

Identifying and Expressing Feelings

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| School Counselor: | Maria Spencer |
| Lesson Plan Title: | Getting to Know You |
| | Small-Group Lesson Plan: 1 of 6 |
| Target Audience: | Elementary: K-2 |

| ASCA Student Standards Targeted: | | Student Learning Objectives: |
|----------------------------------|--|---|
| <i>M&B#</i> | <i>Mindsets & Behaviors Statement</i> | <i>Student Learning Objectives</i> |
| M 1 | Belief in development of whole self | Group will: Get to know each other, begin to feel comfortable share feelings with others |
| M 2 | Acceptance, respect, inclusion of self and others | |
| B-SS 2 | Positive, respectful, supportive relationships w/ students | |
| B-SS 4 | Empathy | |

Materials:

Equipment needed to show video, oversized sketch pad for brainstorming and rules, markers, Sit or Stand printout (attached), inflated beach ball, questions for Race to the Truth (attached), and Beach Ball Questions (attached)

Describe how you will:

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| Introduce Lesson Topic/Focus: | Group leader introduces themselves, with name and one fun fact. Go around the circle, and let each child introduce themselves. Then introduce the topic: Over the next 6 weeks we will be learning a lot about each other and ourselves. Today we're going to set some rules so that everyone can feel comfortable and enjoy our group together, and then we will play a game to get to know each other better. |
| Communicate the Lesson Objective: | Tell group: We want to learn more about each other, and to do that, we should be respectful. One way to make sure we are being respectful is to make rules, and we can make that list together. |
| Teach Content: | Watch video If Kids Made the Classroom Rules , where children say what their rules would be (most are silly). Go around the circle and let each child say what their rule would be. Then talk about what it might be like having a conversation if there were silly rules or no rules. Brainstorm together to make a list of rules children would like to include for the group. Write down ideas on sketchpad. Use a new page to make a large, neat list of rules the group will refer to in each session. Children can each sign this list with their name (or a smiley face or picture if pre-literate). This session is about establishing rapport and camaraderie, so after the |

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| | rule setting, play a few getting-to-know-you icebreakers (depending on time). Sit or Stand (see attached), where students stand for yes, sit for no answers to questions; Race to the Truth (see attached); Beach Ball Questions (see attached), where teacher throws the ball to a student, student picks a number between 1 and 30, and teacher asks the corresponding question, go around circle as many times as desired. |
| Summarize/Close: | I loved getting to know you all today. Next week we'll review our rules and do some other activities together. |

Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.

Participation Data Plan:

Anticipated number of students: Small group

Planned length of lesson(s): 45 minutes

ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

Pre-/Post-Assessment items are:

Pre-assessment: Record student responses for naming feelings and coping strategies in early classes. Observe and take notes on student participation. Keep artifacts (or copies if student takes home) for records. Interview classroom teacher about student behaviors. Make note of the 3 emotions each child names in the Color Monster session (lesson 3).

Post-assessment: Compare responses/artifacts in final classes with earlier responses/artifacts. Conduct follow-up interview with teacher. Assess observation notes and write analysis. In final class, ask students if they feel like they know better what to do when one of the color monsters (anger/worry/etc.) comes to visit.

Outcome Data Plan: (choose one and describe specific data point to compare)

☐ Discipline (describe): For students who have been having trouble in class with outbursts or with peer relationships, use artifacts and conversation analysis to assess progress and determine if more specialized or individual counseling sessions are appropriate.

Follow-Up Plans

Explain your plan for students who missed the lesson.

Plan to conduct several of these groups, and a student who missed one can join another group.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

Schedule additional, more specialized group or individual sessions, depending on which delivery method seems appropriate.

