

## How Are You?

### Overview

Traumatic events threaten our safety and security and trigger strong emotional reactions in all of us. Following a traumatic event, students need an opportunity to identify, accept, and express their emotions. In this lesson students learn that emotions are the body's automatic response to people, places, things, and events and that all emotions are okay. They learn strategies for identifying their emotions and the emotions of others. They learn that everyone experiences events in different ways and they learn some healthy ways to express their emotions.

### Objective

Students will identify, accept, and express their emotions, following a traumatic event.

### Student Goal

I can identify, accept, and express my emotions.

### Vocabulary

accept  
emotion  
feeling

### Teacher Resources for Creating a Trauma-Sensitive Classroom

Make a copy of the *All Emotions Are Okay!* Teacher Resource and display the resource for students to refer throughout the lesson.

Consider creating a Calm Corner in your classroom where students can go to calm themselves as needed throughout the day. Refer to the *Creating a Calm Corner* Teacher Resource for suggestions.

Gather books to read aloud and add to your class library to help students identify, accept, and express their emotions. See the *Trauma-Sensitive Books for Students* Teacher Resource for some suggested titles.

Review the *Strategies for Effective Classroom Discussions* Teacher Resource for tips on how to make the most of your class discussions.

For additional information on helping students cope with trauma, see the *Helping Students Cope with Trauma* Training Video and Teacher Resources available as part of the SEL Training series.



This icon indicates activities that can be assigned to individual students or to the class in the Student Center for online learning, practice, or review.

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## Identifying, Accepting, and Expressing Emotions

### Focus On Our Stories

Upon returning to school following a traumatic event (whether virtually online or in-person at a physical campus), students need the opportunity to feel **safe** and **heard**. All students will have a story to tell. Telling stories is one of the ways to help students begin to process their emotions.

The following are some ways for students to tell their stories. Choose an activity that meets the needs of your students and the traumatic event.

- Have the students draw a picture of their experience.
  - Allow time for students to share their stories in small groups.
  - Bind the drawings into a class book. Invite students to talk about their drawings as you ‘read’ the story to the class.
  - Display the pictures around the classroom and host a Gallery Walk. Provide the students with sticky notes to leave comments and questions about the pictures or invite each student to be the curator, describing their own picture.
- Encourage the students to write a story about the event. The story can be a real or imagined narrative or a historical fiction (a mixture of facts with imagined details). Allow time for students to share their stories in small groups or post the stories on your class chat board and ask students to read and comment on three different stories. To ensure that everyone’s stories are read, ask that students only comment on a story that has less than three comments.
- Have each student share a GAIN (something good or beneficial) and a PAIN (something sad or unpleasant).
- Ask the students to share what they’ve heard. Write their responses on a sheet of chart paper. Work with the students to determine which statements are true, false, contradictions, or unvalidated.

Be sure to share your own story as well. Children look to adults for reassurance and models for identifying, accepting, and expressing their emotions.

For additional information, see the *Helping Students Cope with Trauma* Training Video and Teacher Resources available as part of the SEL Training series.

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### Learn - 15 minutes

The Learn part of the lesson is designed as a common starting point for talking about emotions. It is recommended that the video be presented on the same day throughout the school to build community and develop a common language for addressing emotional needs.

### Video



In the *How Are You?* Video, students are presented with the following strategies for identifying, accepting, and expressing their emotions:

#### Name the Emotion

- notice how your body feels
- take a few deep breaths
- ask yourself how you feel

#### Accept the Emotion

- people often experience the same event in different ways
- all emotions are okay

#### Say What You Feel

- say the emotion
- talk to an adult when emotions feel uncomfortable

Before showing the *How Are You?* Video, tell the students that the video will be talking about emotions. Explain that emotions are how we feel about people, places, things, and events. Provide examples of some emotions such as happy, sad, angry, scared, excited, etc. Consider writing the objective of the lesson on the board and ask students to think about their own emotions in preparation for the discussion that will follow.

Show the students the *How Are You?* Video.

The video is available to project on the screen from the SEL/Trauma platform or it can be assigned to the Student Center.

### Discussion

- ***How are you feeling?*** Use the Popcorn Share strategy to allow each student to respond. Call students' attention to the variety of responses.
- ***How do you look when you are happy?*** Use the Show Me strategy, asking student to show how they look. Call students' attention to the variety of ways people show they are happy. Repeat with additional emotions such as *mad, sad, scared, excited, worried, bored*, etc.
- ***What are emotions?***
- ***Why is it important to learn about emotions?***
- ***What can you do if you're feeling an uncomfortable emotion?***
- ***How can we know how others are feeling?***

Following the video, provide each student with the *All Emotions Are Okay!* Student Resource to refer to throughout the discussion.

Use the discussion questions to talk with students about different emotions and how their bodies show emotions.

Choose the questions that are best suited for your students. Let the students' responses move the discussion in the direction that best serves your students. See the *Strategies for Effective Class Discussions* Teacher Resource for tips on how to make the most of your class discussions.

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### Practice – 15 minutes (per activity)

The six Practice activities provide options and flexibility for your school and class. Choose one or more of the activities to complete depending on your time and needs.

#### 1 ALL EMOTIONS ARE OKAY



The *All Emotions Are Okay* Mindful Visualization guides students through an exercise, inviting them to identify and accept their emotions.

##### Preparation

Project the mindful visualization on the screen where students can see it and/or assign the activity to the Student Center.

Direct the students' attention to the *All Emotions Are Okay* Mindful Visualization.

Invite the students to get into a comfortable position. Ask the students to listen and follow along with the audio recording.

Play the recording.

Following the recording, talk with students about the emotions they identified.

#### 2 EMOTIONAL CHARADES

The *Emotional Charades* Game provides students practice identifying and labeling emotions.

##### Preparation

Make one set of *Emotions* Cards for each team. Cut the cards.

Choose the cards appropriate for your students. Developmentally, 5 – 7 year-olds can name and recognize *happy, sad, mad, scared, surprised, and tired*. Older students acting out emotions that may look similar, like *frustrated* and *annoyed* may want to work with a partner and present a scenario (with or without talking).

Depending on your class you may want to organize the students into more than two teams to allow more participation in a shorter amount of time.

Organize the students into two teams. Provide each team with a set of *Emotions* Cards.

Explain that the object of the game is to get their team to name the emotion shown on the card using only facial expressions and body language – no talking.

Have one student from one of the teams begin the game by drawing an *Emotions* Card and acting out the emotion. If the emotion is guessed correctly, the team scores a point.

Play alternates between teams and continues until all students have had an opportunity to act out an emotion.

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### 3 HOW DO I FEEL? CLIP CHART

Use the *How Do I Feel?* Clip Chart Activity to help the students identify and accept their emotions throughout the day.

#### Preparation

Make one copy of the *How Do I Feel?* Clip Chart for each student. Cut the charts.

Gather a small clip like a mini-clothes pin or paperclip for each student.

Provide each student with a *How Do I Feel?* Clip Chart and a small clip.

Ask the students to think about how they feel and place their clip on the corresponding feeling on the chart.

After the students have moved their clips, use the Popcorn strategy, asking each student to share their emotion. After all the students respond, together with the students say, ***All emotions are okay!***

Check in with students as a class or individually throughout the day, asking students to identify and accept how they are feeling.

### 4 MY HEART ART

The *My Heart Art* Activity invites students to express their feelings through color and design.

#### Preparation

Make one copy of the *My Heart Art* Activity for each student.

Students will need access to markers.

Consider creating your own Heart Art to show as a model for students.

Consider reading one of the following picture books as inspiration for this art activity.

*My Many Colored Days* by Dr. Seuss  
*In My Heart* by Jo Witek  
*The Color Monster* by Anna Llenas  
*My Heart* by Corinna Luyken

Provide each student with the *My Heart Art* Activity and markers.

Talk with the students about how colors can represent different feelings for different people.

Invite the students to complete the Emotions Color Key on their activity to show what colors represent each emotion for them.

Have the students color their heart showing how they are feeling right now. Depending on your situation, you may want the students to draw how their heart felt during or immediately following the traumatic event. Encourage the students to use designs, colors, and shapes to show their emotions.

Provide time for students to share their hearts in small groups.

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### 5 E-MOTION MOVEMENT

It has been said that emotions are energy in motion. Use this activity to help your students move the emotions through their bodies.

#### Preparation

Locate school appropriate music to calm the students *and* music to energize the students. A search on the internet will provide you with many good options. Consider creating an emotions playlist to use whenever students need to move their energy.

Before beginning this activity, determine the emotional energy in your class using the Think, Pair, Share Strategy. Ask to think about how they are feeling, share with a partner, and then ask for volunteers to share with the class.

Play music that will benefit the students energy levels. For example, if the students are feeling worried, nervous, or anxious, play calming music. If students are feeling tired or lethargic, play some high energy music.

If your students would benefit from calming music, invite them to find a comfortable position and play the music.

If your students would benefit from high energy, invite them to stand up and dance or move around the room or beside their desks. Pause the music and ask the students to freeze! Then resume the music and repeat.

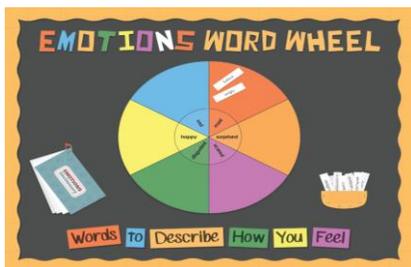
Provide time for students to talk about how the music moved (or didn't move) their emotions.

### 6 EMOTIONS WORD WHEEL

Help students expand their emotional vocabulary by creating a bulletin board showing an Emotion Wheel. Intermediate students may benefit from creating an Emotions Dictionary.

#### Preparation

Create an interactive bulletin board.



Make a copy of the *Emotion Word Cards*. Cut the cards.

Make a copy of the *Emotions Dictionary*.

Determine how the Emotions Word Wheel will be used in your class. Some suggestions include:

- Primary grades: Add words to the wheel as students use or find words in books.
- Intermediate grades: Introduce words in synonym groups and focus on the differences in meaning of the words. Have students or pairs of students create a graphic organizer page for the *Emotions Dictionary*.
- Intermediate grades: Create a class *Emotions Dictionary* and/or have students create their own dictionaries.

Direct students' attention to the *Emotions Word Wheel* Bulletin Board and explain how it will be used.

Explain that developing an emotional vocabulary (or a list of emotion words) can help name an emotion and say how we're feeling.

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### Dive Deeper

The *Dive Deeper* part of the lesson provides a journal option that allows students an opportunity to write and draw about their feelings, as well as an optional project designed to allow a class or school to extend the learning of the lesson.

#### 1 JOURNAL WRITING

The *How Are You?* Journal provides pages for each student to use to create journals to help students continue to identify, accept, and express their ever-changing emotions.

##### Preparation

Provide each student with a folder, binder, or a binder ring to which the journal pages can be added.

Make copies and cut the *How Are You?* Journal pages you want students to include in their journals.

The prompts from the journal pages can also be written the board for students to respond to in a spiral notebook.

Provide each student with a *How Are You?* Journal.

Each day (or as often as necessary) provide the students with a page to add to the journal.

Encourage the students to write or draw about how they are feeling in their journals.

Allow time for volunteers to share their journal pages. If most students want to share, use the Pair Share strategy to provide all students who want to share with the opportunity to do so.

Consider collecting journals occasionally to provide you with an opportunity to assess students' feelings. Provide feedback to the students journal entries.

See the *Helping Students Cope with Trauma* Teacher Resource for specific tips and suggestions for helping students name, accept, and express their emotions.

Talk with any students who express emotions that concern you to determine if additional resources are needed to support the student.

#### 2 MURAL PROJECT

The *All Emotions Are Okay* Project provides the students with an opportunity to work together to create a mural showing different emotions, emphasizing that *all emotions are okay!*

##### Preparation

Gather a large sheet of butcher paper and art supplies. Determine a location to display the completed murals.

Search the internet to gather images of murals to provide students with a sample of this art medium.

Provide the class with a large sheet of butcher paper and art supplies as determined by what is available and the theme of the mural.

Explain that the project is to create a mural that encourages students to name, accept, and express their emotions.

As a class determine the look of the mural you'd like to create. Assign parts of the mural to different students to create, making sure that everyone has a role in creating the mural.

