

Session 2: All the Feels



TIME

60 minutes



SIZE

5-25



HANDOUTS

Pages 141-144

Session Objective: Youth will be able to name and recognize the emotions of themselves and others.

Preparation

- **Read** the instructions for both the Main Activity and the Alternative Activity prior to the session to determine which would be best suited for the group.
- **Print** and cut out the appropriate number of sets of the Feeling Faces Cards.
 - › Tip: Glue the images to card stock or construction paper.
- **Put** the following legend for the community builder on a piece of paper:
 - › Red = Happy
 - › Purple = Angry
 - › Yellow = Worried
 - › Blue = Sad
 - › Green = Calm
- **List** each of the following eight emotions on flipchart paper around the room: mad, sad, happy, worried, calm, excited, scared and confused.
- **Consider** having prizes available for the Main Activity.

Adaptation for Inclusion: Choosing a non-food alternative to use in the Community Builder supports a focus on healthy eating and is inclusive for youth who have food allergies.

Adaptation for Inclusion: To increase cultural sensitivity and mirror the population at your Club, create Feeling Faces Cards with photos of people at your Club. Prior to the day of the activity, take a photo of staff and/or youth in the Club making the following feeling faces: mad, sad, happy, excited, worried, confused, scared, disgusted, frustrated and calm. Print two copies of each photo in color and cut them out to use during the Main Activity.

Supplies Needed

- One large bag of multi-colored candy, enough to provide each youth with at least two pieces of candy **OR** a mixed assortment of colored stickers, pencils or any small toy in multiple colors (e.g., whistles, yo-yo's, etc.)
- Flipchart paper

Links to Resources

None

Social-Emotional Skills

- Identifying Emotions
- Self-Awareness
- Empathy

Key Terms

- **Identifying emotions:** recognizing how you and others feel in various situations.
- **Strong emotion:** any emotion that you feel intensely; the emotion washes over you and you feel as if it takes over your ability to think clearly and make decisions.

Session 2

Grades 3-5

Unit 1

1 Warm Welcome (2 minutes)

- **Greet** youth by name as they enter your program area. Engage in meaningful conversation.
- Recommended: **Play** quiet, calming, instrumental music or nature sounds during this time.

2 Community Builder: Candy Check-In (10 minutes)

- **Ask** each youth how many pieces of candy they would like. If you have a limited quantity, ask each youth how many pieces they would like up to a certain number. For example, say, “You can have up to five pieces of candy. How many pieces would you like?”
- **Distribute** candy to youth.
- **Instruct** youth to sit in a circle.
- **Say**, “Emotions are like colors, there are many different kinds. For today, each color of candy will represent a different emotion.”
- **Write** the following on dry erase board/chalkboard or flipchart paper for youth to see and read it aloud:
 - › Red = Happy
 - › Purple = Angry
 - › Yellow = Worried
 - › Blue = Sad
 - › Green = Calm
- **Ask** each youth to choose two candy pieces, share their name, and recall a time they experienced the emotion based on the candy color they selected.
- **Allow** youth to share their experiences by going around the circle.
- **Summarize** by saying, “Talking about your day and your feelings is a way to help your brain slow down and better understand them. This is important and helpful to do, especially when you have had a hard day or are feeling strong emotions.”

3 Group Agreements Review (2 minutes)

Reference the Group Agreements for this activity or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group:

- **Ask**, “Does everyone commit to our Agreements today?”
- **Ask**, “Is there anything we need to add?”
 - › Youth who joined later can also add their ideas or sign their name to the Group Agreements.

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Unit 1

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Main Activity: Practice Recognizing Emotions*(35 minutes)***Introducing Youth to the Activity**

