

Common Feelings Experienced by People My Age 25

Self-Awareness Module

Grade Level Range: Middle School - Adult

To Teachers:

If you have not already done so, please review the Introduction to Teaching Self-Awareness for suggestions on teaching SES Skills, processing learning experiences, applying skills in real-life situations, and assessing, evaluating, and grading SES Skills.

The purpose of this learning experience is to get students more comfortable talking about feelings and why people feel the way they do. It is often easier for people to talk about others' feelings and feelings that have happened in the past than it is to talk about their feelings in the present. Hopefully, by talking about others' feelings, they will see that people their age often have the same feelings about similar issues, thus making it easier for them to talk about their feelings in the present.

Procedure/Directions:

1. Review the "Awareness of What We Are Feeling and Why We Feel That Way" section in the Self-Awareness & Self-Disclosure Readings.
2. Using the Feelings Chart below, have students individually identify two pleasant and two unpleasant feelings they believe many people their age experience. Have them also specify why (the activities, relationships, environments, and other situations) they think people their age experience these feelings. Point out that being tired or hungry are not feelings but physical states of being.
3. Next, working with two people sitting near them, have them individually share the two feelings they identified (and why people feel that way) with each other.
4. Once they have shared with their group, ask them to agree on one pleasant and unpleasant feeling that people their age feel and why they feel this way. Have them select a spokesperson for their group.
5. Next, have each group join another group (now a group of 6). The spokesperson for each original group should share the two feelings they identified (and why people their age feel this way).
6. Next, the new group needs to agree on one pleasant and unpleasant feeling that people their age feel and why they feel this way.

7. Once they have agreed, ask the groups to identify a spokesperson. The spokesperson will report the pleasant and unpleasant feelings to the class and why people feel this way. Instead of having someone report out, you could ask a member from each group to record the feelings (and why people feel this way) on separate pieces of paper and then post them in different sections of the room, posting the pleasant feelings on one side of the room and the unpleasant feelings on the other. Students could then circulate and read what was posted.

Processing the Learning Experience: Processing questions include:

1. What did you notice about the common feelings that were identified and why people feel this way?
2. What surprised you the most? Why did that surprise you?
3. What were the most common pleasant feelings? What were the most common reasons people felt this way?
4. What were the most common unpleasant feelings? What were the most common reasons people felt this way?
5. Select one of the common pleasant feelings identified and ask students to raise their hands if they have experienced that feeling recently. Ask them to raise their hand if they felt this way for the same or a similar reason identified by the class. Ask if any volunteers are willing to share another reason why they have felt that way recently.
6. Select one of the typical unpleasant feelings identified and ask students to raise their hands if they have experienced that feeling recently. Ask them to raise their hand if they felt that way for the same or a similar reason identified by the class. Ask if any volunteers are willing to share another reason why they have felt that way recently.
7. If the class didn't identify feelings such as rejection, hurt, disappointment, etc., you could ask them (individually or with one or two others sitting near them) to identify why they think someone their age would feel (rejected, hurt, disappointed, etc.).
8. Ask them to summarize (or summarize yourself) what they believe is the main point of doing this learning experience.

If you are having them complete the Debriefing Chart ([Assessment & Grading Module](#)), have them do that before the end of the class. If there is time, have them share their responses with the two people sitting near them, or you could ask for volunteers to share them with the whole class.

Common Feelings Experienced by People My Age

Feelings Chart

Happy	Sad	Angry	Frustrated
Disappointed	Discouraged	Excited	Proud
Rejected	Confused	Anxious	Inspired
Hurt	Annoyed	Relaxed	Overwhelmed
Fulfilled	Afraid	Envious	Tense
Ignored	Peaceful	Unsettled	Jealous
Lonely	Irritated	Curious	Embarrassed
Envious	Ecstatic	Fascinated	Unsettled
Glad	Ignored	Inspired	Low
Silly	Tense	Uncomfortable	Shy
Loved	Apathetic	Hopeful	Weary
Appreciated	Cautious	Confident	Delighted
Supported	Discontented	Anxious	Overjoyed
Humiliated	Accepted	Satisfied	Joyful
Guilty	Ashamed	Bored	Used
Affectionate	Free	Inferior	Rejected
Repulsed	Superior	Suspicious	Trusting
Add Additional Feelings			

Identify two pleasant and two unpleasant feelings you believe many people your age experience. Also, identify why you believe people your age experience these feelings. Being tired or hungry is not a feeling but a physical state.

1. A pleasant feeling a lot of people my age experience is: _____
Why do they feel this way?

2. Another pleasant feeling a lot of people my age experience is: _____
Why do they feel this way?

3. An unpleasant feeling a lot of people my age experience is: _____
Why do they feel this way?

4. Another unpleasant feeling a lot of people my age experience is: _____
Why do they feel this way?