SIT OR STAND



RACE TO THE TRUTH

Steps:

1. Group leader designates an area as the starting line and an area (usually the board) as the finish line. Students line up on the starting line as directed.
2. Say "In a moment I am going to say a sentence. If it is true about you, move forward one step. If it is false, don't move. The first person to reach the finish line wins the race! Pay attention to what is true or false for your classmates. We will see how much you remember after the race!"
3. Start the race by making a statement and writing it on the board. Students should move forward or stay where they are. Once all first moves have been made, the group leader makes another statement and writes it on the board. Again, if it is true, students move forward one step. If it is false, students remain where they are.
4. Repeat step three until the first "runner" completes the race. Note: it is very possible to have a tie!
5. Students now can show how much they remembered about each other while 'racing'. Name a student and ask the group if they remember whether they stood still or took a step for one of the statements on the board, repeating process until each student has been named. Students can refer to the board where the statements have been written (in order from first to last) to help jog their memories.

Sample questions:

1. I have a dog.
2. I have a brother.
3. I have a sister.
4. My favorite food is ice cream.
5. I hate pizza.
6. I like riding my bike.
7. I don't like going on hikes.
8. I live in the village.
9. I live in the country.
10. I am wearing blue pants.
11. I am wearing a red shirt.

BEACH BALL QUESTIONS

1. If you were invisible for a day, what would you do?
2. Why do you think we sleep?
3. If you could, what two animals would you combine?
4. What is your favorite game to play?
5. If you could play with just one toy this year, what would it be?
6. If you could invent anything, what would you invent?
7. What is your favorite thing to do with your family during the summer?
8. Why do you like being a kid?
9. What is your favorite snack and when do you usually eat it?
10. What is one thing you would like to learn how to do and why?
11. If you could choose another name for yourself, what would it be?
12. If you could win an Olympic gold medal in any sport, what would you choose?
13. If you could have one superpower, what would it be?
14. If you could grow up to be most like one family member, who would it be?
15. If you could have any animal as a pet, which one would you pick?
16. Would you rather be invisible or super strong?
17. Would you rather be banned from screen-time or dessert for a year?
18. Would you rather go on an African safari or an ocean cruise?
19. Would you rather be able to talk to animals or control the weather?
20. Would you rather spend all day in a math or reading class?
21. If you could give one gift to every child in the world, what would it be?
22. What is the strangest thing you've ever eaten?
23. If you could only eat one food for a whole month, what would it be?
24. What is the longest word you know?
25. What is your favorite jellybean flavor?
26. What is your favorite holiday food?
27. Would you rather spend all day playing outside or playing inside?
28. If you could be any flavor of ice cream, what would it be?
29. What is your favorite pizza topping?
30. Would you rather get three wishes granted over five years or just one right now?

Identifying and Expressing Feelings

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|--------------------|---------------------------------|
| School Counselor: | Maria Spencer |
| Lesson Plan Title: | Feelings and Faces |
| | Small-Group Lesson Plan: 2 of 6 |
| Target Audience: | Elementary: K-2 |

| ASCA Student Standards Targeted: | | Student Learning Objectives: |
|----------------------------------|--|--|
| <i>M&B#</i> | <i>Mindsets & Behaviors Statement</i> | <i>Student Learning Objectives</i> |
| M 1 | Belief in development of whole self | Group will: Identify and express feelings Share feelings with others |
| M 2 | Acceptance, respect, inclusion of self and others | |
| B-SS 2 | Positive, respectful, supportive relationships w/ students | |
| B-SS 4 | Empathy | |

Materials:

Rules; individual packs of Skittles (one pack per student); The Skittles Feelings Game printout (attached), colorful post-it's with student's names pre-printed on them (8 for each student), Feelings and Faces scenarios (attached) Feelings and Faces emojis (attached). Large sketchpad and markers.

Describe how you will:

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|-----------------------------------|--|
| Introduce Lesson Topic/Focus: | Last week we spent some time getting to know each other. This week I'd like to spend some time getting to know more about ourselves and our feelings. Go around the circle and have each child say their name and name a feeling – it can be one they are feeling or any one they think of. |
| Communicate the Lesson Objective: | We are going to play a few games that will help us recognize our feelings, or emotions. |
| Teach Content: | Review rules. Play the Skittles Feelings Game (see attached) as an icebreaker. When each child has had a chance to share a few times, tell the group: Let's think of as many feelings as we can - some that make us feel good, and some that don't. Make 2 columns on the sketchpad (feel good, feel bad). Brainstorm until you have a good list. Then prepare to play Feelings and Faces. Show the group the Feelings and Faces printouts that you've hung in various parts of the room, naming each emotion represented. Read a situation, and then ask students to think about which emotion they would feel, and then get up and stick one of their name post-it's to the face that represents that feeling. If they feel an emotion that's not represented – talk about it. Great opportunity for group sharing. When all 8 scenarios have been read, take turns sharing the reasoning behind their choices. Students may have chosen |