- **Say**, “Today we are going to learn about our emotions.” The list below is not an exhaustive list of emotions that youth may be familiar with, but the specific emotions will be referred to consistently throughout the program so be sure to review them with youth.
- **Ask** youth to raise their hand and share examples of emotions. Some emotions may be: mad, sad, happy, excited, worried, scared, calm or frustrated.
- **Refer** youth to the emotion signs hung around the room.
- **Say**, “There are lots of different emotions that we all feel every day. All emotions are normal and healthy. No emotions are ‘wrong’ or ‘bad.’ It’s okay to feel mad or sad, and it’s okay to feel happy or excited. Can anyone share an example of when they felt one of the emotions on our list? What did it feel like?” If youth seem unfamiliar with any of the emotions, provide examples to help define them:
 - › **Mad:** I feel mad when things don’t go my way. Sometimes I yell, stomp my feet and clench my fists. My face gets hot, my chest gets tight, and my heart starts beating faster. When I am mad, I have a hard time thinking clearly and making positive decisions.
 - › **Sad:** I feel sad when someone makes fun of me. Sometimes I cry, shake and want to hide. I feel slow, heavy and like I have no energy. When I am sad, I have a hard time thinking about anything else.
 - › **Happy:** I feel happy when I get to hang out with my best friend! I smile, laugh and want to move my body. My body feels warm, light and full of positive energy. I feel like I can do anything when I am happy!
 - › **Worried:** I feel worried when I forget my homework. My stomach feels queasy, my chest feels tight and my heart beats fast. Sometimes I feel like I want to cry or run and hide. When I am worried, I have a hard time thinking clearly and making positive decisions.

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Unit 1

- › **Excited:** I feel excited when my team wins our big game! I smile, jump up and down, throw my hands in the air, clap, cheer and hug my friends. My body feels fully of energy. I feel like I could win 100 more games!
 - › **Calm:** I feel calm when I am reading a book on my couch. My heart beats slow, my muscles are relaxed and I breath slowly. My mind and body feel peaceful. I like to be still. It feels easy for my mind to make decisions when I am calm.
 - › **Scared:** I feel scared when I hear a noise in the night. My eyes get big, my heart beats fast, and my legs and arms feel shaky. My body feels on edge, like I want to run and hide. When I am scared, I have a hard time thinking about anything at all!
 - › **Frustrated:** I feel frustrated when I try to tell someone how I feel, and they don't listen to me. My chest gets tight, my neck and head start to hurt and my heart beats faster. Sometimes I feel like I want to scream or cry! I have a hard time thinking about anything else when I am frustrated.
- **Allow** youth to respond and thank them for sharing.
 - **Say**, “Today we are going to learn how to identify emotions. What does this mean?”
 - **Allow** youth to respond and thank them for sharing.
 - **Explain** that identifying emotions means you know what emotions look like when someone is feeling them, and you know how you are feeling when you are having an emotion. Why do you think this is important to learn how to do?”
 - **Allow** youth to respond and thank them for sharing.
 - **Say**, “It’s important to understand how you feel so that you understand why you do the things you do. It’s important to understand how others feel so that you understand why they do the things that they do. For example, if you decide to push your classmate for calling you a name, you can identify that you pushed him because the emotion you were feeling was anger.”
 - **Say**, “Another reason identifying our emotions is important is because when we understand how we feel, we can figure out how to help ourselves and others feel better. For example, when you know you are feeling angry, instead of pushing your classmate, you might choose to take a walk to cool off.”
 - **Allow** youth to ask questions for clarification.

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Grades 3-5

Unit 1

Step-by-Step Directions (20 minutes)**Step 1:** Emotion Heads Up Game

- **Ask** youth to sit in a circle with you.
- **Explain** that you are going to play a game and you will demonstrate how to play by going first.
- **Place** the Feeling Faces Cards face down and select one card. Without looking at it, hold it up to your forehead, so that youth can see it, but you cannot.
- **Ask** youth to act out and describe the emotion shown on the card without saying the emotion.
- **Guess** what emotion youth are showing you and share why you think that. For example:
 - › I think that the emotion is sad, because you are pretending to cry and hug each other.
- **Ask**, “Does everyone understand the rules? Does anyone have any questions?”
- **Divide** youth into two teams and allow them to play the game on their own.
- **Instruct** the groups that each youth should take a turn guessing. Points can be awarded for correct guesses if desired.
- **Allow** youth to play for five to seven minutes.
- **Consider** providing prizes for the most points.

Step 2: All the Feels Game

- **Instruct** youth to sit in a circle on the floor.
- **Direct** youth to the list of emotion words hanging around the room.
- **Explain** the game to youth:
 - › Read one scenario at a time from the All the Feels Scenario handout.
 - › Ask youth to listen to the scenario and think about how they might feel in that situation.
 - › Ask youth to move to the emotion sign around the room that best describes the emotion they might be feeling.
 - › Then, ask youth to think about how someone else may feel a different feeling in the same situation.
 - › Ask youth to choose and move to a different sign that reflects how someone else might be feeling in the same situation.

