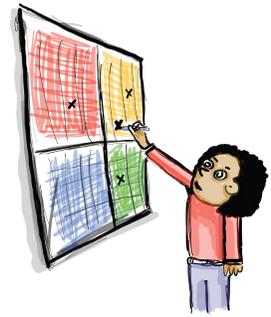


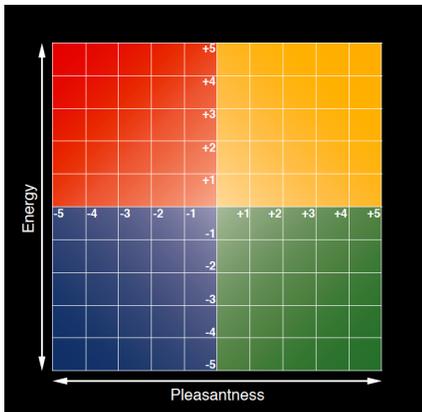
NYSAE Workshop: Emotions



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Thank you for attending this session! This document is intended to supplement and expand upon the content covered during our session, including foundational concepts, activity write-ups & and additional resources from [High 5 Adventure Learning Center](#)

Mood Meter



Some background and context for the Mood Meter: [The Colors of Our Emotions](#)

Learn about the Yale Center for Emotional Intelligence [here](#).

*See a copy of the graphic of the Mood Meter we use during the presentation at the end of this document.

More About High 5's Edge of Leadership (EOL) Program:

Visit our website: www.high5adventure.org

Learn more about our Edge of Leadership Program [here](#).

Watch our EOL Summer Program for High School students [here](#).

To learn more about our EOL School-based program, watch this [video](#).

Learn more about [Rebuilding After Covid](#): An online professional development program for educators



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Activities Highlighted in this Workshop:

These activity descriptions are taken from activity guides that we use with our school based programs. Therefore, you will see descriptions expand upon the version of the activities we facilitated during our session:

Emotions “Have you Ever”

Link to the document that we used in this workshop: [Emotions Have you Ever](#)

Mood Meter

This activity allows for everyone to get a sense of how people are feeling at a specific moment and can be used to initiate some conversations around the group’s emotions and strategies.

Materials Needed

Mood Meter Visual (See end of document)

Framing

- Remind students that we may not always know how others are feeling, or even be aware of how we are feeling! Share how this is an opportunity for everyone to share where they are at without necessarily having to use words, but the visual tool of the Mood Meter.

Guidelines

- Share the visual graphic of the Mood Meter in a way where all can see.
- Refresh students on how the graph works and ensure everyone is clear on the tool.
- Give students a moment to check in with themselves around where they think they would land based on how they are in this moment.

- Invite students to name where they fall on the Mood Meter - visually or by verbalizing or writing where they would land.

Discussion

- Once everyone who wants to has named where they would land on the Mood Meter, give students the chance to elaborate on why they placed themselves where they did and what words they may use to describe how they are feeling.
- Prompts for discussion:
 - What do you notice about where we are overall as a group?
 - How do you think our answers overall would look at different times during the day/week/year?
- Additional Prompts for Reflection: Ask students to raise their hands if . . .
 - They are happy with where they are at and want to stay in this zone/feeling.
 - They would like to shift how they are feeling currently.
 - If there are some students who raise their hand for this, potentially asking if they have a strategy in mind around how to make that shift.
 - *This could lead into a conversation around people sharing about strategy they have tried that work or hasn't worked for them.

Name that Situation

This playful activity invites people to wonder about moments they have felt or could imagine experiencing two randomly paired emotions sparking reflection and conversation.

Materials Needed

- Emotions Cards (See end of document) or a list of emotions

Framing

- Invite students to think about if they have ever felt more than one emotion at the same time. Feel free to open up a short discussion around this including if there are any examples from students of moments when this has happened.

Guidelines

- Someone volunteers to take a turn. Two 2 emotions from the list are revealed for them. (These 2 emotion words could be drawn from the hat, randomly selected by their teacher or peers, etc.)
- The volunteer thinks about a situation where they would or have felt both of those emotions. They are invited to share with the group and explain why they would or have experienced those emotions.
- Open up the discussion to the group if others have thoughts of similar or different situations where they would experience those emotions.
- Once conversation dwindles or there is a need to move along, another person from the group can volunteer and take their turn and repeat with a new set of emotions.

Discussion

- Invite students to reflect on their observations and experiences from this activity. Some questions might include:
 - Why do people experience different emotions in different situations?
 - When is a moment when you have experienced different emotions than those around you? What did you do?
 - Why may it be important to be aware that we have different reactions to the same situation?

Card Prediction

*Students try to individually predict what the next flipped card in the deck of cards will **not** be. This activity sets the stage for talking about empathy; however, a group that easily makes fun of one another, is unsupportive, or apathetic is probably not ready for this activity.*

Materials Needed

- A deck of playing cards

Framing

- Invite students to share how they are currently feeling. Encourage them to pay attention to different emotions they experience during this activity. Ask them how they determine how other people are feeling and what cues they look for. Challenge them to also consider what emotions they think others are feeling during this activity.

