

Segment: Self-Awareness

Lesson Title: Lesson 2: The Emotions Wheel

Grade Band: 6-12

Approximate Time to Complete: 20 minutes plus 10 minute extension

Objectives: Students will be able to describe and understand how people react differently to the same situation.

Materials/Set up:

- Emotions Wheel handout (one for each group)
- Markers or chips to place on the wheel (one for each group)

Overview

Emotions are a natural part of our daily lives. Different situations give rise to different emotions. When appropriately handled emotions help build empathy and relationships. When not managed, emotions cause discord, disappointment, and potentially harm to oneself or others.

Teacher note: Each emotional response is as valid as another. Be sure to legitimize the variety of responses. Explain that everyone reacts differently to the same life situations because we have different personalities and experiences. There is no correct or incorrect emotion.

Instructional Plan

1. Divide the class into groups of 4 or less.
2. Distribute “The Emotions Wheel” handout and markers or chips.
3. Introduce the exercise, “We’re going to play a game to learn more about emotional reactions people can have to different situations. I will read stories that describe interactions between people. Place your marker/chip on the wheel to indicate what you think the main character is feeling.”
4. Read the scenario and let the group discuss and identify the emotion.

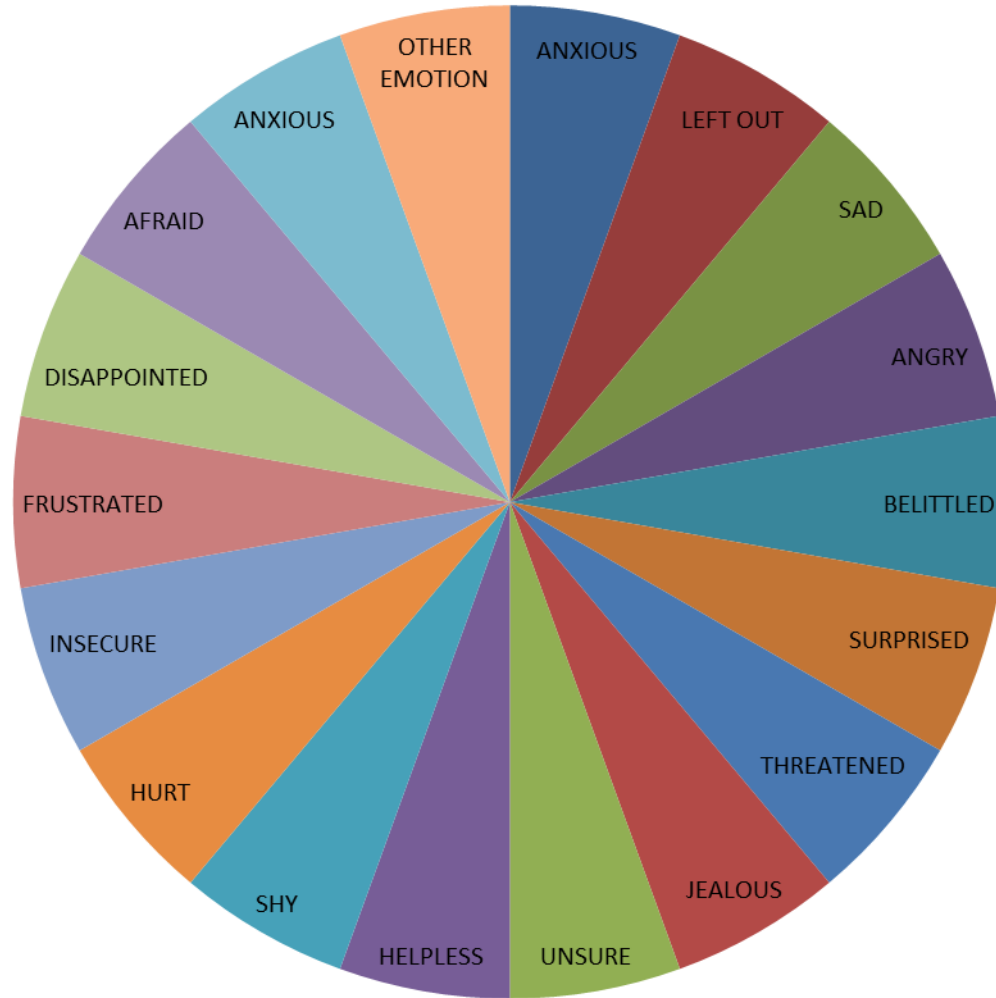
5. After each scenario ask: (1) What emotions did your group think were involved? Did each member of your group select the same emotions? (2) Is it possible for people to have different feelings about the same situation? How do you explain that?
6. Work through as many of the following scenarios as time permits.
 - a) Jesse walks into a movie theater and sees a group of boys he knows from school. When he walks over to join them, one of the boys whispers – just loud enough for Jesse to hear – “Oh no. Here comes Jesse, the wimp.” What might Jesse be feeling?
 - b) Wanda and Carlo have been dating for about two months. Wanda has told him about Michael, her previous boyfriend. One day they’re at McDonald’s and Michael comes over and asks to sit down. Carlo sees them. What might Carlo be feeling?
 - c) Jamal and his younger brother, Julian, are playing checkers. Their father comes in and sits down beside them to watch the game. Jamal makes a bad move and his father says, “Why don’t you think before you make a move like that again?” How might Jamal be feeling?
 - d) Carla and Antoff worked on a science experiment together, but Antoff didn’t do his share of the work. Carla later overhears him tell the teacher how hard he worked. How does Carla feel?
 - e) Sylvia’s car breaks down and she comes over for help. Minh would really like to lend a hand, but he tells her he doesn’t know anything about cars. Sylvia responds by saying that she thought all guys could fix cars. What feelings might Minh have?
 - f) A few classmates come up to Sandeep to tell him he should run for Student Body President this year. That’s the last thing he’s expecting to hear! He doesn’t think he’d stand a chance, so he mumbles, “I don’t think so, but thanks anyway.” What does Sandeep feel?
 - g) Pierre comes home from school and his mother tells him the family dog was hit by a car. The vet said it would cost over \$500 to operate so they decided to put Spot down. How would Pierre be feeling?
 - h) Margaret is sitting in the dentist’s chair. What might Margaret be feeling?

- i) It's Delton's thirteenth birthday. He wakes up before his alarm and he's really excited. He turns on the TV until his mother gets up. When she does, she scolds him for watching TV so early. He replies, "Well, don't you have anything nice to say to me today?" She looks at him blankly and says "Don't talk to me that way." What is Delton feeling?

Extending the Lesson (10 minutes)

1. Tell students to pick 3-4 emotions on the emotions wheel and use their cell phones, computers, or other devices to take digital photos of themselves expressing the emotions. The photos should only involve facial expressions and body language (no writing, talking, or other props).
2. Print the photos or email them to the teacher, with the represented emotion identified, to share with the class.
3. Review the photos and discuss the universality of emotions and emotional responses and how much individuals can communicate without using words.

EMOTIONS WHEEL



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