Session 2

Grades 3-5

Unit 1

- **Ask**, “Why do you think some people might feel (insert emotion) in this situation, while other people might feel (insert emotion)?”
- **Allow** youth to respond and thank them for their participation.
- **Summarize** by saying, “We all experience and display emotions differently, and we may each feel different things during the same situation. When we feel strong emotions, it may impact our ability to make decisions.”

Alternative Activity: Imaginary Family Story (25 minutes) **Introducing Youth to the Activity**

See instructions for introducing youth to the activity in the Main Activity.

Step-by-Step Directions (20 minutes)

Step 1: Grouper – Groups of Six

- **Instruct** youth to form groups of six.
- **Say**, “You have just formed your very own rock band! From the six people in your group, identify one person to represent each of the following members of your band: guitarist, singer, drummer, bassist, keyboard player and tambourine player.”
- **Instruct** youth to raise their hands once they have determined all the members of the band in their group.
- **Say**, “Now I need all the members of the band to link up with other youth in the room who have the same role as them. For example, all the guitarists should form a group, all the singers should form a group, etc.”
- **Instruct** youth to remain in these new groups for the activity.

Activity Variation: For more ways to group youth, visit BGCA’s YDToolbox app.

Step 2: Instructions

- **Assign** each group one of the following characters: grandma, Riley, Jayden, Aiden, Angel and you.
- **Give** each group a set of Feeling Faces Cards.
- **Say**, “I am going to read you a story about a family. Each group was assigned one character in the story. It is the job of your group to listen to find out how your character is feeling. Every time I say something about your character, have someone in your group hold up the Feeling Faces Card they think the character is feeling.”
- **Ask**, “Does everyone understand? Does anyone have any questions?”

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Unit 1

Step 3: Read and Reflect

- **Read** the story to the group slowly to allow for maximum comprehension.
- **Ask** the group if they would like to hear it again before completing the reflection questions.
- **Ask** the group the following questions about their character:
 - › How do you think (insert character) felt in the beginning, middle and end of the story?
 - › How did you know they felt this way?
 - › If this story happened to you, would you have felt the same feelings?

Step 4: Switch Characters

- **Assign** the groups different characters in the story to listen for.
- **Repeat** Step 2.
- **Have** youth reflect by asking if they felt everyone agreed about how certain characters felt during the story?
- **Summarize** by saying, “We all experience and display emotions differently, and we may each feel different things during the same situation. When we feel strong emotions, it may impact our ability to make decisions.”

5**Reflection (5 minutes)**

- **What?** – What did it feel like to talk about your emotions today?
- **So What?** – Why do you think it is important to know what emotions look like? Why do you think it is important to know how you feel?
- **Now What?** – How can you practice identifying emotions at home? At school? With friends?

6**Recognition (5 minutes)**

- **Say**, “At the end of each of our sessions together, we will recognize and celebrate each other by offering a quick PET, which stands for ‘positive affirmation, encouragement or thankfulness.’ PETs are quick ways we can acknowledge each person for something they brought to our session!” (This recognition ritual is fully described in Session 1 of the program.)
- **Ask** a volunteer to offer someone in the circle one of the three kinds of PETs.
- **Ask** the person who received the PET to offer a PET to another youth, and then be seated to indicate they have received the PET.
- **After** each youth has had a chance to receive a PET, thank the group as a whole.

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Closing and Transition (2 minutes)

- **Ask** youth to clean up the space and put all the materials in designated spaces.
- Recommended: **Play** quiet, calming, instrumental music or nature sounds during this time.
- **Provide** youth with clear instructions for the transition to their next program area or activity.
- **Check in** with any youth who seem like they might be feeling dysregulated (mad, sad, scared or worried). To ensure their emotional safety, provide them with an empathetic listening ear and a quiet space to self-regulate.