Guidelines

- Invite students to sit in a circle, making sure they can see the deck of cards in your hand.
- Shuffle the deck of cards while you explain that the goal of the activity is to take turns, working around the circle, at predicting which card will **not** be flipped next. It will be an individual prediction with the group goal of making it all the way around the circle without an incorrect prediction.
- Here are a couple of rules:
 - The same card may not be predicted consecutively. For example if Lisa said, “It is not a 4” and Phil was next, Phil could not say “It is not a 4.”
 - The card that was just revealed cannot be guessed. For example, if the most recent card to be flipped over was a Jack, the next person cannot say “It is not a Jack.”
 - Students are guessing Ace through King, not color or suit.
 - Other students cannot offer input or advice when it is not their turn.
- After each guess is made, reveal the top card of the deck to the group.
- The round continues until someone makes an incorrect guess meaning the card they predicted was actually the card flipped.
- At the end of the round, tally points - one point is awarded for each correct prediction.
- After an introductory round and students understand the activity, start building in pauses, pressure, and opportunities for empathy to be felt. Some ways to do that might include:

- Look for opportunities to add pressure. Don't be obvious at first, say things like "Wow, we haven't made it this far yet. Are you nervous?"
- Slowly work with the activity to build the anxiety. You should start to notice uneasy behavior being exhibited by other members.
- Continue to build the pressure by asking if people are really sure about their choice. Ask some students to describe what they are feeling and experiencing.
- Once the point is made, engage the group in the round one more time and finish up. In most cases, the group will become even more supportive.

Discussion

- Invite students to reflect on their experience with this activity. Some questions might include:
 - What emotions did you experience during this activity?
 - What emotions do you think other people experienced during this activity? What made you think people were feeling that way?
 - Raise your hand if you felt pressure when it was your turn. Raise your hand if you felt anxious when it was someone else's turn.
 - Raise your hand if you made a mistake, an incorrect prediction, during this activity. How did you feel? How did the group respond?
 - How would you define empathy?
 - How is empathy helpful?
 - What are other situations when you feel empathetic?

Secret Emotion

Secret Emotion is an activity that gets students talking about emotional vocabulary and experiences in a way that is approachable and inviting. Therefore, we can better communicate, get help and support others within the classroom. This light activity allows for students to practice that without risking feeling overly-vulnerable.

Materials Needed:

- Digital Emotions Game Board or Emotions Cards

How to Play:

- Display a range of 20 - 30 emotions for everyone to see. You could use . . .
 - This digital game board if desired which has up to 57 emotions listed. (You can click on the emotions to temporarily remove them before starting the round.)
 - You could also use printed Emotions Cards as a physical manipulative for this game.
- Ask for a volunteer who will be the secret emotion keeper and answer yes or no questions for the round.
- Explain the goal is to eliminate all the emotions except for the chosen one by asking questions.

- Once the volunteer has chosen an emotion to keep in mind from the options presented, someone can ask a question to begin.
 - Questions must be yes or no questions and can not ask directly about the spelling or color of the emotion.
- The group decides which emotions to eliminate based on the answer to the question. Each question-asker gets the ultimate say of which cards stay or go.
- Continue to ask the volunteer yes or no questions until 1 card remains. Check to see if you got it correct!
- You can play additional rounds with some new emotions thrown in as time and their focus allows.

Questions for Discussion:

- There is not too much processing that needs to happen during this activity because frequently there is lots of discussion generated during the activity. However, if the group faces some unpleasant emotional experiences during the activity, it would be beneficial to use that for learning by asking . . .
 - What emotions did you experience at different points of this activity?
 - How did those emotions show up in the ways you were acting?
 - What strategies did you try to manage your emotions?
 - What may be a strategy you could try in the future that would be fitting for this situation?

Emotions Scientist/Emotions Judge:

The only way to *really* know is to ask, “How are you feeling?” - and then *really* listen to the answer

Big study with 50,000 high schoolers in US

- Top 3 feelings: tired, bored and stressed (75% of feelings they used)

An Emotion Scientist:

- Is open, curious and reflective
- Views all emotions as information
- Is in learner mode (investigates)
- Wants to get “granular”
- Has a “growth mindset”

An Emotion Judge:

- Is critical, closed and ignores emotion
- Views emotions as “error”
- Is in knower mode (makes attributions)

- Clumps emotions as good or bad
- Has a “fixed mindset”

Ask yourself:

- Where do you fall? (on the emotion scientist/judge scale)
- Have you failed at regulating your feelings over the past couple months?
- Did you beat yourself up for it?
- Getting granular means - what am I feeling really - wanting that precision
- Emotion judge projects their stuff on others, thinks in good or bad, “deal with it,”
- We are scientists with some people and judges with others
 - Self, acquaintances, friends, co-workers etc.

- Apply the emotion scientist judge to your life
 - Track all the times you slip into judge mode - try to be aware of it (labeled someone’s feelings for them for example) and then flip it into the emotion scientist, need to be a curious explorer of others’ feelings
- monitor your emotional labor - check in at the end of each day - what percentage of my day was I incongruent? Feeling one way but having to express a different way - find out what is behind it - what is your need to mask your true feeling? Become an emotion scientist around what is behind your expression of emotion

Our Emotions Word List:

Afraid	Defeated	Focused	Loved	Serene
Angry	Disappointed	Fulfilled	Nervous	Silly
Annoyed	Discouraged	Grateful	Optimistic	Stressed
Anxious	Distracted	Happy	Overwhelmed	Supported
Apathetic	Eager	Hopeful	Peaceful	Surprised
Bored	Ecstatic	Hopeless	Powerful	Thoughtful
Calm	Embarrassed	Ignored	Proud	Tired
Cheerful	Enraged	Impatient	Regretful	Uneasy
Chill	Envious	Insecure	Relaxed	Worried
Confident	Excited	Inspired	Sad	
Confused	Exhausted	Joyful	Satisfied	
Content	Frustrated	Lonely	Secure	

Our Graphic of The Yale Center of Emotional Intelligence’s Mood Meter Tool:

