

OSKAR AND THE SHOCKINGLY BAD INTERNET CONNECTION



What Am I Feeling?

Grade Levels: K-5

SEL Focus – Self awareness, self management

TEKS

- THEATRE – Knowledge and Skills Section 1: Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.
- ELAR – Knowledge and Skills Section 3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking --vocabulary.

OBJECTIVE

- Students will identify how emotions manifest in their daily lives through embodying different emotions.
- Students will build awareness of how emotions affect their interactions with others and will learn to establish more healthy patterns of behavior.

MATERIALS

Black or white board; chalk or dry erase markers, or virtual substitutes.

PROCEDURE

1. Divide the board into three columns. Place one of following words at the top of each column. For students with more advanced vocabularies, use additional words from the list at the end of this document.

Scared

Sad

Angry

2. Socially distanced, instruct your students to create frozen pictures or statues with their bodies for each of the emotions listed on the board. Students may work individually or in small groups.

3. Have students share their frozen pictures with the rest of the class. As they watch, ask students to share what they see. Make sure they are specific with their observations (e.g., “Sally is slumping and frowning. She looks sad.”).

4. Return to the board with the columns Scared, Sad and Angry. You can write in each column ask students to come up to the board to list words, phrases, or images that describe each emotion. Write or draw these words, phrases, and images on the board in each column. Or if you are in a remote classroom, they can draw in a journal.
5. After a word, phrase, or image is added, ask students to share an example from their life of when they felt that emotion. If a student gives a broad example (e.g., "I get mad when I can't go to the swimming pool"), ask him or her to verbalize specific reasons (e.g., "I hate to sit around all day, especially if it's hot" or "I want to become an Olympic swimmer and need to practice").
6. Building on the examples students share from their lives, discuss how emotions make people act certain ways.
7. Share strategies on how students can make better decisions when emotions get the best of them.

ADDITIONAL WORD OPTIONS

Alone	Angry	Awkward	Bad
Bored	Blissful	Confused	Cranky
Confused	Depressed	Distant	Empty
Silly	Fair	Friendly	Gentle
Greedy	Hate	Hurt	Inferior
Joy	Kind	Lazy	Left Out
Neglected	Pleased	Powerful	Rejected
Respected	Stubborn	Small	Startled
Tense	Troubled	Tired	Unkind
Zesty			