

Feelings Statements LE 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 ([Self-Awareness Module](#)) for suggestions on teaching SES, processing learning experiences, applying skills in real-life situations, and assessing, evaluating, and grading SES.

The purpose of this learning experience is for students to understand that they experience a wide range of emotions and to help them understand why they feel the way they do. It can also be used to help them begin to understand the impact their feelings have on their behavior and relationships and whether the management of their feelings makes situations better, worse, or has no effect. Using the Feelings Log will help students develop more proficiency in these skills.

Procedure/Directions:

Students keep a copy of this learning experience in their notebook or folder. At the beginning or near the end of the class, they identify 1-2 feelings they have experienced recently and discuss why they felt that way. They complete 1-2 at a time during class and/or for homework. Use the following questions to process their feelings:

Processing questions for pleasant feelings include:

1. What was a strong, pleasant feeling you experienced recently?
2. Why did you feel this way? What lead to this feeling? What activity, relationship, environment, or other situation caused you to feel this way?
3. How did you express this feeling?

If several students share the same pleasant feeling, you may ask other students if they have felt the same way recently. Point out the number of students who have felt the same way recently and the similarities and differences in their reasons for feeling this way.

Processing questions for unpleasant feelings include:

1. What was a strong, unpleasant feeling you experienced recently?
2. Why did you feel this way? What lead to those feelings? What activity, relationship, environment, or other situation caused you to feel this way?
3. How did you manage this feeling?
4. Did how you manage this feeling make the situation better, worse, or have no impact?
5. If you had it to do over again, what, if anything, could you have done to improve the situation?

If several students share the same unpleasant feeling, you may ask other students if they have felt the same way recently. Point out the number of students who have felt the same way recently, the similarities and differences in why they felt this way, the similarities and differences in how they acted, and the consequences of their behavior. Summarize, or have them summarize, all the actions that made situations better and the actions that made situations worse.

Feelings Statements

For each of the feelings listed below, identify a time (preferably a recent time) when you felt this way. Discuss why you felt that way. What activity, relationship, environment, or other situation led to those feelings? Start the sentence with the statement, "I felt... when..."

1. Happy
2. Sad
3. Angry
4. Frustrated
5. Disappointed
6. Discouraged
7. Excited
8. Proud
9. Rejected
10. Confused
11. Anxious

12. Inspired
13. Hurt
14. Annoyed
15. Relaxed
16. Overwhelmed
17. Fulfilled
18. Afraid
19. Envious
20. Tense
21. Ignored
22. Lonely
23. Peaceful
24. Unsettle