

ACTIVITY DURATION:

- **Prep Time:** 10-15 minutes
- **Implementation Time:** 15-20 minutes

WHAT ARE YOU FEELING?

ACTIVITY OVERVIEW:

Middle school comes with a lot of change and growth, both light and heavy. Some of these include changes during puberty, learning to manage responsibilities, maintaining relationships, and more. In all of these different situations and experiences, feelings and emotions can become overwhelming.

For some middle schoolers, these overwhelming feelings can be hard to communicate due to limited awareness of certain words and verbiage. Sometimes feeling mad can be more than just being mad. It can really be frustration or disappointment. Feeling happy can actually be excitement or joy. And sometimes how we're feeling emotionally also gets expressed physically. We cry when we're sad, we smile when we are elated, and the list goes on. And when we don't know how to convey our feelings it can make it hard for us to process and handle those feelings. It can also make the feeling even more intense or seem out of our control.

In this activity, ***What Are You Feeling?***, we want to provide students with words and tools to help them express and process their emotions. Students will construct a feelings wheel that they can utilize to help them identify and articulate their feelings with different words and physical responses, and create a list of ways they can process and handle them, too.

SUPPLIES:

- **Students will need:**
 - A printout of the **What Are You Feeling? Worksheet***
 - Pencil or Pen
- **Teachers will need:**
 - Copy of **What Are You Feeling? Example Worksheet***
 - **Feelings List***
 - **Physical Feelings List***
 - **What Can I Do? List***
 - Whiteboard/Chalkboard or Projector Screen and Writing Tools

*TWLOHA Provided

ACTIVITY PREP INSTRUCTIONS:

1. **Decide what day you will be implementing the activity with your students.**
2. **Gather your supplies.**
 - On the last few pages of this document, you will find the ***What Are You Feeling? Worksheet***. Print out a copy for each of your students to have as well as a copy for yourself. If your school utilizes computers or tablets, provide a downloadable copy they can fill out on a device.
3. **Make sure to read through all of the instructions beforehand.**
 - In the supplies section, you will see the ***Feelings List***, ***Physical Feelings List***, and ***What Can I Do? List***.
 - Each list corresponds with a specific section of the ***What Are You Feeling? Worksheet*** that students will fill out. **Students do not need copies of these lists but instead, you, the teacher, will need to project them onto a screen or write them out on a whiteboard for students to view.** These lists can be found on the last few pages of this document.
 - Take some time to familiarize yourself with the ***What Are You Feeling? Worksheet*** and ***What Are You Feeling? Example Worksheet***. You can see from the example worksheet what it will look like for students to complete their own.

ACTIVITY INSTRUCTIONS:**Beginning the Day & Introduction:**

On the day that you implement the activity, you'll want to have a copy of the worksheet and each of the lists ready to be projected onto your screen.

Once students are in class and ready for the activity, pass out a copy of the **What Are You Feeling? Worksheet** to each student and have them take out a pencil or pen to write with.

Then, introduce the activity to your students. You can use the following to help:

Today, we are going to be talking about feelings. Feelings are a natural part of who we are as people and we can experience a variety of them throughout our day and our entire lives. Sometimes those feelings can be hard to communicate. And when we don't know how to communicate how we are feeling it can make things more intense or feel out of our control.

Sometimes you don't even know how or why you feel a certain way. Feelings can happen for a lot of different reasons and because of a variety of factors. Sometimes feelings arise due to something that has happened, sometimes they're caused by our surroundings, sometimes they're brought on by our mental health, or sometimes we feel a certain way just because.

*So, today, we are going to be filling out a **What Are You Feeling? Worksheet** to help us learn how to identify our feelings and what words we can use to describe them. We are going to explore how we can use specific words to express and convey our feelings, how our feelings might show up physically, and what we can do to care for ourselves while experiencing emotions that might be a lot to process. We will be focusing on six core feelings: **happy, sad, angry, calm, excited, and scared.***

The goal of this activity is to give you a tool that you can use whenever you need to identify or communicate how you are feeling and what you can do to take care of yourself in the process.