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| | differently for the scenarios, use this time to notice differences and similarities in their choices. |
| Summarize/Close: | We learned a lot about our emotions today, some of them make us feel good, and some of them make us feel bad. One thing we can see is that we all have emotions. And another thing we can see is that we don't all feel the same at the same time: some things that make one person sad might make another person feel angry. |

Feelings and Faces game adapted from <https://classroom.kidshealth.org/classroom/prekto2/personal/growing/feelings.pdf>.
Emoji images are screen shots from <https://www.istockphoto.com>.

THE SKITTLES FEELINGS GAME

Go around the circle and let each student choose a Skittles, then answer the question that corresponds to the color of the candy. At the completion of the game, tell students they can eat the rest, or they'll be thinking of nothing else for rest of the time. 😊

| THE  FEELINGS GAME | | |
|--|---|---|
| <i>FOR EVERY</i> | | <i>SHARE</i> |
| Red |  | <i>One thing that makes you HAPPY.</i> |
| Orange |  | <i>One thing that makes you SAD.</i> |
| Green |  | <i>One thing that makes you ANGRY.</i> |
| Yellow |  | <i>One thing that makes you EXCITED.</i> |
| Purple |  | <i>One thing that makes you AFRAID.</i> |

Image taken from <https://hope4hurtingkids.com/emotions/understanding-emotions/emotions-candy-game/>

FEELINGS AND FACES



Feelings and Faces

Note to instructor: Give each student a card or piece of paper with his or her name on it. Tape the six faces in this handout to a wall. Then read each of these situations to your students. After reading each situation, let the students tape their name card under the face that describes their feelings related to each situation. Ask the kids to explain why they feel that way.

Situation 1

It's time for recess! You're planning to play on the swings, but when you get to the playground, all the swings are being used.

How do you feel?

Situation 2

It's the end of the school day. Parents have already picked up all your classmates, but your mom or dad isn't here yet.

How do you feel?

Situation 3

You and your friends are playing a board game. All of a sudden your dog runs through the living room and over your game. Game pieces go flying and you lose your spot on the board.

How do you feel?

Situation 4

You're at an amusement park, next in line to get an autographed picture with your favorite character.

How do you feel?

Situation 5

You're at an amusement park waiting in line to go on a roller coaster that goes really fast and high.

How do you feel?

Situation 6

Your parents are going to go out to dinner and a babysitter is coming to watch you while your parents are gone.

How do you feel?

Situation 7

You painted a really pretty picture in art class and the teacher holds it up to show everyone.

How do you feel?

Situation 8

Your best friend invited you to a play date Saturday. But that morning, your friend's mother calls to say that your friend is sick and the play date is canceled.

How do you feel?

EMBARRASSED



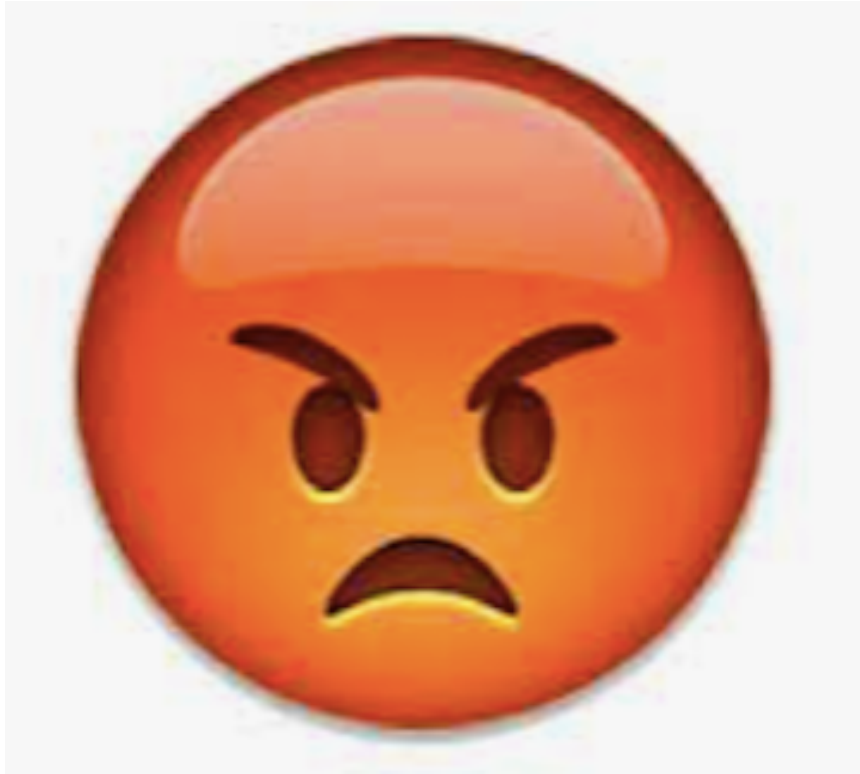
HAPPY



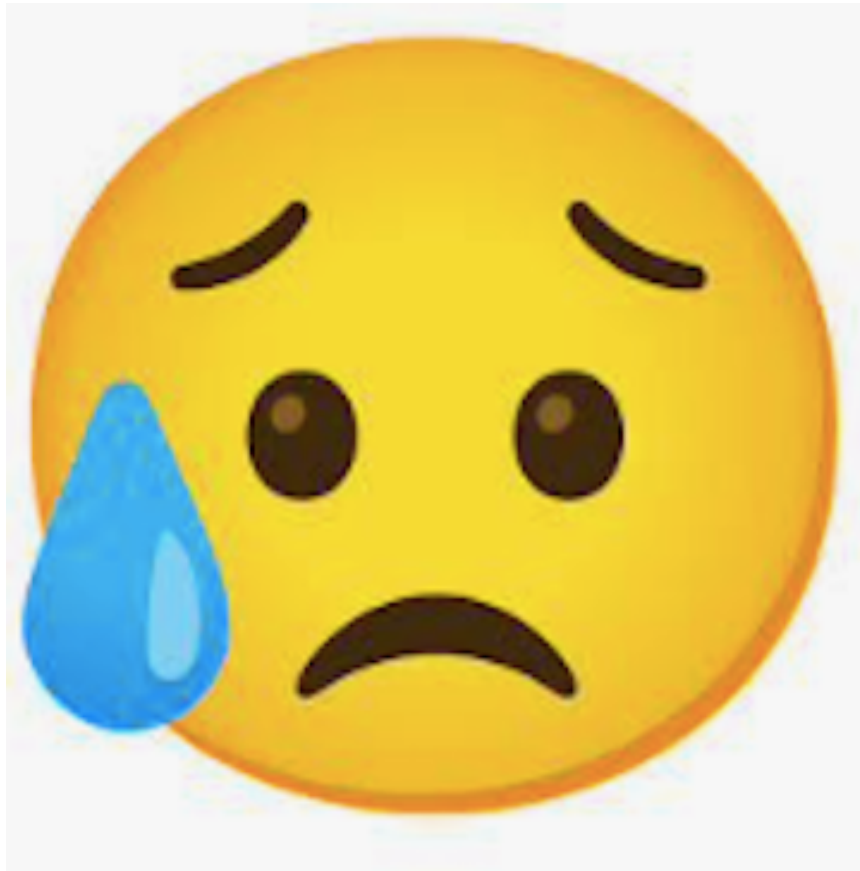
WORRIED



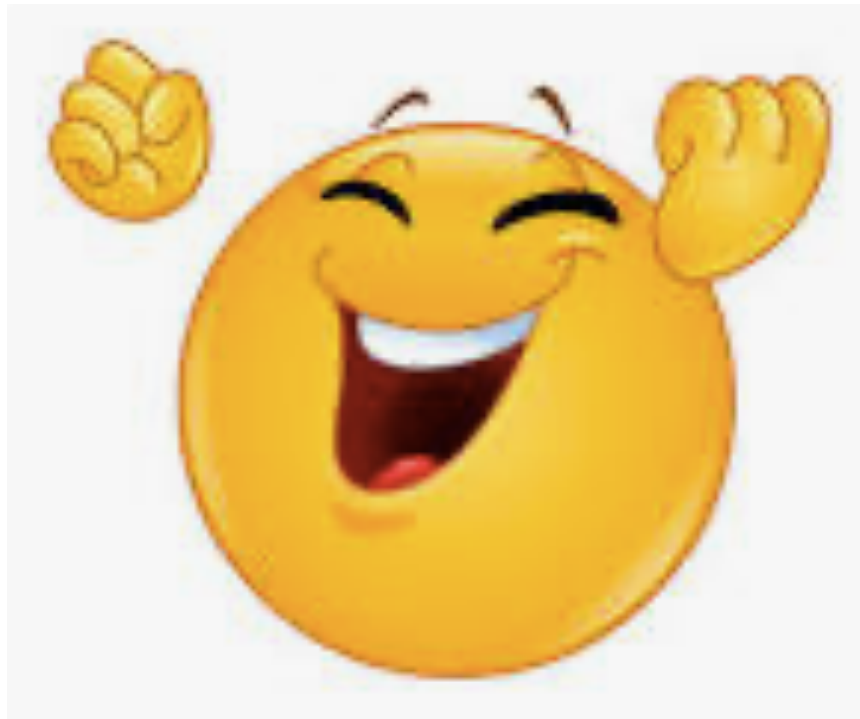
ANGRY



SAD



EXCITED



Identifying and Expressing Feelings

| | |
|--------------------|---------------------------------|
| School Counselor: | Maria Spencer |
| Lesson Plan Title: | The Color Monster |
| | Small-Group Lesson Plan: 3 of 6 |
| Target Audience: | Elementary: K-2 |

| ASCA Student Standards Targeted: | | Student Learning Objectives: |
|----------------------------------|--|--|
| M&B# | Mindsets & Behaviors Statement | Student Learning Objectives |
| M 1 | Belief in development of whole self | Group will: Identify and express feelings Share with others in group |
| M 2 | Acceptance, respect, inclusion of self and others | |
| B-SS 2 | Positive, respectful, supportive relationships w/ students | |
| B-SS 4 | Empathy | |

Materials:

The book *The Color Monster*, by Anna Llenas, printouts of the Color Monster Chart and My Color Monster coloring page (attached), crayons or colored pencils (make sure each child has all the colors on the color monster chart, and a few others), sketchpad for brainstorming.

Describe how you will:

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| Introduce Lesson Topic/Focus: | Go around the circle with a name refresher: Say your name and an adjective – I'm going to be Magnificent Maria. Last week we talked about lots of feelings – remember we played the Skittles game and the Feelings and Faces game? Today we're going to read a book about a color monster whose feelings are all mixed up. Do you ever feel like that? |
| Communicate the Lesson Objective: | We'll read what our color monster learns about his feelings, and then we'll do a project to help us sort out our feelings. |
