

## Objective

Students will generate more specific words for feelings and use them to track their feelings for one day.

## Materials

- Chart paper divided into six sections labeled “Happy,” “Sad,” “Scared,” “Surprised,” “Angry,” and “Disgusted”
- Markers
- Feelings Tracker handout, one per student

## Why This Matters Now

Students may be dealing with a lot of emotions right now. Having more words to describe their emotional experience can help students process what they’re going through. Assigning words to emotions also engages the thinking brain, which can help students begin to calm down. Tracking their feelings over time can help students develop an awareness of how their feelings are affecting them.



**Bold**—Teacher’s script

*Italics*—Anticipated student responses

## Activity Instructions (25–30 min.)

1. Recognize students’ experiences. **Things have been very challenging and stressful. If you agree, show a thumbs-up.** Comment on the number of thumbs-up.
2. Invite students to name some things that are different and difficult right now. *We aren’t at school. My parent is working at home. I can’t visit my friends.*
3. Have students name their feelings. **When you’re dealing with a difficult situation, it’s normal to have strong feelings. What are some feelings you’ve been having?** *Scared. Angry. Nervous.*
4. Introduce the activity. **We all have feelings. And all feelings are okay. Today we’re going to practice naming more specific feelings. The more feelings you know, the easier it is to name them.**
5. Introduce basic emotions. **There are six basic categories of emotions: happy, sad, scared, surprised, angry, and disgusted. Many feelings words fit into each category. For example, think of some other feelings that you’d put in the “happy” category.** Give students think-time. *Glad. Excited. Joyful.*
6. Introduce group work: **You’re going to work in groups to think of more feelings words for each category. You can also go online or use a thesaurus or dictionary.**
  - **Step 1:** Divide the class into six groups and assign each an emotion category. If group work isn’t possible, assign individual students each an emotion category and have them think of one or two feelings words in that category.
  - **Step 2:** Give groups 5 minutes to think of three or more feelings that belong in their emotion category.
  - **Step 3:** Have each group send one member to write their words on the chart paper.
7. **You worked hard with your groups to add at least three new feelings words to each category.** Read some examples.

## Activity Instructions (cont.)

8. Introduce the Feelings Tracker. **This week you're going to keep track of your feelings for one whole day on a Feelings Tracker.** Show students the handout. **You'll also take notes about what was happening when you had those feelings. Keeping track of your feelings can help you be more aware of how they're affecting you.**
9. Distribute the handout to students. Have students fill in the Feelings Word Bank at the top of the Feelings Tracker with words from the list you've just created together or their own words. Explain that they can use these words to help them when they're tracking their feelings during the day.
10. Choose a day to have everyone track their feelings, and have students write the date on their handout.
11. Explain to students that starting when they wake up on that day, they'll write their feelings in the left column of the tracker, and what was happening when they had those feelings in the right column.
12. Reinforce. **As you track your feelings, see if you notice how they affected what you did, or how what you did affected your feelings. We'll talk about this after everyone's done their Feelings Tracker.** When you discuss this with students, help them connect how their sleep patterns, eating habits, physical activity, and relaxation time affected their feelings, and vice versa.

### Remote Adaptation

- **Before the activity:** Email students the Feelings Tracker handout or post it on your learning platform. Have students find at least one feeling word for each emotion category on their own and record it in the Feelings Word Bank on their handout. If students can't print the handout, they can create a list on a sheet of paper.
- **During the activity:** When you're introducing the categories of emotions, say: **You've each found at least one word that belongs in each emotion category. We're going to combine those into one list. Then you're going to use them when you track your feelings for one day.** Share the Feelings Tracker handout from your screen. For each category, invite students to offer words. Students can say their words or type them in the chat feature of your online platform. Type the words into the document you're sharing. Have students add the words to their handouts, too. Then explain how to use the Feelings Tracker.
- The next time you meet remotely, have students share their completed Feelings Trackers. Discuss any patterns students noticed. For example, how did their feelings change based on what was happening at the time?

### Please Give Us Feedback

After you've tried out this activity, help us make a better product for educators by taking a quick survey. Access the survey by visiting the link, or scan the QR code with your phone's camera. <https://tinyurl.com/yyxz92fr>





# Tracking Feelings

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Feelings Tracker

**Instructions:** Keep track of your feelings for a day. Try to use specific feelings words. Take notes about what happened when you had each feeling.

**Feelings Word Bank:** Write feelings words you can choose from below.

Happy	Sad	Scared	Surprised	Angry	Disgusted

Date: _____		
Time	Feeling(s)	What was happening
Wake up		
Morning		
Midday		
Afternoon		
Evening		
Before bed		