

Feelings Change 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 SEL Skills, processing learning experiences, applying skills in real-life situations, and assessing, evaluating, and grading SEL Skills.

It is suggested that this learning experience be completed before the Conflicting/Mixed Feelings Learning Experience ([Self-Awareness Module](#)). The purpose of this learning experience is to help students understand that even though, in most cases, we need to change our behavior, our situation, our environment, our thinking, or our relationship to change and manage our feelings, there are times when our feelings change because of what happens to us. In addition, our feelings can change quickly depending on the situations we are in and the choices we make and can change rapidly from pleasant to unpleasant and back again.

Procedure/Directions:

Use the How My Feelings Changed Throughout the Day chart below to illustrate the following: To change how we feel, we usually need to change our behavior, our situation, our environment, our thinking, or our relationship. However, it is important to understand that there are times when our feelings change because of what happens to us. How students feel during school can change quickly throughout the day depending on their experiences in school, and they can quickly change from pleasant to unpleasant and back again. A student may get up and feel frustrated because their mother woke them up early. They arrive at school and meet a friend, and they feel happy. On the way to class, they say hi to a friend who doesn't acknowledge them and worry that the friend is angry with them. In a class, they get a test back and get a grade of B and feel relieved because they thought they had done poorly on the test. In another class, they get an A on a big project and feel a sense of pride because they put their heart and soul into the project. During math, they feel bored and cannot wait until the class is over. During lunch, they meet up with friends, discuss their plans for Friday night together, and feel excited about it. During the last period, they start thinking about their tryout after school and feel hopeful and nervous. As this example points out, the student had a range of pleasant and unpleasant feelings based on what happened to them (and what they were thinking), not because of anything they did. To illustrate that feelings sometimes change based on what happens to us and that they can change quickly, have students do the following:

Have students develop their own How My Feelings Changed Throughout the Day chart. Have students take a piece of paper, turn it horizontally, and write the heading How My Feelings Changed Throughout the Day (or create a chart and distribute it to students). In the middle of the paper, draw a line from one end to the other. Under the heading, write Pleasant Feelings; at the bottom of the page, write *Unpleasant Feelings*. Have students keep track of all strong feelings and why they feel that way for 1-2 school days, from when they get up until they go to bed. Students record their pleasant feelings (and why they feel that way) above the line and their unpleasant feelings (and why they feel that way) below the line. After tracking their feelings for the entire day, have them draw a line from one feeling to the next to illustrate how their feelings changed over time, possibly from pleasant to unpleasant and back again.

Processing the Learning Experience:

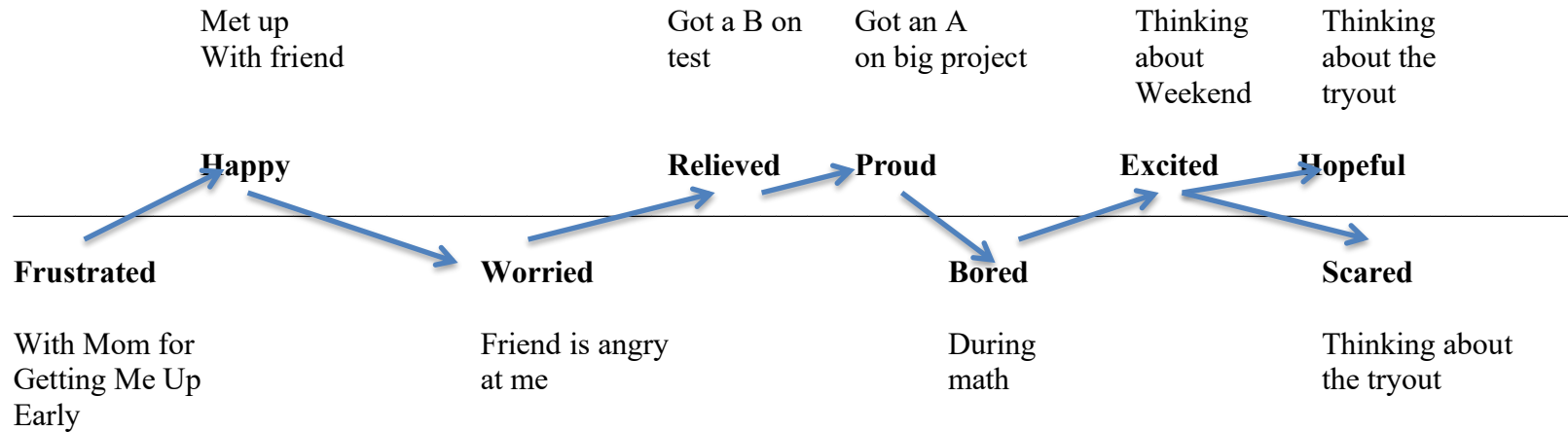
Have several students share how their feelings changed during a school day and why they changed. Use their examples to illustrate the point that feelings can change quickly because of things that happened to us or because of situations we are in.

Additional Suggestions:

The How My Feelings Changed Throughout the Day chart and their examples can also be used as an introductory learning experience to illustrate how our thinking can affect our feelings. In this example, it was thinking about the weekend that caused the student to feel excited, and it was their thinking about the tryout that caused them to feel both hopeful and nervous. Their thinking about something in the future caused them to feel this way, not because they did anything or because of a situation they were in. A good follow-up learning experience is Conflicting Feelings/Mixed Emotions ([Self-Awareness Module](#)). It builds on the feelings of being hopeful and nervous about the upcoming tryout to illustrate how we can have mixed emotions about something we anticipate and how our thinking can affect how we feel. See the Reality Checking learning experiences ([Self-Management Skills Module](#)) for ways to manage and cope with our thinking.

How My Feelings Changed Throughout The Day

Pleasant Feelings



Unpleasant Feelings