| Teach Content: | Review rules. As an icebreaker activity, show the video Name That Emotion with Murray . It's interactive and group members can play along. Go around the circle asking students to recall a feeling from the game show. For each feeling, ask the student what color they think that feeling would be. Then read the book <i>The Color Monster</i> . Lead a discussion: Use some of the following questions: What did you think of the colors that described the feelings? Did you picture those colors too? Do you picture a different color? Do you ever feel different feelings at the same time? Are there feelings you feel more often than others? Then introduce the project for the day – a drawing of 3 color monsters for the 3 emotions they feel the most. Give students My 3 Color Monster coloring pages (attached) and ask them to draw a color monster for each emotion that they feel the most often. They can refer to the Color Monster Chart |

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| | (attached) for the colors if they want to use the colors from the book. If they want to use a different emotion not on the Color Monster chart, they can use a different color. Or if they didn't agree with the book about the color for the emotion, they can choose their own. Collect the drawings and tally the types of Color Monsters on the sketchpad. (Students can keep their drawings but keep copies or make notes of their choices.) |
| Summarize/Close: | Reflect on patterns, talk about ways we can help each other if we're feeling sad or mad or scared. |

Color Monster lesson plan adapted from Elementary School Counseling.org. (2017). Identifying and Expressing Feelings.