ACTIVITY INSTRUCTIONS (CONTINUED):**Filling out the What Are You Feeling? Worksheet:**

For this activity, you will be working with students to fill out three sections on their worksheet. Each section has a corresponding list that you will need to project on a screen or write on the blackboard.

Sections 1 and 2: Students will be filling in a wheel that we like to call the “*Feelings Wheel*.” On the wheel, you will see that the center section has six different words that are commonly used to describe feelings: *happy, sad, angry, calm, excited, and scared*. These will be the core feelings we will focus on throughout the activity. Then, around the center of the wheel, you will see a series of rings labeled with a faint 1 or 2. Rings labeled 1 are part of Section 1 of the activity. Rings labeled 2 are part of Section 2 of the activity. Section 1 will be finding different words to describe the core feelings and Section 2 will be finding words that might express the core feeling with a physical response. The goal of this part of the activity is to provide students with a tool to help them identify and articulate their feelings with words that are more specific to the emotion they’re experiencing.

Section 3: Students will be filling in a box at the bottom of the worksheet titled “*What Can I Do?*”. Students will be creating a list of things that they can do to manage and process their feelings. The goal of this section is to help students have tangible processes to manage and process their feelings.

SECTION 1 - FILLING IN THE FEELINGS SECTION WITH THE FEELINGS LIST

1. For completing the first section of the wheel, you will need to have the **Feelings List** projected onto your screen.
2. To begin filling out the worksheet you will start at the center of the wheel with the six feelings: *happy, sad, angry, calm, excited, and scared*. (Each core feeling has its own piece of the wheel.)
3. Expanding out from the center of the wheel you will see a series of rings labeled with the number 1. Each core feeling has its own section within the rings and its own allotted spaces to be filled in.
4. Students will fill out each of the empty 1 spaces with words from the **Feelings List** that they think can be used to describe, express, or communicate that core feeling.*
 - Example: Starting with the happy section, a student might find a word like “joy” from the **Feelings List** because they think it can describe feeling happy. That student would then write the word “joy” in one of the empty rings numbered 1 in the happy section.
 - To help students out, there is an example word listed for each of the core feelings in **Section 1**, so students only need to find two words per core feeling.
5. To help students understand the purpose of filling out this section, you can use the following:

While we use words to describe how we feel, sometimes it can be hard to communicate or define exactly what they are. We know that sometimes feeling mad can be more than just feeling mad. It can be frustration or disappointment. Sometimes feeling nervous can be anxiety or maybe even fear. Feeling happy can actually be described as excited or joyful. And feeling sad can also mean being discouraged or let down.

*Sometimes we need more words to help us describe how we really feel. So to help us learn more ways to communicate our feelings and expand our vocabulary, we will be identifying words that can be used to describe, express, or communicate each of the core feelings at the center of the wheel. Using the **Feelings List** that is projected on the screen, you will need to find two words for each of the core feelings and write them in the spaces labeled with a number 1. There is a space already filled in for each core feeling with an example word to help you get started.*

****Please note that there are no right or wrong words to use to describe feelings, everyone has a different interpretation of feelings.***

SECTION 2 - FILLING IN THE PHYSICAL FEELINGS SECTION WITH THE PHYSICAL FEELINGS LIST

1. After completing **Section 1** of the wheel you can move on to **Section 2**. For this section, you will need the **Physical Feelings List** projected onto your screen or written on the blackboard.
2. Sometimes our feelings can be expressed or felt through a physical response. Similar to **Section 1**, students will work to find physical feelings that can be used to describe, express, or communicate the core feelings.
3. Expanding out further from the center of the wheel you will see a series of rings labeled with the number 2. Each core feeling has its own section in the rings and its own allotted spaces to be filled in.
4. Using the **Physical Feelings List**, students will fill out each of the two empty spaces with words from the list that they think can be used to describe, express, or communicate that core feeling.*
 - Example: For a word that can be used in the happy section of the wheel, a student might find a word like "smile" from the **Physical Feelings List** because they think it can express the physical feeling of happiness. That student would then write the word "smile" in one of the empty rings labeled with a number 2 in the happy section.
 - To help students out, there is an example word listed for each of the core feelings in **Section 2**, so students only need to find two words per core feeling.
5. To help students understand the purpose of filling out this section you can use the following:

*Not only do we express these feelings emotionally, but we might also find ourselves expressing them physically. When we are happy or joyful we might smile. If we are feeling nervous or anxious, our hands might get sweaty. If we are angry, we might frown or turn red in the face. Filling in this wheel will help us identify how we might physically experience those feelings, too. Using the **Physical Feelings List** that is projected on the screen, you will need to find two words for each of the core feelings and write them in the spaces labeled with a number 2. There is a space already filled in for each core feeling with an example word to help you get started.*

****Please note that there are no right or wrong words to use to describe feelings, everyone has a different interpretation of feelings.***

SECTION 3 - FILLING IN THE WHAT CAN I DO? SECTION WITH THE WHAT CAN I DO? LIST

1. Once you have completed the wheel, you will then move on to **Section 3** at the bottom of the page. This section is a checklist titled **“What Can I Do?”** You will need the **What Can I Do? List** projected onto your screen for this section or written on the blackboard.
2. We know that feelings can sometimes feel difficult to manage or process. In this section, students will list different practices and things that they can do to take care of themselves when their feelings become hard to handle.
3. Using the **What Can I Do? List**, students will find three ways to practice managing and processing their feelings and write them in the bulleted list within the **“What Can I Do?” Section**. We know that most of the practices will be in response to negative feelings, but we encourage you to see how the practices can also work for more positive feelings as well.
 - To help students out, there is an example practice listed within the bulleted list.
4. To help students understand the purpose of filling out this section, you can use the following:
 - *Now that we have expanded our vocabulary and identified different physical feelings for our emotions, we want to spend some time exploring ways to take care of our feelings and emotions. We know that sometimes feelings can feel big and difficult to manage or process. When they feel difficult to process they can make us tired, upset, or maybe even feel out of control. So, we will also be figuring out ways to process and check in on our feelings. Using the **What Can I Do? List** on the screen, you will find three things that you can do to help manage or process your feelings. You will write one for each bullet point in the box at the bottom of your worksheet titled **“What Can I Do?”** There is a bullet point filled in to help you get started.*

If your students get stuck at all while trying to complete their wheel, you can ask them something such as, *“What might be causing this feeling or reaction?”* When we don't know why we might feel a certain way, discovering what might be causing it can help us to communicate how we are feeling and how we can take care of ourselves. Students might also be surprised to learn that some words or phrases can represent many different types of feelings, as you can see by the provided lists that some categories have the same words included. So be available to explain to students how or why a word can represent more than one feeling. If they get stuck while trying to decide on what they would like to do to manage or process their feelings for the **“What Can I Do?” Section**, you can ask them something such as, *“What is something that you would like to do to help you feel better?”* Students may need help in understanding what it means to process their feelings, so be ready to answer any questions they might have.

While your students are filling out their worksheet, we recommend that you also participate by creating your very own wheel—even as adults, feelings can be hard to convey.

ACTIVITY INSTRUCTIONS (CONTINUED):**Wrapping Up:**

After everyone has completed their worksheet, ask students what they thought of the activity.

Did you learn anything about feelings?

Were you surprised by any words?

Do you have a better understanding of what feelings are and how to communicate them?

When would be a good time to utilize your feelings wheel?

Take some time to talk about the activity and explore what it means to feel any of the feelings or explain further what they are or how to practice processing them.

