



# Emotional Literacy: The Gift of Our Feelings

Presented by Laura Lewis-Barr  
January 23, 2010

**PARTICIPANT GUIDE**

**Identifying emotions**

<u><b>Music</b></u>	<u><b>Feeling</b></u>	<u><b>How it feels in my body?</b></u>	<u><b>Time I've felt this.</b></u>

Why is emotional literacy important?

1. Obtain info on your environment internally and externally.
2. Make good decisions for yourself based on your needs.
3. Learn from situations.
4. Be prepared to act effectively.
5. More congruent, which leads to trust
6. More congruent, which leads to health.
7. Develop empathy.
8. Emotions are contagious. (2 hours)

## ***Emotional Literacy: Learning Internal Signals***

**Emotion Purpose/Signal**      **I know I feel this when.....**

**Joy:** Achieving Goals;  
Expanding Possibilities

**Fear:** Uncertainty;  
Powerlessness

**Anger :** Road is Blocked;  
Change Needed

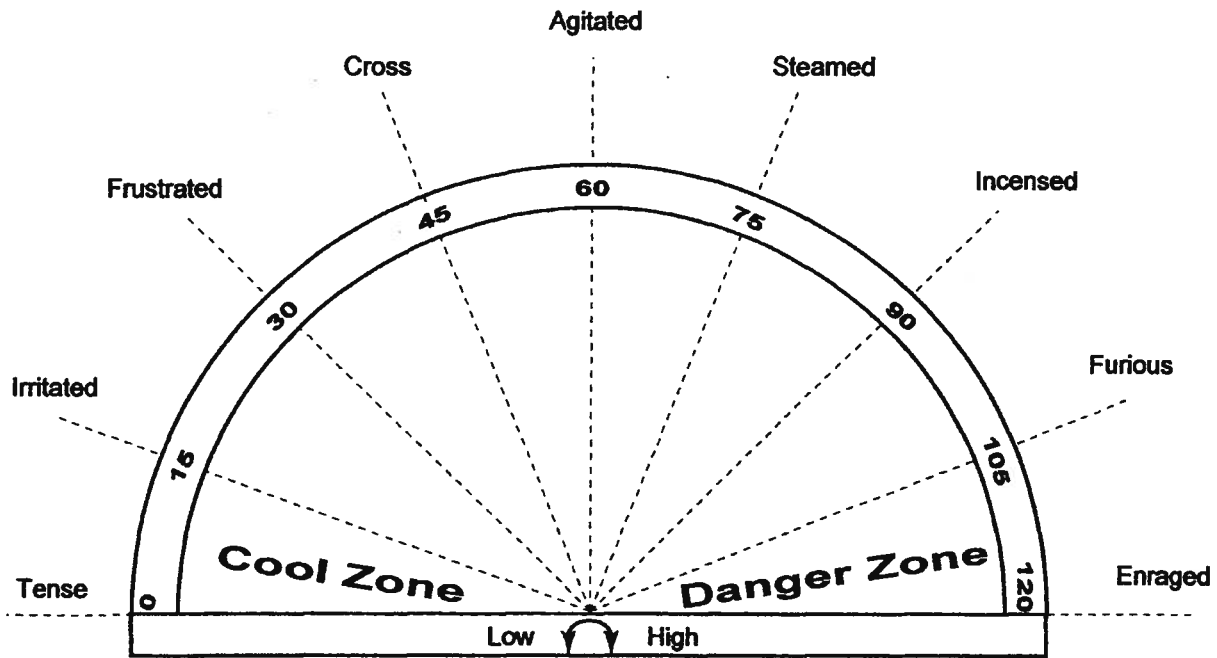
**Sadness:** Not Achieving Goals;  
Something Important is Missing