<http://www.elementaryschoolcounseling.org/identifying-and-expressing-feelings.html>.

Video Source: Sesame Street. (2015). Name That Emotion with Murray! [Video]. YouTube.

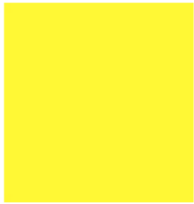
<https://www.youtube.com/watch?v=ZxfJicfyCdg>

MY 3 color Monsters

THESE ARE THE FEELINGS I HAVE MOST OFTEN

The form consists of three large, empty rectangular boxes arranged vertically. To the left of each box is a small grey square containing a black number. The first box is preceded by the number 1, the second by the number 2, and the third by the number 3. The boxes are intended for drawing the 'color monsters' mentioned in the title.

COLOR MONSTER CHART



Happy



**Worried or
Scared**



Sad



Calm



Angry



Love



Identifying and Expressing Feelings

| | |
|--------------------|---------------------------------|
| School Counselor: | Maria Spencer |
| Lesson Plan Title: | The Color Monster: Worry |
| | Small-Group Lesson Plan: 4 of 6 |
| Target Audience: | Elementary: K-2 |

| ASCA Student Standards Targeted: | | Student Learning Objectives: |
|----------------------------------|--|---|
| <i>M&B#</i> | <i>Mindsets & Behaviors Statement</i> | <i>Student Learning Objectives</i> |
| M 1 | Belief in development of whole self | Group will: Identify and express feelings Share with others in group Learn coping strategies for worry |
| M 2 | Acceptance, respect, inclusion of self and others | |
| B-SS 2 | Positive, respectful, supportive relationships w/ students | |
| B-SS 4 | Empathy | |

Materials:

Projector or television for showing video. *The Worry Box*, by Suzanne Chiew (read-aloud available on YouTube). Enough empty tissue boxes (or other small boxes) for each student. Supplies for decorating the worry box: Stickers, glue, construction paper, pipe cleaners, glue-able gems and googly eyes and such. Paper and writing utensils. Speaker for playing music.

Describe how you will:

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| Introduce Lesson Topic/Focus: | Review rules. Have every student go around the room sharing their name (if it seems necessary) and/or the first or biggest feeling they remember having today. Tell the group: Last week we helped the color monster sort their feelings – remember? You made your own color monsters, and it seemed like many of you drew a worry monster. |
| Communicate the Lesson Objective: | Today we are going to talk more about feeling worried, or anxious, and learn about something we can do that might help us feel better. |
| Teach Content: | First, give group a chance to get their wiggles out. Play a quick game of Freeze. Everyone dances or jumps or moves when the music starts playing and freezes when the music stops. Students who get caught moving after the freeze sit down. Play continues till everyone is seated. Have students think about one thing that they feel worried about. Have them write it (or draw or dictate to group leader) on a piece of paper and fold it up. Set the paper aside. Then read the book <i>The Worry Box</i> and discuss (read-alouds available on YouTube but they aren't great – if you can get the book that is ideal). Ask students if they ever feel like Murray. Ask if their tummies ever feel tight when they feel worried, or if there's something different that they feel in their bodies when they worry. After |

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| | children have a chance to share, explain the project. Tell children they are going to make a worry box like Murray used, one that they can put their worries into and then close it up. Hand out materials for decorating the worry boxes. When children have completed their boxes, have them put the paper with the worry they wrote down at the beginning of the class into the box, and talk about what other kinds of worries they could put in their worry boxes. |
| Summarize/Close: | Explain that even when they don't have their worry boxes with them, they can write down a worry for later, or they can imagine that they are putting the worry into their worry box. |

Chiew, S. (2018). *The Worry Box*. Wilton, CT: Tiger Tales.

