

## Lesson Plan - What do my feelings look like?

**Purpose :** By becoming aware of how we perceive our feelings, we can understand them better. This understanding is the initial step in learning to manage our emotions effectively.

**Equipment needed:** Pencil, paper, computer, projector, [Pre-Learning Survey](#)

**Lesson timings (50 minutes):** The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

Pre-Work Teachers Students : Complete the <a href="#">Pre-Learning Survey</a> before or at the start of the lesson. Make a note of your responses so you can see if there is a shift in your thinking by the end of the topic.		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other.  Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	Remind learners how a classroom that explores CfL topics needs to look, feel and sound.
Check-In Whole group (5 mins)  How are you feeling?	Invite students to use the Emotion Wheel to find how they feel. Ask them to find the best word for their feelings by: <ul style="list-style-type: none"> <li>● Starting on the inside of the wheel</li> <li>● Finding the word that best fits how they feel</li> <li>● Say the feeling to themselves</li> </ul>	Teacher may like to model how this works by thinking aloud as they use the wheel
Warm-Up Whole Group (15 mins)  Name that emotion!	Introduce students to the idea that emotions often have colours and shapes in our mind. We are going to bring out attention to what emotions look like for us. <ul style="list-style-type: none"> <li>● Discuss which colour(s) is associated with the emotions listed.</li> <li>● Decide which of the 6 emotions shown could be represented by the shapes on the slide.</li> </ul>	
Main Activity Individual/Pairs/Groups of 8  (25 mins)  Imagining emotions	Students will select an emotion themselves. Encourage them to: <ul style="list-style-type: none"> <li>● Imagine its shape and colour.</li> <li>● Draw the emotion</li> <li>● Ask their partner to guess which emotion it is.</li> </ul> <p>Get together and create a mural of feelings.</p> <ul style="list-style-type: none"> <li>● Groups of 8 put their drawings together and discuss them using the supporting dialogue guide on the slide.</li> </ul>	Encourage conversation prompts such as "how did you show calm so perfectly?" "I have never thought of excitement as looking like that?"

<p>Reflection Individual/Whole class (10 mins)</p> <p>Debrief</p>	<ul style="list-style-type: none"> <li>● Walk around and view the class murals</li> <li>● Look at all the feelings and the different ways we think of them.</li> </ul> <p><b>Group discussion:</b></p> <ul style="list-style-type: none"> <li>● How can art help us understand our feelings?</li> <li>● Can art help us understand our classmates' feelings?</li> </ul>	
<p>Check Out (5 mins)</p>	<p>Students can observe the learning cycle experience and decide how they can use this exploration of emotions in their lives.</p>	

\*Most CfL activities work best when the teachers join the students and do the activity with them.