

Social and Emotional Learning

Lesson Title: **When... I Feel... I Need..., Part 1**

Grade Level: **Middle School**

Project and Purpose

Students work in teams to create A-Z charts of vocabulary to express emotions.

Essential Question

How does having the right vocabulary to name our emotions help us communicate better?

Note: This is part 1 of a two-part lesson.

Materials

- 3 large A-Z charts (chart paper with letters of alphabet written down the left side): one labeled “Sad,” one labeled “Mad,” and one labeled “Happy”
- Markers or crayons—one per student (Note: It is helpful to give a different color marker or crayon to each student on each team so you can track whether each student has contributed to the chart work or not.)

Teacher

1. Explain to students that some people say there are only three basic emotions: sad, mad, and happy. Ask any preschooler how they feel and you will get one of these responses. However, there are variations of all emotions and we often need more advanced or specific vocabulary to capture the exact emotions we feel.
2. Break the group into three teams and assign each team an emotion A-Z chart (sad, mad, or happy). Give each student on the team a different colored marker or crayon (i.e., Team Happy members have red, orange, yellow, green, blue, brown, violet; Team Mad members have red, orange, yellow, green, blue, brown, violet; etc.) The teams must come up with as many nuanced vocabulary words that express different aspects of their basic word and write them next to the associated letter. For example:

<u>Letter</u>	<u>Sad</u>	<u>Mad</u>	<u>Happy</u>
A	atrocious	angry	animated
B	blue	bristling	blissful

3. Tell students you will walk around the room and observe their team work to make sure every person on the team has contributed to the chart—all colors and different handwriting must be evident. They do not need to fill in the lists in alphabetical order, and there may be more than one word for each letter. Teacher should determine if students may use resources such as dictionaries, thesauruses, or electronic devices to complete their charts.
4. Give the teams about 15 minutes to work on their charts. Call time and have the teams rotate to the next chart and give them five minutes to add to this chart. They may choose to fill in any blanks or write additional words for each letter. At the end of five minutes, call time and have teams rotate to the last chart and give them an additional five minutes to add to this chart. As with the previous rotation, they may choose to fill in any blanks or write additional words for each letter.