**Acceptance:** Appreciation;  
Belonging

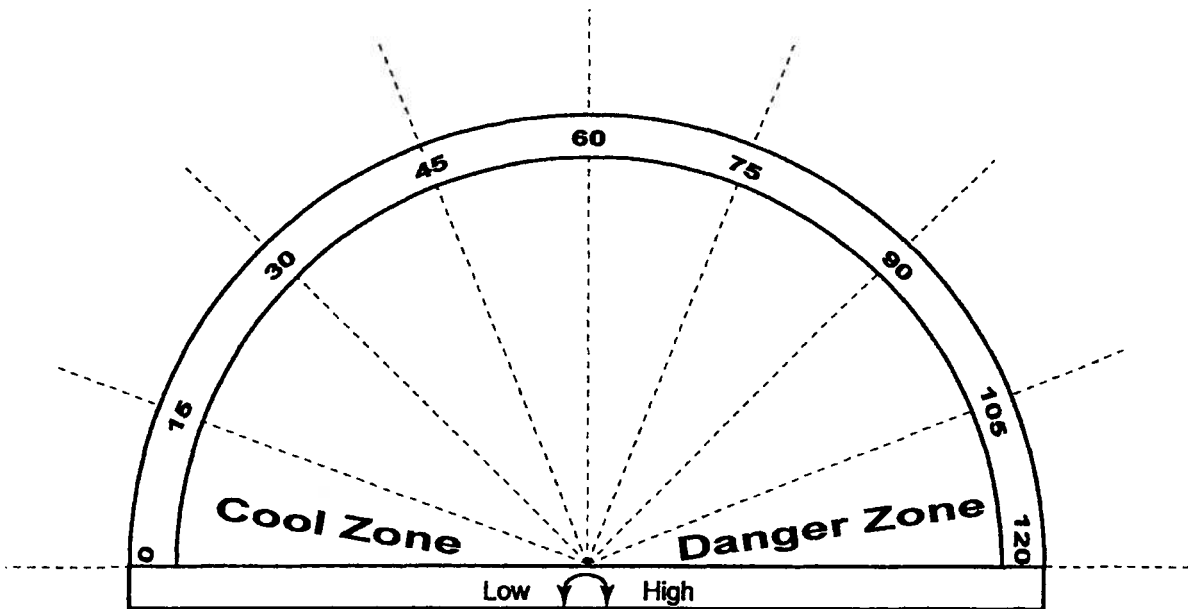
**Anticipation:** Planning Ahead;  
Seeking New Situation