Identifying and Expressing Feelings

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|--------------------|---------------------------------|
| School Counselor: | Maria Spencer |
| Lesson Plan Title: | The Color Monster: Anger |
| | Small-Group Lesson Plan: 5 of 6 |
| Target Audience: | Elementary: K-2 |

| ASCA Student Standards Targeted: | | Student Learning Objectives: |
|----------------------------------|--|---|
| M&B# | Mindsets & Behaviors Statement | Student Learning Objectives |
| M 1 | Belief in development of whole self | Student will: Identify and express feelings Share with others in group Learn coping strategies for anger |
| M 2 | Acceptance, respect, inclusion of self and others | |
| B-SS 2 | Positive, respectful, supportive relationships w/ students | |
| B-SS 4 | Empathy | |

Materials:

M&Ms, The M&M Anger Game printout (attached), projector or screen to show video, inflated beach ball

Describe how you will:

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| Introduce Lesson Topic/Focus: | Review rules. Go around circle (names probably not necessary) and each child can say what they had for breakfast or what they wish they had for breakfast. Today we will learn a little bit about anger, and then we will talk about some things we can do to help our big feelings of anger get a little smaller, so that we can talk about them. |
| Communicate the Lesson Objective: | We'll play a game, watch a video, and then we'll talk about how we can use some of the strategies we saw in the video. When you leave today, you'll have some tricks you can use when you get angry. |
| Teach Content: | Play The M&M Anger game as an icebreaker. Begin a discussion with the question: Have you ever heard anyone say: "Don't get so angry?" Or have you ever said that to someone else? Maybe your parents or your siblings? Let's think about this. We are learning that we all have feelings, anger too, and feelings are natural. We can't really ask someone to stop <i>feeling</i> angry – so what do we really want them to do when we say: "don't get angry"? Let's try to play catch with a beach ball and see if we can figure that out. Then get a beach ball and use that as a talking stick. Explain: I'm going to get our beach ball from our first get-together, and when I toss you the ball, you catch it and name one thing you might <i>do</i> when you get angry, and then toss the ball back to me. When everyone has a turn, summarize with something like: It sounds like some of us <i>do</i> |

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| | <p>some things that we don't like when we get angry. Maybe, when someone asks us not to get angry, they mean: "Please don't (insert some of the children's responses here). Then repeat the beach ball toss, this time asking: "What is something you <i>feel</i> in your body when you get angry." Summarize again, saying "it sounds like maybe when we say we don't want to get angry, we really mean that we don't want to <i>feel</i> (insert children's responses here)." Let's watch this video and see if we can learn some about what we can do when we are angry. Show the video Anger Management for Kids. Practice the ABCDE steps from the video (Awareness, Breathing, Counting, Distance, Express yourself). Emphasize the Express yourself step, because usually, something that makes you angry is important to talk about. Ask a volunteer to think of a time they got angry and describe it for the group. Then tell the students to imagine that the volunteer could get a do-over and ask what they could do differently if they used tricks from the video.</p> |
| Summarize/Close: | <p>Emphasize that it is natural and healthy to feel anger. The key is to pay attention to what your body is feeling and what you are doing when you are angry, and if you can make the big feeling feel smaller, then you can talk about what made you mad – because that was an important thing you had to say.</p> |

M&M Anger game adapted from a game found on <https://savvyschoolcounselor.com/wp-content/uploads/2012/08/mm-anger-game.jpg>.

Video taken from Jammiesprees Kids Club (2019). Anger Management for Kids [Video]. YouTube. <https://www.youtube.com/watch?v=DbpTohPUhMw>.

The M&M Anger Game



What is something that makes you angry?



What is one thing that you feel when you get angry?



Think of a time you were angry. What is one thing that you did?



Think of a time when someone was angry at you. What did they do?



When you get angry, what part of your body feels angry?



What helps you feel calm when you are angry?