Finally, encourage students to utilize their worksheet whenever they need it. Keep it in a folder or take a photo of it so it can be easily accessed. Encourage students to reference the wheel whenever they find it hard to explain or identify what they're experiencing.

TAKING IT A STEP FURTHER

If you are looking to continue this activity and conversation, we recommend making a Feelings Wheel for the classroom to complete together. You can make a larger one on a poster board to put up on a wall or simply have it attached to a bulletin board.

FEELINGS LIST

JOYFUL	HOPEFUL	GLUM
CONFIDENT	CHILL	BORED
CHEERFUL	AFRAID	TIRED
GLAD	NERVOUS	BETRAYED
ACCOMPLISHED	HELPLESS	JEALOUS
THANKFUL	WEAK	ANNOYED
CHIPPER	ANTSY	LET DOWN
HURT	TENSE	HUMILIATED
LONELY	JITTERY	FRUSTRATED
FRAGILE	FRIGHTENED	UPSET
GUILTY	STRESSED	GROUCHY
EMBARRASSED	ANXIOUS	GRUMPY
DISAPPOINTED	WORRIED	IRRITATED
ABANDONED	SURPRISED	ENRAGED
EMPTY	NERVOUS	RELAXED
LOW ENERGY	THRILLED	DON'T FEEL STRESSED
BLUE	OPTIMISTIC	FINE
SAD	ENTHUSIASTIC	PEACEFUL
DOWN	BRAVE	CONTENT
GRIEVING	ENERGETIC	

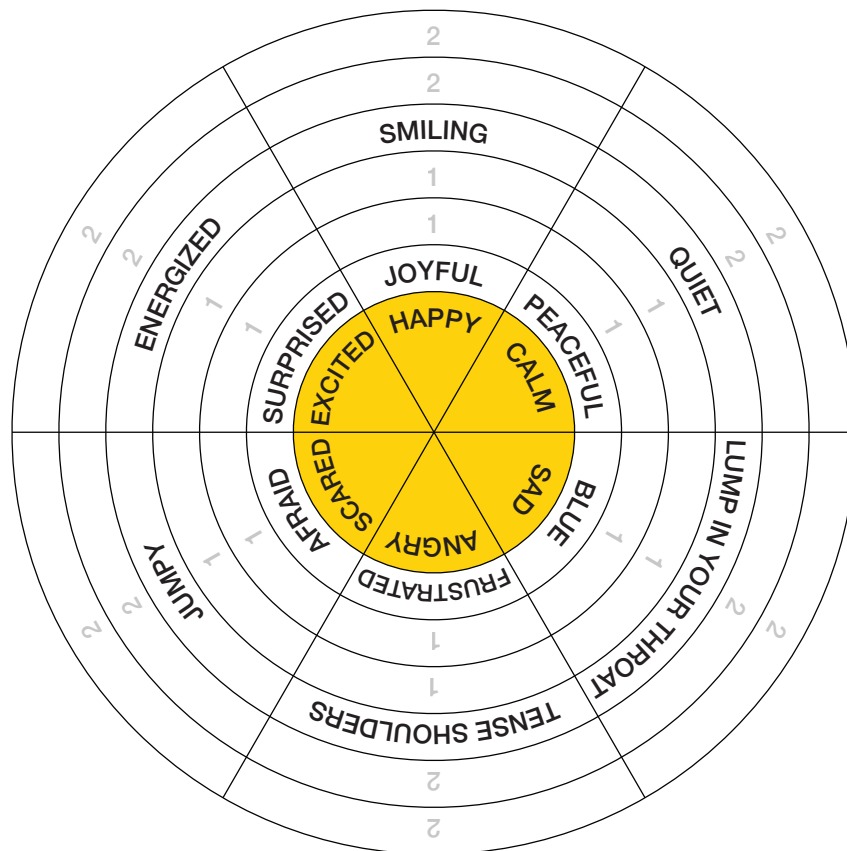
PHYSICAL FEELINGS LIST

SWEATING	HARD TO STAY AWAKE/TIRED	GOOSEBUMPS
CLENCHED JAW	STOMACH ACHE	WEAKNESS IN LEGS
CLENCHED FISTS	BUTTERFLIES IN THE STOMACH	STRUGGLING TO TAKE A DEEP BREATH
SHAKY	FACE FEELS HOT OR FLUSHED	DIZZY
SMILING	CRYING	TWITCHING EYELIDS
JUMPY	FIGHT OR FLIGHT	RINGING IN EAR(S)
HUNCHED OVER	ENERGIZED	HARD TO FOCUS
SHOULDERS SCRUNCHED UP	LUMP IN YOUR THROAT	HEARTBURN
DANCY	BRAIN FEELS LIKE IT'S CONSTANTLY MOVING/ RACING THOUGHTS	HEARTACHE
QUIET	WARM HEART/WARM FUZZY FEELINGS	LAUGHING
RESERVED	TIGHTNESS IN YOUR CHEST	HEADACHE
SHY	FROWNING	BOUNCING LEG
TENSE SHOULDERS	HEAVY EYES	BITING CHEEK
HARD TO SIT STILL/RESTLESS		BITING NAILS
CAN'T GET A GOOD BREATH		TAPPING ON DESK

WHAT CAN I DO? LIST

- TAKE DEEP BREATHS - IMAGINE YOU ARE BLOWING A DANDELION OR TWO
- GO FOR A WALK
- COLOR
- ASK YOURSELF: WHAT MIGHT BE MAKING ME FEEL THIS WAY?
- KEEP ON KEEPING ON (IF FEELING GOOD)
- DANCE
- TALK TO TRUSTED A FRIEND, FAMILY MEMBER, OR ADULT
- JOURNAL OR WRITE ABOUT HOW YOU'RE FEELING
- PLAY A FAVORITE GAME
- LISTEN TO YOUR FAVORITE SONG
- IDENTIFY WHAT IS MAKING YOU FEEL THE WAY YOU FEEL
- TOUCH SOMETHING COLD (LIKE ICE) TO PULL YOU OUT OF THE FEELING AND GROUND YOU
- CHANGE YOUR ENVIRONMENT— MOVE TO A NEW SPACE OR WALK AROUND FOR A BIT
- READ YOUR FAVORITE BOOK
- GET A DRINK OF WATER
- CALL/TEXT A FRIEND OR FAMILY MEMBER
- PET A DOG/CAT/ANIMAL
- STRETCH
- PLAY MUSIC
- TAKE A SHOWER
- HAVE A SNACK
- DO SOMETHING NICE FOR SOMEONE
- SPEND SOME TIME OUTSIDE
- CRY
- TAKE A NAP
- JUMP UP AND DOWN

- Starting with the wheel on your worksheet, at the center of it you will find six different words that are commonly used to describe how we might feel: *happy, sad, angry, calm, excited,* and *scared*. These will be our **core feelings**, and each core feeling has its own section of the wheel. Around the core feelings, you will find a series of rings that expand out that are labeled with a **number 1** or a **number 2**.
- Using the **Feelings List** projected/shared by your teacher, you will start by filling in the rings labeled with a *number 1*. **You will be finding two words for each of the core feelings that you think describe or express that feeling.** Each core feeling has an example word to help you get started.
- Using the **Physical Feelings List** projected by your teacher you will start by filling in the rings labeled with a *number 2*. **You will be finding two words for each of the core feelings that you think describe a physical sensation for that feeling.** Each core feeling has an example word to help you get started.
- Using the **What Can I Do? List** projected by your teacher, you will fill in the box at the bottom of your worksheet labeled "What Can I Do?". **You will be finding three different things to help you process or care for your feelings. Write one thing for each bullet point.** There is an example listed to help you get started.



WHAT CAN I DO?

- *Take deep breaths - Imagine you are blowing a dandelion or two.*