**Disgust:** Something is  
Unacceptable; Reject  
or Move Away

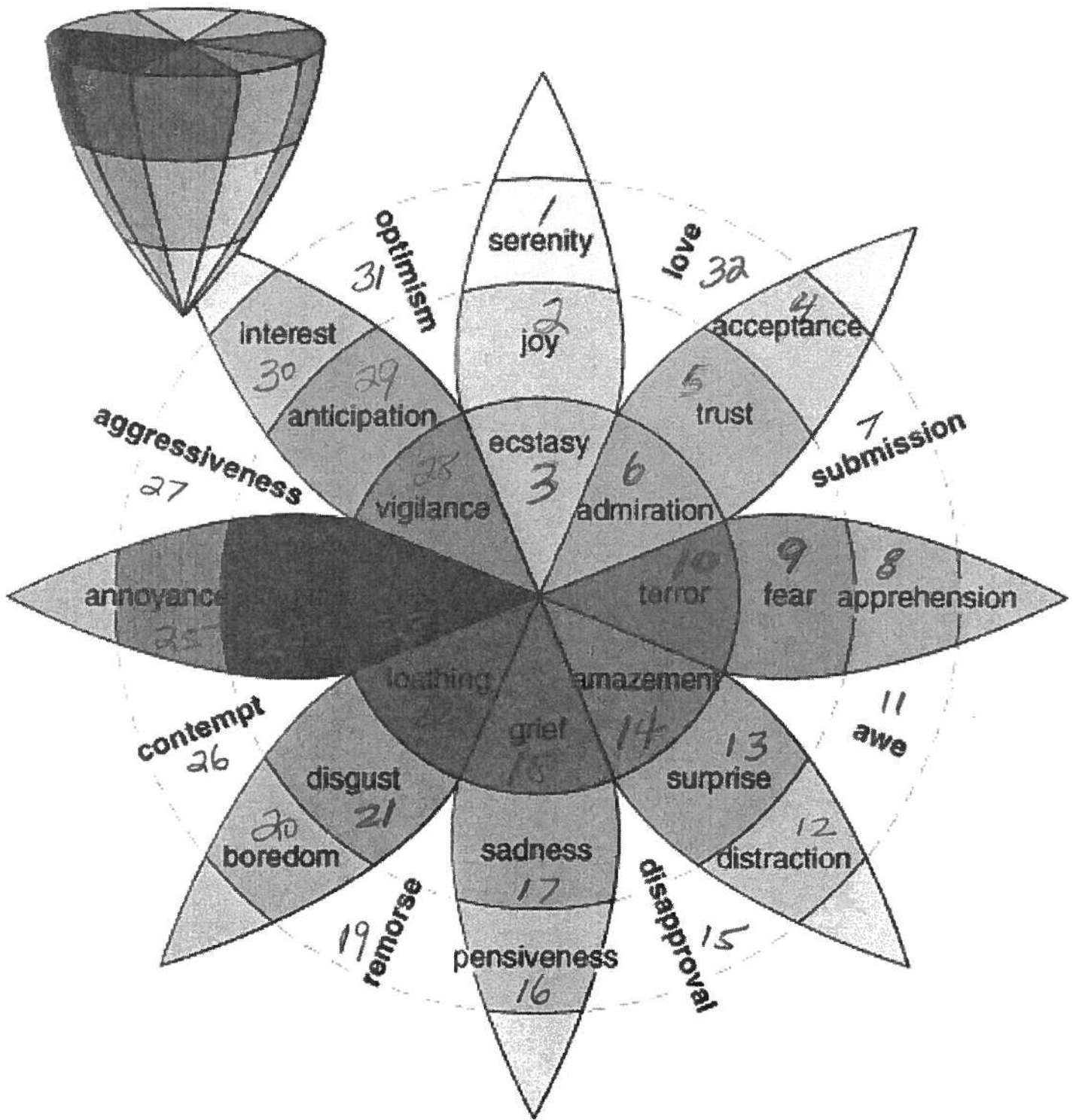
**Surprise:** Reality is  
different than beliefs, Reevaluate



