



SELF-AWARENESS



Me-Moticons



TEACHER NOTES

This home activity provides students with an extended period of time in which to think privately about their own emotions, and then, through an enjoyable art activity, to share with trusted friends or family before sharing at school.

Me-Moticons are designed to expand your students' "feelings vocabulary." As they refine their language around feelings, they are likely to become more effective at responding to their emotions. For example, being able to distinguish between annoyed and furious, rather than naming both of those very different feelings as "mad," gives more information on which to rely when deciding what strategies to use before reacting. (Self-talk or walking away might suffice if one is annoyed, while focused breathing or reaching out to an adult might be necessary if one is furious.)



DURATION: Monday to Monday (or Friday to Friday) assignment

GOALS: [Teacher and Student Goals](#)

MATERIALS:

- [Parent Information Note](#)
- Two-sided homework handout [side 1](#), [side 2](#)
- 12 x 18 construction paper (or paper appropriate to your group)



ADAPTATION

If it feels more appropriate to your students' family boundaries, you might choose to direct students to focus on feelings they've experienced at school, or that they have about school.



EXTENSIONS

- Read *Double-Dip Feelings: Stories to Help Children Understand Emotions* by Barbara S. Cain and lead a class discussion centered around the many times in life that people have multiple feelings at the same time.
- Create a "feelings-word wall" by having each student contribute at least one emotion word from their poster. Add to it throughout the year to continue refining and expanding their feelings vocabulary.



SELF-AWARENESS

Teacher / Student Goals

Self-Awareness: A child's realistic understanding of her/his strengths and challenges, with a consistent desire for self-improvement.

My students are able to:

- Demonstrate an understanding of Self-Awareness by naming personal emotions
- Recognize the difference between feelings and actions
- Build connections with others

I am aware of my individual students' abilities to:

- Notice and name a wide range of personal emotions
- Contribute to building and sustaining positive classroom climate by recognizing that everyone feels a wide range of emotions, and that these change throughout the day

The environment I create supports my students' growth related to:

- Developing their abilities to notice and name feelings that arise for them during the school day
- Developing their ability to recognize other people's emotions and feel empathy, because they see how their own emotions are shared by many
- Developing their abilities to intentionally separate emotions from actions

Student: Self-Awareness goals and demonstrated behaviors

Students will:

- Create a poster depicting emotions they have felt
- Notice a range of emotions that are felt over time
- Grow in their understanding that emotions are a natural part of being human

DESSA SELF-AWARENESS INDICATORS

(Highlighted indicators are directly addressed in this lesson.)

I can:

Make accurate statements about events in my life
Teach another person to do something (extension activity)
Ask questions to clarify what I did not understand
Show an awareness of my personal strengths
Ask somebody for feedback
Describe how I was feeling
Give an opinion when asked

Name: _____

Homework due: _____

Self-Awareness Home Connection: Me-Moticons

All people experience many different emotions. It's one of the things that all humans have in common. Sometimes we have emotions that feel great and that we are happy or proud of. Sometimes we have emotions that are uncomfortable or hard to handle. People have many emotions and feelings that we don't act on. Recognizing our emotions helps us learn to be in charge of how we act, no matter what we're feeling.

Instructions

1. Create a Feelings Inventory. Use the "Feelings Words" on the back of this handout to jumpstart your own list of emotions you have felt at one time or another. Add as many more as you want. To help you make your list, you may want to think about different times of the day. How do you feel...

- ...when you first wake up in the morning?
- ...when you have to hurry?
- ...when you are with friends, family, at school, or at home?
- ...when you are inside? Outside?
- ...when you are around animals or water?
- ...when you listen to music, create art, play sports?
- ...during special occasions?
- ...when you are going to bed?

Think about many times and places that bring up different feelings for you.

2. Make a "Me-Moticons" poster!

- Use the paper provided to make Me-Moticon faces that show a variety of feelings you've had.
- You can trace objects you have around, like a glass or bowl, or a spool of thread, to make circles of different sizes if you want.
- You might color the Me-Moticon faces in ways that go with the emotions for you.
- Write your feelings words by each of the Me-Moticon faces on your poster.

3. Invite two people to talk with you about your poster.

- Share your project by telling a few stories that are connected to your Me-Moticons. You can decide which ones to talk about, or you can invite your listener to choose ones they are most interested in hearing about.
- Have your listening partners each "autograph" your poster on the back!

Naming Our Feelings

GLAD

happy
pleased
playful
cheerful
confident
eager
silly
proud
delighted
joyful

SAD

blah
gloomy
unhappy
hurt
disappointed
lost
sorry
lonely

MAD

bugged
annoyed
crabby
grumpy
disturbed
fed-up
furious

OTHER

thankful
loved
loving
peaceful
shy
restless
confused
curious



SELF-AWARENESS

Parent Note: Me-Moticons

Self-Awareness: A child's realistic understanding of her/his strengths and challenges, with a consistent desire for self-improvement.

THOUGHTS FOR ADULTS SUPPORTING THIS PROJECT

The purpose of this homework assignment (besides having fun!) is to help identify and better understand the wide range of feelings that we share as human beings. Very often, just naming a feeling can be comforting to a child who is experiencing challenging emotions. It can be also reinforcing when we name our uplifting emotions. We hope this activity will help open conversations and make room for expressing a wide range of feelings.

KEEP IN MIND

It can be very natural for parents and caregivers to pay more attention to things that concern us than to easier feelings. If we can practice paying attention to how we react to whatever children share with us, we may find ourselves able to relish the enjoyable feelings as thoroughly as we attend to challenging emotions.

REFLECTION QUESTIONS

- Which emotions are the easiest and which are the most difficult for you to talk about with your child? Which do you think might be easier, and harder, for your child to bring up with you?
- Which feelings do you find yourself noticing the most in your child?
- Which do you have the strongest response to?
- How do your daily responsibilities and feelings affect your answers to these questions over time?



EXTENSION IDEA

Create one big Me-Moticons poster that everyone in the household adds to. Take turns telling stories connected to each person's contributions.