

Pause Breathe Smile Enrichment / Follow-On Activity

Naming Feelings Game

Content:

Divide your students into small teams of 3 or 4. Have them spread out throughout the room so that no groups are too close to others to be able to easily overhear others' discussions.

Set a timer for 90 seconds. Tell the teams that their challenge is to come up with a list of as many feeling words as they can in that time. They do NOT need to write them all down, just state them out loud and keep a tally, so they know how many they came up with.

When the time runs out, ask the teams to count how many feelings they named. Then ask the team members to raise their hands if their group came up with at least ...

10 feelings,

15 feelings,

20 feelings,

25 feelings, etc... until you've identified the winning group with the most emotions/feelings named.

The second part of the challenge is for each team to talk quietly amongst themselves and to choose ONE of the emotions they came up with that they believe is unique in the room, meaning they are the only team to come up with it.

Go around the room and let each team share the word that they believe is unique to just their group. As each team states their word, doublecheck to see if any other team thought of it. Celebrate and affirm each group's word even if it was also thought of by another team.

This activity does several things: it helps keep the idea of "name it to tame it" for emotion regulation active and alive; it helps learners think about and expand on the sophistication of their emotional literacy and vocabulary; and it can then lead into a discussion refreshing how emotions are the language of the body.

Extension Activity: Take one or more of the "unique" emotions listed and have the children brainstorm/discuss what the physical sensations of that feeling may be. For example, joy, terror, fascination, despair, embarrassment, boredom, etc. Children can then break into pairs or small groups and act out the feeling. Possible prompts/suggestions:

- Can you use your whole body, not just your face, to show the emotion?
- Does the feeling bring up a sense of being bigger? Smaller? Tight? Loose? Open? Closed? Connected? Isolated? See what it feels like to perform that emotion.
- Is there a colour that you might associate with the feeling you're enacting? (Could relate back to Red Zone/Green Zone feelings / zones of regulation)
- Does acting out that feeling change your actual feelings or mind state?

Experiential practice: "Noticing and Accepting Feelings" or "Noticing How Feelings Change"

Note for Teachers:

This enrichment activity can be delivered as one complete lesson or you could break it down into chunks across a series of days. Feel free to use it in a way that makes sense with your learners in your context.