Label: **Anger**



Label:



PLUTCHIK'S FLOWER

## VIE for Feelings

**Validate:** Acknowledge Feeling

**Inventory:** Discover What Happened

**Expand:** Create Multiple Choices

### ***IDEAS I'D LIKE TO TRY:***

### ***THANKS FOR YOUR PARTICIPATION TODAY!***

If you have a thought, question, comment, or story of how this work has affected you, please write me at [LauraLB@training4breakthroughs.com](mailto:LauraLB@training4breakthroughs.com)

### ***ADDITIONAL RESOURCES***

*Teaching Children Empathy, The Social Emotion: Lessons, Activities and Reproducible Worksheets (K-6)* by Tonia Caselman

*Emotional Intelligence* by Daniel Goleman

*Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children* by Linda Lantieri and Daniel Goleman

*Strong Kids, Grades 3-5: A Social and Emotional Learning Curriculum (Strong Kids Curricula)* by Kenneth W. Merrell, Dianna, Ph.D. Carrizales, Laura, Ph.D. Feuerborn, and Barbara A., Ph.D. Guedner

# Vocabulary of Emotions

Happiness	Caring	Depression	Inadequateness	Fear	Confusion	Hurt	Anger	Loneliness	Remorse
Delighted Ebuilient Ecstatic Elated Energetic Enthusiastic Euphoric Excited Exhilarated Overjoyed Thrilled Ticked pink Turned on Vibrant Zippy	Adoring Ardent Cherishing Compassionate Crazy about Devoted Doting Fervent Idolizing Infatuated Passionate Wild about Worshipful Zealous	Alienated Barren Beaten Bleak Bleeding Dejected Depressed Desolate Despondent Dismal Empty Gloomy Grieved Grim Hopeless In despair Woeful Worried	Blenished Bloated Broken Crippled Damaged False Feeble Finished Flawed Helpless Impotent Inferior Invalid Powerless Useless Washed up Whipped Worthless Zero	Alarmed Appalled Desperate Distressed Frightened Horrified Intimidated Panicky Paralyzed Petrified Shocked Terrified Terror-stricken Wrecked	Baffled Befuddled Chaotic Confounded Confused Dizzy Flustered Rattled Reeling Shocked Shook up Speechless Started Stumped Stunned Taken-aback Thrown Thunderstruck Trapped	Abused Aching Anguished Crushed Degraded Destroyed Devastated Discarded Disgraced Forsaken Humiliated Mocked Punished Rejected Ridiculed Ruined Scorned Stabbed Tortured	Affronted Belligerent Bitter Burned up Enraged Fuming Furious Heated Incensed Infuriated Intense Outraged Provoked Seething Storming Truculent Vengeful Vindictive Wild	Abandoned Black Cut off Deserted Destroyed Empty Forsaken Isolated Marooned Neglected Ostracized Outcast Rejected Shunned	Abashed Debased Degraded Delinquent Depraved Disgraced Evil Exposed Humiliated Judged Mortified Shamed Sinful Wicked Wrong
Aglow Buoyant Cheerful Elevated Gleeful Happy In high spirits Jovial Light-hearted Lively Merry Riding high Sparkling Up	Admiring Affectionate Attached Fond Fond of Huggy Kind Kind-hearted Loving Partial Soft on Sympathetic Tender Trusting Warm-hearted	Awful Blue Crestfallen Demoralized Devalued Discouraged Dispirited Distressed Downcast Downhearted Fed up Lost Melancholy Miserable Regretful Rotten Sorrowful Tearful Upset Weepy	Ailing Defeated Deficient Dopey Feeble Helpless Impaired Imperfect Incapable Incomplete Ineffective Inept Insignificant Lacking Lame Overwhelmed Small Substandard Unimportant	Afraid Apprehensive Awkward Defensive Fearful Fidgety Fretful Jumpy Nervous Scared Shaky Skittish Spineless Taut Threatened Troubled Wired	Adrift Ambivalent Bewildered Puzzled Blurred Disconcerted Disordered Disorganized Disquieted Disturbed Foggy Frustrated Misled Mistaken Misunderstood Mixed up Perplexed Troubled	Annoyed Belittled Cheapened Criticized Damaged Devalued Discredited Distressed Impaired Injured Maligned Marred Miffed Mistreated Resentful Troubled Used Wounded	Aggravated Annoyed Antagonistic Crabby Cranky Exasperated Fuming Grouchy Hostile Ill-tempered Indignant Irate Irritated Offended Ratty Resentful Sore Spiteful Testy Ticked off	Alienated Alone Apart Cheerless Companionless Dejected Despondent Estranged Excluded Left out Leftover Lonely Oppressed Uncherished	Apologetic Ashamed Contrue Culpable Demeaned Downhearted Flustered Guilty Penitent Regretful Remorseful Repentant Shamefaced Sorrowful Sorry
Contented Cool Fine Genial Glad Gratified Keen Pleased Pleased Satisfied Serene Sunny	Appreciative Attentive Considerate Friendly Interested in Kind Like Respecting Thoughtful Tolerant Warm toward Yielding	Biah Disappointed Down Funk Glum Low Moody Morose Somber Subdued Uncomfortable Unhappy	Dry Incomplete Meager Puny Tenuous Tiny Uncertain Unconvincing Unsure Weak Wishful	Anxious Careful Cautious Disquieted Goose-bumpy Shy Tense Timid Uneasy Unsure Watchful Worried	Distracted Uncertain Uncomfortable Undecided Unsettled Unsure	Let down Minimized Neglected Put away Put down Rueful Tender Touched Unhappy	Bugged Chagrined Dismayed Galled Grim Impatient Ired Petulant Resentful Sullen Upright	Blue Detached Discouraged Distant Insulated Melancholy Remote Separate Withdrawn	Bashful Blushing Chagrined Chastened Crestfallen Embarrassed Hesitant Humble Meek Regretful Reluctant Sheepish

