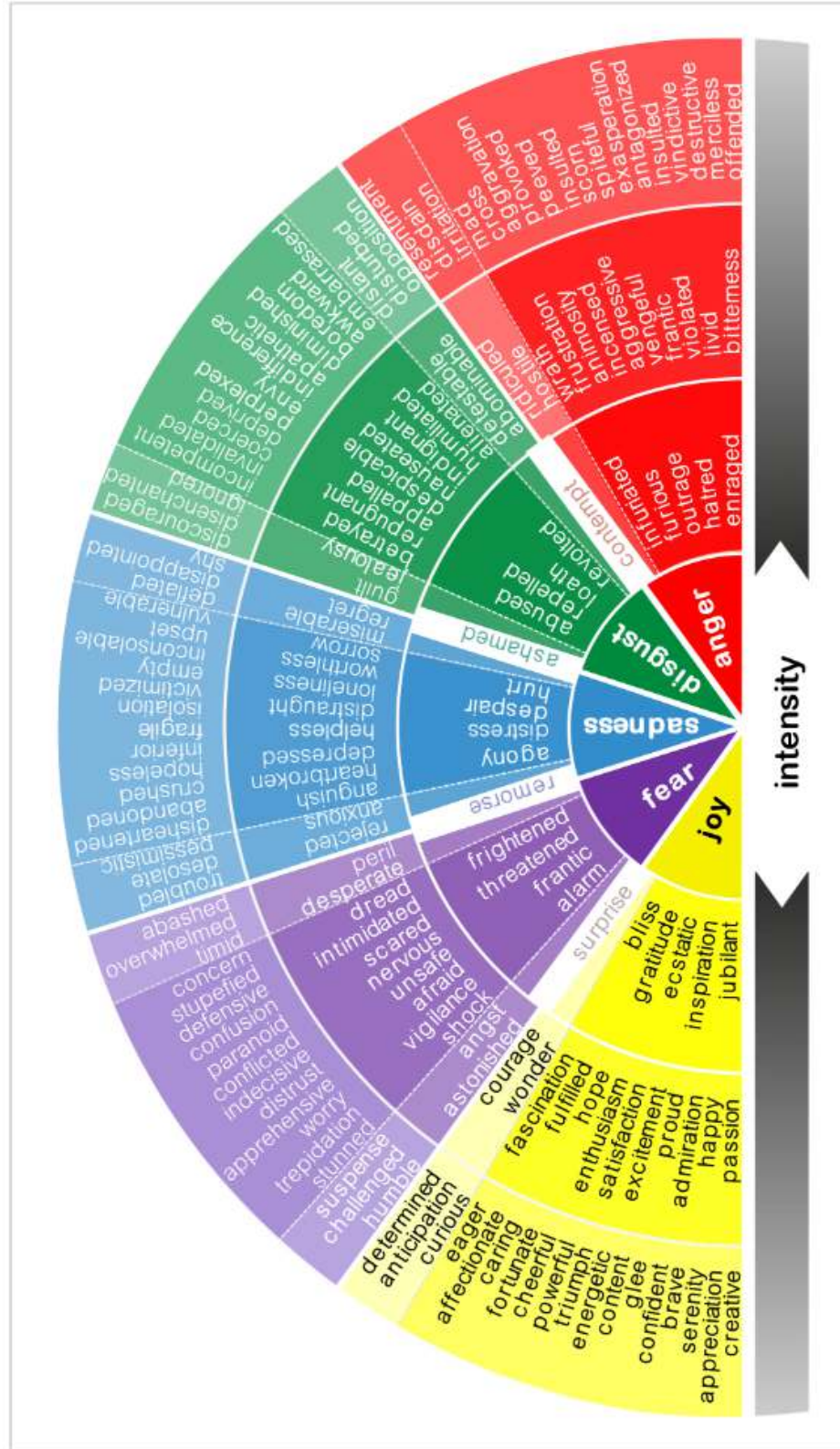
1) Start this lesson by brainstorming with students. Ask them what basic emotions we experience day-to-day, and write them on the board. There are many different theories on which emotions are the basic emotions that humans experience. The 5 that are the most agreed upon are anger, sadness, joy, fear, and shame/disgust. Once the students have come up with these, hand out the Emotion Chart below.

2) Next, come up with different emotions that are related to the basic emotions, but have a different meaning. See emotions list below for guidance. For example, under sad students might come up with hurt, frustrated, or lonely. Have them copy down what you write on the board using the Emotions Chart below. The words that they come up with will increase their emotional vocabulary and allow students to pinpoint exactly how they are feeling.

3) Follow-up Activity: Using their new emotional vocabulary, students will now play a game of charades to practice acting out certain emotions. This will help them connect their emotions to their body, hence creating a mind-body connection. See below printable emotions; a version for Grades 4 and 5, and a different version for Grades 6 and 7. Print them out, cut them up, and put them in a bowl or a hat. The younger grades will simply act out the emotion that they choose, while the older grades will act out a scenario, and the other students will guess what someone may feel in that situation.

4) Lesson Closure: Discuss with students what they have learned about emotions, and how they can use their new knowledge in their everyday life. There are no wrong emotions, as humans it is normal to feel everything from sadness to joy. Explain that being able to label our emotions allows us to better communicate with others and will lead to a better understanding of ourselves as well as self-awareness.

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Emotions Chart

Anger	Sadness	Joy	Shame/Disgust	Fear