Session 2

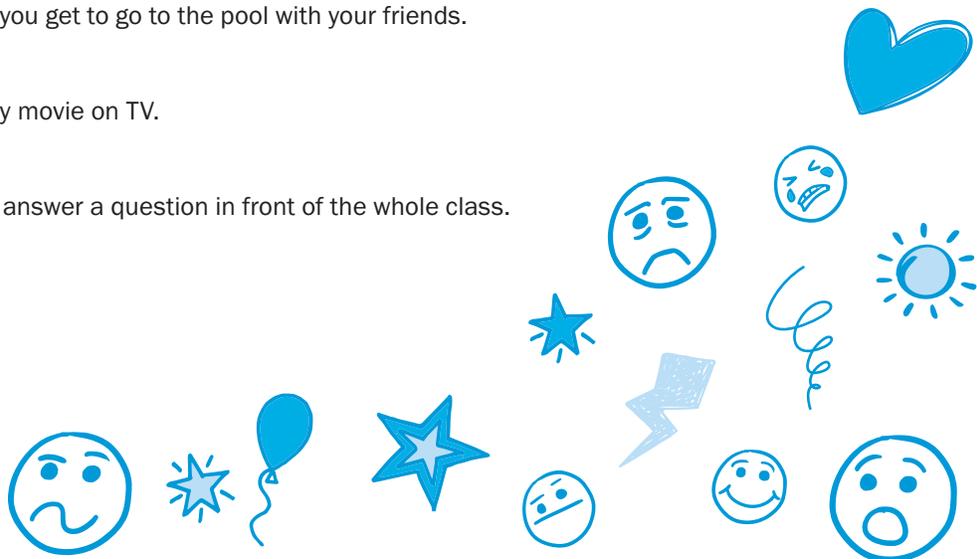
Grades 3-5

Unit 1

Session Two Facilitator Resource

All the Feels Scenarios

1. It's your birthday and your classmate planned a party on the same day as yours.
2. It's the first day at a new school.
3. Your brother or sister took something out of your room without asking.
4. It's late at night and you heard a creepy noise in the hallway outside your room.
5. Your teacher told you that you did a great job on a project!
6. You left your phone on the ground and someone accidentally stepped on it.
7. Your mom just told you that you are going to go to a water park.
8. Your best friend told you they don't want to be friends anymore.
9. You are asked to get off the computer before your time is up.
10. You find out that you get to go to the pool with your friends.
11. You watch a scary movie on TV.
12. You are asked to answer a question in front of the whole class.



Session Two Handout: Feeling Faces Cards

Feeling Faces



Feeling Faces



Feeling Faces



Feeling Faces



Feeling Faces



Feeling Faces



Session Two Handout: Feeling Faces Cards

Feeling Faces



Feeling Faces



Feeling Faces



Feeling Faces



Feeling Faces



Feeling Faces



Imaginary Family

It's Friday evening and you're at dinner after a long week. Grandma has made hamburgers. Everyone at the table is a little worried because Grandma is not always a very good cook. You are sitting at the end of the table swirling food around on your plate.

Riley keeps looking down at his feet. It turns out that Riley's phone is on the floor under the table and he is texting with his toes! Riley knows that phones are not allowed at the dinner table.

Aiden and Angel keep laughing while trying to tell a story about something that happened at school. It might be a good story – apparently, they think it is very funny.

Jayden rolls her eyes as Aiden and Angel keep failing to tell their story. Why don't they realize its only funny to them? Just let everyone eat in peace.

You aren't paying attention to what you are doing and accidentally fling a forkful of food onto the floor. Grandma gives you a stern look – if you make a mess, it's your responsibility to clean it up. You get up from the table to get a roll of paper towels and bend over to start cleaning up the blob of food when something catches your eye! It's Riley's phone! On the floor!

You crawl under the table. What could Riley be texting about? Let's get a little closer and see if we can read it.

Meanwhile, Aiden and Angel are STILL working through their story. Aiden smacks a hand on the table, sending Angel's plate of food through the air.

Jayden sighs. Why can't her family be at least a little normal?

Aiden and Angel drop to the floor to join you in cleaning up the mess. There, they see you trying to read Riley's text messages. The three of you begin to argue about the best way to mess with Riley – everyone knows there are no phones at the dinner table.

Suddenly, Riley begins to kick his feet. Boy do they stink! The three of you start coughing under the table because of the awful smell!

Grandma, Riley and Jayden push their chairs back and look under the table. What do they see? The rest of the family is coughing and holding their noses!

Grandma quickly grabs the phone and places it on the tallest shelf in the house. She says, "And this is why we don't have phones at the dinner table!"