**Strong**

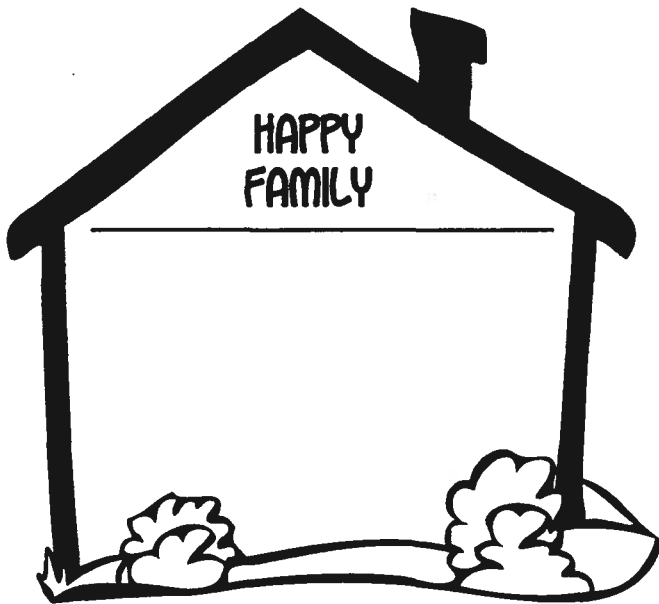
**Medium**

**Light**

# FEELINGS FAMILIES

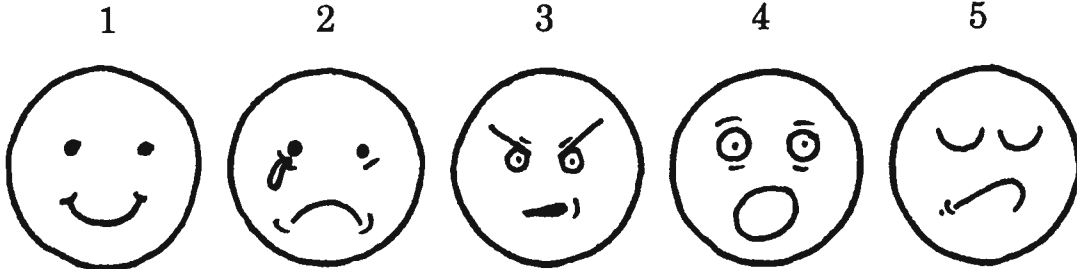
**DIRECTIONS:** Feelings can often times be grouped together because they are similar – kind of like families. Look at the feelings word bank below and then write each feeling word in the family you think it belongs to.

FEELINGS WORD BANK			
glad	tearful	mad	annoyed
depressed	hopeless	pleased	fearful
furious	frightened	cheerful	worried
excited	irritated	afraid	lonely



# Draw a Face

Look at the faces below.



You can tell how each one feels by looking at their faces, can't you? Below are six circles without faces. Under each one is what that person said. You are to try to figure out how this person feels and draw in one of the five faces above. See how well you can do!

A	B	C
"Golly, this sure is fun at the park today!"	"Look out for that car!"	"I'll play by myself, then. Just see if I care!"
D	E	F
"Don't you ever do that again!"	"Her cat ran away and I feel so sorry for her."	"This is the best birthday I have ever had."





## DEALING WITH YOUR OWN ANGER

**To the Teacher:** This lesson can be divided into several lessons. Let students know that expressing anger can be useful. Before using an "I statement" to express anger, saying something positive can help. Positive self-talk can help students become less defensive.

**Objective:** Students will understand how to deal with their own anger in more effective ways.

- Activities:**
1. Distribute two reproducible "Anger Logs" (38-1) and have students fill in one of them.
  2. Subdivide the class into small groups and have students share: What makes them angry? How do they react to anger? How do they deal with different degrees of anger? (Students should have the right to pass.)
  3. Discuss typical ways students handle moderate anger, developing a list on the chalkboard.
  4. Discuss typical ways students handle extreme anger, developing a list on the chalkboard.
  5. Discuss which of the techniques are fair or unfair. (To get at appropriateness, ask, "What are the consequences of this behavior?")
  6. Ask volunteers to present a situation that someone in the group has described as causing extreme anger. (Request that the person offering the situation not be identified.)
  7. Brainstorm ways to effectively handle this situation.
  8. Review "I statements" and ask students to demonstrate the use of an "I statement" to deal with the given situation.
  9. Brainstorm other ways of dealing with anger (e.g., mental self-talk, writing a letter to be ripped up, punching a pillow, running around the block) and add to the sample list of fair ways to handle anger.
  10. Distribute scenarios (39-3) and ask students in small groups to discuss ways to appropriately handle the situation if they were Marge, Frank or Maureen.
  11. Ask spokespersons from each group to summarize ideas.
  12. Assign students the task of filling in a second "Anger Log" based on experiences during the next week for a follow-up lesson.

Name \_\_\_\_\_ Date \_\_\_\_\_ (38-1)

## ANGER LOG

1. Briefly describe a recent situation in which you were really angry.

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How did you deal with it?

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2. Briefly describe a recent situation in which you were extremely angry.

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How did you deal with it?

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3. What usually makes you angry?

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4. How do you usually deal with anger?

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5. Might there be a better way to handle your anger? If so, please describe how you might handle your anger more appropriately.

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## SCENARIOS: HANDLING ANGER (39-3)

Marge had really tried to be Howie's friend, but sometimes it was just too much. Howie's so obnoxious, especially around females, calling them names, patting them on their butts in PE class.

Marge asked, "Howie, why do you say those things?"

Howie responded, "You're so cute when you get angry. . . . What's the matter, babe?"

The word "babe" did it. Marge was absolutely furious.

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Frank was steaming. His brother Rudy had gone off with the car they shared when he had promised Frank he would take a bus to work today.

Rudy knew that Frank really needed the car to pick up Sally at 2. To make matters worse, Frank couldn't get to Sally's house without a car if he tried.

How could Rudy be so mean?