Display the mural in the classroom or somewhere where other students can see it.

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### Tier 2 Strategies Accommodations and Modifications

#### Learn

Prior to the lesson talk with other members of the student's support team about any special accommodations and modifications (physical, emotional, and/or academic) that may benefit the student following a traumatic event.

Prior to the lesson, show the student the *Emotions Cards* and talk about the basic emotions – *happy, sad, scared, surprised, and mad*. Encourage the student to show how they express the emotion.

Have the student identify different emotions in the faces of people in a book or magazine.

Provide preferential seating for the student during the Learn part of the lesson. For example, seat the student closer to where the video will be displayed or closer to you during the discussion.

Encourage the student to participate in the discussion by calling on the student first to respond and/or framing the question as multiple-choice and providing some possible responses.

#### Practice

Explain the activity to the student prior to doing the activity with the class. Check for understanding by asking the student to repeat the instructions for the activity.

Pair the student with a peer or adult volunteer who can model and support the student during the activity.

Some of the activities provide a modified version. These activities are labeled Activity 2 in the footer.

#### Dive Deeper

Allow the student to talk about their emotions instead of writing or drawing about them in a journal.

Show the student two or three *Emotions Cards* and ask the student to point to the emotion that best shows how they are feeling. Help the student name a reason they are feeling the emotion.

Pair the student with a peer or adult volunteer who can model and support the student during the mural activity.

Allow the student to color a part of the mural that you or another adult have drawn.

## Beyond the Lesson

SEL skills are developed over time and with repeated practice. Especially following a traumatic event, it is important to continue to provide students with support in developing the skills necessary to identify, accept, and express their emotions.

For additional resources to help students identify and accept their emotions and the emotions of others, see the Emotions and empathy lessons for your grade level in our SEL program.

Grade	Emotions	Objectives
K	It's a Feeling	SW identify and label emotions.
1	My Feelings Monster	SW identify and label more complex emotions.
2	Feelings Detectives	SW identify and label their own emotions.
3	Super Emotions!	SW understand that emotions are natural and valid.
4	Emotions: Action!	SW identify how emotions impact behavior.
5	Expressing Emotions	SW learn strategies for expressing their emotions.

Grade	Empathy	Objectives
K	My Feelings, Your Feelings	SW recognize emotions in others.
1	How Someone Else Might Feel	SW identify what another person might be feeling.
2	The Case of Caring	SW demonstrate care for the feelings of others.
3	From Another Perspective	SW take the perspective of another person.
4	Showing Empathy	SW learn strategies for showing empathy to another person.
5	Taking the Perspective of Another	SW learn the benefits of and strategies for showing empathy.

For additional resources to help students understand and accept themselves, see the Self-Knowledge and Cultural Competence lessons for your grade level in our SEL program.

Grade	Self-Knowledge	Objectives
K	I Like It!	SW identify their own likes and dislikes.
1	You Are Special!	SW identify things they like to do.
2	No One Is You-er Than You	SW identify their unique qualities.
3	My Kind of Strong	SW identify their own strengths.
4	What's Your Superpower?	SW identify their character strengths.
5	My Creative Strengths	SW identify their creative strengths.

Grade	Cultural Competence	Objectives
K	Me and You	SW identify differences/similarities between self/others.
1	Our Families	SW identify differences/similarities between families.
2	Cultures Around the World	SW learn about different cultures.
3	Celebrating Our Differences	SW show respect for the diversity among peers.
4	Everyone Is Different	SW show respect to individuals with a disability.
5	In Someone Else's Shoes	SW broaden their understanding of different cultures.

For additional resources to help students develop compassion for themselves, see the Self-Compassion lesson for your grade level in our SEL program.

<b>Grade</b>	<b>Self-Compassion</b>	<b>Objectives</b>
K	Look What I Can Do!	SW recognize what they can do.
1	I Like Me!	SW develop a feeling of happiness about themselves.
2	What I Like About Me	SW identify what they like about themselves.
3	Give Yourself a Break	SW reframe their mistakes as proof they are learning.
4	Kindness to Myself	SW learn to show kindness to themselves.
5	Me: My Compassionate Friend	SW perceive themselves as a compassionate friend.