

# FEELINGS CIRCLE



SECOND GRADE


**WHAT IS IT?** A group meeting to share feelings.

**WHAT IS IT ABOUT?** Building feelings vocabulary and emotion knowledge.

## WHY DO THIS?



## MATERIALS

 None required.

## THE BIG IDEA

**Coming together to talk about our feelings helps us learn about emotions and build our feelings vocabulary. Talking about feelings helps us to better understand ourselves and build stronger relationships.**

## INSTRUCTIONS

1. Choose a time to do this 15-minute routine (suggested: morning meeting, pre-academics, after recess).
2. Gather students to sit or stand in a circle and greet them as they join. You might begin the circle with a song the class likes to sing together.
3. Start by saying **THE BIG IDEA** and then take a few minutes to discuss the following: "What are feelings? How do you know how you're feeling? What do feelings feel like in your body?"
4. After some discussion, ask, "How are you feeling today?" Ask volunteers to share why.

» **MUST DO:** Go around the circle and give everyone the opportunity to share. Expand feelings vocabulary by introducing more complex feelings words (e.g., excited, anxious, curious, embarrassed, shy, confused, thrilled).

↪ **CAN ADAPT:** Use emotion words (e.g., happy, sad, scared, mad), or metaphoric expressions (e.g., weather metaphor: sunny, cloudy, partly cloudy, etc.), or rate your mood on your fingers (5 fingers = excellent mood; 1 finger = terrible mood).



## AFTER THE ACTIVITY, DEBRIEF:

- What was it like to share your feelings? Are there times you don't want to share your feelings?
- Can you tell what another person is feeling? How can you tell?
- Do animals have feelings? How do you know?
- What times at school or home do you need to share how you're feeling?
- What's the difference between [feeling 1] and [feeling 2] (e.g., sad and worried)? Do they feel the same in your body? What are some other words that describe [feeling 1]? How about [feeling 2]?

## TIPS FOR SUCCESS



Allow or encourage responses in home languages.



For those who might need extra time, share the prompt ahead of time so they can think about their answer.



Allow students to share or pass on their turn depending on their level of comfort.

## OVER THE YEAR...

Second grade is a time to expand feelings vocabulary and connect emotions to reading and writing. A learning objective for the year is to increase students' emotions vocabulary, and to encourage students to use rich emotion words in their academic writing and discussion.

**To start, focus on building familiarity with different feelings words.** Create a feelings word wall and add new words to it throughout the year. Refer to it when you're reading and during writing activities. This works best when you use it often and allow students to talk about differences between words (e.g., what's the difference between scared and anxious?) and to explore characters' feelings in books and articles (e.g., what word describes how you think X is feeling?)

**Throughout the year, encourage students to think about and describe why they feel the way they feel** (i.e., what happened to make you feel that way?). This helps students understand the causes and consequences of feelings.

**When students are ready for more, explore how we respond to feelings.** Add a discussion about how we can respond to others' emotions. Have the group brainstorm different ways to respond when others share their feelings (e.g., offer a hug, offer a listening ear, offer to play together, etc.).