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Maureen really resented her younger sister Phyllis. Phyllis was always borrowing Maureen's clothes. No matter what Maureen said, Phyllis just helped herself to whatever blouse she liked in Maureen's closet.

Unfortunately, Phyllis was the "pretty one" and always received compliments for Maureen's clothes. Whenever Maureen saw Phyllis beaming about the compliments, Maureen burned.

This morning there were no clean blouses left in Maureen's closet as Phyllis slammed the front door to leave for school.

Maureen couldn't wait to catch up with Phyllis and have it out with her.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### I'D PREFER. . .

Life is full of choices. This activity presents some interesting, hypothetical situations and then asks you to make some decisions. Circle your decision and then in the proper space, write at least one reason for your choice. Be prepared to support your choices as you and your classmates discuss these answers.

Would you rather . . .

1. be healthy or wealthy? \_\_\_\_\_  
\_\_\_\_\_
2. be good-looking or athletic? \_\_\_\_\_  
\_\_\_\_\_
3. lose your sight or your hearing? \_\_\_\_\_  
\_\_\_\_\_
4. sing well or play an instrument well? \_\_\_\_\_  
\_\_\_\_\_
5. be smart or athletic? \_\_\_\_\_  
\_\_\_\_\_
6. Be a good parent or an unmarried, successful businessperson? \_\_\_\_\_  
\_\_\_\_\_
7. Win a full college scholarship or tour Europe free for a year? \_\_\_\_\_  
\_\_\_\_\_
8. own a sports car or have a small role on a somewhat popular television program? \_\_\_\_\_  
\_\_\_\_\_
9. hit a home run in the state championship game or win an award for your charity towards the elderly? \_\_\_\_\_  
\_\_\_\_\_
10. be popular or be the student with the highest grade point average in your class? \_\_\_\_\_  
\_\_\_\_\_

# EMPATHY STARTS WITH KNOWING YOUR OWN FEELINGS

## ACTIVITIES:

**Activity 1. *My Feelings Today:*** Distribute copies of the feeling words sheet in Appendix B. Instruct students to sit in a circle. Ask them to identify two (2) feelings that they have had today and the situations that prompted those feelings. Remind students to be good listeners.

**Activity 2. *Guess a Feeling:*** Ask students to break up into groups of three (3) persons. Direct one of the students to write down a feeling word on a small piece of paper. Then have the other two (2) students attempt to guess what the feeling is by each asking 3-5 questions about the feeling (i.e. "Would I feel this feeling if ...." Or "Is this a feeling that I would like to have?" etc.). When the feeling has been revealed, allow the other students in the group to write down a feeling word and repeat the process.

**Activity 3. *Feelings Jenga®:*** Using an inexpensive Jenga® type game, write feeling words on each of the blocks. Appendix B has a list of feeling words that can be used (or feel free to use any others that are important to your group). Then stack the blocks and begin playing like the traditional Jenga game – only this time, when students pull out a block, they must read the feeling word on it and share a time when they felt that feeling. Continue playing until the tower falls.

**Activity 4. *Levels of Feelings:*** Have students differentiate varying degrees of a particular feeling by asking them to show with their bodies "a little <feeling word>," "a medium amount of <feeling word>," and "a lot of <feeling word>." For older students you can use specific words that describe these degrees of feelings (i.e. frustrated/angry/enraged or nervous/scared/terrified or content/happy/excited, etc.).

**Activity 5. *The Feelings-Body Connection:*** Ask students to stand. Instruct them to follow a set of verbal directions to create specific facial expressions, gestures, movements and body positions. When the instructions for each set is complete, give students permission to call out the emotion that is connected with those physical sensations.

- **SET 1:** Slump your shoulders. Hang your head. Turn the corners of your mouth down. Make your eye brows frown. Make your body feel heavy. Move slowly. (sad)
- **SET 2:** Put your hand on your stomach. Wrinkle your nose. Stick your tongue out so that it is flat. Turn the corners of your mouth down. (disgusted)
- **SET 3:** Stand up really straight. Turn the corners of your mouth up. Make you body feel light. Walk with a "bounce" in your step. (happy)
- **SET 4:** Squint your eyes. Clench your teeth. Make your muscles tight all over your body. Make your hands into fists. (angry)
- **SET 5:** Open up your eyes really wide. Raise your eyebrows. Smile. Freeze your body but move your head backwards. (surprise)
- **SET 6:** Close your eyes. Make your muscles tight. Draw your arms and hands up close to your chest. Shake a little. (scared)