

Naming and Nurturing our Emotions

Learning Intention

I can demonstrate active listening at the carpet.

I can use a variety of feeling words.

I can sometimes recognize my emotions and recognize that I play a role in my well being.

Criteria

- ❖ Students can respectfully engage with the read aloud and their peers.
- ❖ Students can explain how they feel when experiencing certain emotions.
- ❖ Students can brainstorm strategies to help them manage various feelings and emotions.

Inquiry Question

How do my emotions affect everything around me? (My relationships with family and friends, my school community, and myself).

Big Ideas

- ❖ **ELA:** Stories and other texts connect us to ourselves, our families, and our communities

Curricular Competencies

- ❖ **ELA:** Use personal experience and knowledge to connect to stories and other texts to make meaning
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Content

- ❖ **ELA:** Metacognitive Strategies (thinking and talking about learning to develop awareness of self as a reader and writer)
- ❖ **ELA:** Reading strategies (illustrations and prior knowledge to predict meaning)

Core Competencies

Personal Awareness and Responsibility

- We will discuss and reflect on factors that affect their emotions and well-being
- Explore how emotions affect our daily lives
- Explore strategies that help foster resiliency

First People's Principles of Learning

Learning requires exploration of one's identity.

LEARNING EXPERIENCE PLAN

Materials/Resources

- ❖ In My Heart: A book of Feelings by Jo Witek.
- ❖ Chart paper
- ❖ Student journals
- ❖ Post-it notes
- ❖ Crayons or coloured pencils

Supporting Diversity

Students are given the opportunity to represent their learning orally during the discussion period, as well as through writing and drawing/colouring to accommodate a variety of needs.

The Plan

Connecting

1. Gather students on the carpet.
2. Use chart paper to brainstorm a list of different emotions students may feel.
3. Ask, “hook” questions prior to reading the story.
 - How are your classmates feeling today?
 - Why is it important to listen to our emotions?
 - What do you think our story is about?

Processing

1. Read the story “In My Heart: A book of Feelings”, by Jo Witek.
2. During read aloud, pause and reflect on certain emotions.
 - Make connections by asking students to show thumbs up if their heart has ever experienced that feeling/emotion (brave, sad, happy etc.).
3. Introduce journal activity where students will be able to connect the story to their own experiences.
4. Write and/or draw about how your heart is feeling today. What do you do when you are feeling this emotion?
5. Remind students that they have 20 minutes to complete this activity.
6. Check in using thumbs up/thumbs down before they return to their tables.

Transforming & Personalizing

1. To close this lesson, give each student a post-it note to write down what makes their heart happy on a post-it note (without names) and place it at the front of the class.
2. Post student’s feelings on to the chart paper “What makes my heart happy”.
3. Debrief and reflect on each other’s happiness as a class.

→ This lesson is a reminder to students that It is important to name and nurture our emotions. All of us experience different emotions every day and these emotions are always changing. By listening to our heart and bodies, we can work toward positively impacting our wellbeing, as well as those around us.

REFLECTING ON THE LEARNING

Notes for the Future

How did it go? What did you notice/learn? What do you need to take into account moving forward?