Identifying and Expressing Feelings

| | |
|--------------------|---------------------------------|
| School Counselor: | Maria Spencer |
| Lesson Plan Title: | The Color Monster: Love |
| | Small-Group Lesson Plan: 6 of 6 |
| Target Audience: | Elementary: K-2 |

| ASCA Student Standards Targeted: | | Student Learning Objectives: |
|----------------------------------|--|--|
| <i>M&B#</i> | <i>Mindsets & Behaviors Statement</i> | <i>Student Learning Objectives</i> |
| M 1 | Belief in development of whole self | Group will: Identify and express emotions. Share with others in group Learn empathy |
| M 2 | Acceptance, respect, inclusion of self and others | |
| B-SS 2 | Positive, respectful, supportive relationships w/ students | |
| B-SS 4 | Empathy | |

Materials:

Emotional Charades printout, attached. Projector or screen to show [You, Me, and Empathy](#) read aloud (or book, by Jayneen Sanders). Large cards or pieces of paper, each with a student's name on one side (all put in a bag, box, or hat for students to draw from). [Heart Worry Stones](#)* (one for each child).

Describe how you will:

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|-----------------------------------|---|
| Introduce Lesson Topic/Focus: | Go around circle and each child names something that makes them feel good when they are sad. Introduce topic: We've talked about so many emotions, and today, I want to share with you one of the biggest emotions there is. Can anyone guess what it is? |
| Communicate the Lesson Objective: | Today we are going to talk about love. We feel different kinds of love for different kinds of people – and we'll see that in our story later. But the reason I saved this feeling for last, is because it's the biggest and the strongest, and it can help us handle ALL the other emotions. |
| Teach Content: | Review rules. Play Emotional Charades Icebreaker. When everyone's settled back in the circle, ask the group for definitions of love. Solicit different ways we can love (friends, classmates, parents, siblings). Introduce You, Me, and Empathy , explaining that it shows different ways that we show love, and how love can make us feel better no matter what emotion we were feeling. During the video, pause for student responses (there are natural pauses in the video where questions are asked). After the video, have each child draw a name from the bag (put it back if it's theirs). We've gotten to know each other better during these lessons, and I know that you all have something you could say that could help |

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| | <p>your friends feel better if they're feeling sad, or angry, or worried. Think about the video we just watched. Remember how there were so many ways to help friends with words of kindness and love? I want you to think about the friend whose name is on this card, and write something kind for them on the card, so that they can think about love next time they have a feeling that doesn't feel good. (Pre-literate students can dictate to teacher or draw a picture.) There's a card for each of you in the bag, so you will each be able to take home a card with a kind message. Once students have written the message, they can give the card to its recipient. After everyone's made the card, have them give it to the intended recipient, regroup, and go around the circle sharing one thing they learned over the course of the sessions.</p> |
| Summarize/Close: | <p>Our emotions can feel scary, or big, and sometimes they can feel like they are too much for our bodies to hold – even good ones. Just remember that we all have these feelings, and they are natural, and remember our biggest, strongest feeling (ask for someone to remember what that is). Think about how love can help with all the other emotions that might not feel so good. I have something for each of you that you can carry in your pocket or keep in your room at home. It will remind you of that big, strong emotion that you can use to help yourself feel better or to help others (give each child a Heart Worry Stone* to take home).</p> |

Read aloud: Sanders, J. (2020, April 15). You, Me, and Empathy. [Video]. <https://www.youtube.com/watch?v=dG4Mq-81qdl>
 Emotional Charades Icebreaker: Inner Drive. How to teach students to label their emotions.
<https://blog.innerdrive.co.uk/labelling-emotions>

*Optional. Could also be a little note or other trinket.

Emotional Charades



Emotional Charades – Glue the above to a piece of cardboard to make a card the guessers can refer to. Then make a copy, cut out each labeled emotions above and put emojis in a hat. Taking turns, have each student take an emoji out of the hat and act out the emotion without speaking or making any noise. The other students will then have to guess which emotion is being portrayed. This helps students to identify what others are feeling and how emotions can be displayed differently.