



Getting in Touch with Your Emotions— Feel the Feelings

We all have feelings. It's simply part of being human, but it's also human to think that you're the only one who feels the way you do. As you read the poems and pictures, talk about the emotions portrayed. After you read each poem, think and talk about your feelings.

Things to think about.....

What brings you joy?

What do you worry about?

Do you ever get bored? What do you do when you are bored?

Are you a curious person? What do you want to know or learn?

Think of a time you were disappointed. What happened?

What gives you a feeling of satisfaction? Is it an inner feeling or external reward that makes you feel satisfied?

What brings you contentment?

Have you ever been jealous? If so, how come?

Who do you trust most in the world? What makes you trust someone?

What are you afraid of?

Think of a time you felt surprised.

What is something that you find disgusting?

What does it mean to regret something? Have you ever felt regret?

What makes you angry?

Have you ever felt lonely? What do you do when you feel that way?

What does it mean to be resilient? Think of a time you were resilient.

What frustrates you?

What is your greatest hope? What brings you hope?

How do you feel when you're anticipating something?

What fills you with pride? What are you proud of having accomplished?

What makes you sad?

What doubts do you have?

What brings you happiness?

What is love?

To the teacher: As you read the poems with your students, have them think about the above questions. Sometimes you can read the poem first and then ask the questions about their own feelings. Other times, ask the question first and then read the poem. As so many children want to share, decide how many people can share for any given question, and let them know. “I’d like to hear from three of you.” Since students are tuned to fairness, for the next question be sure to ask to hear from three people who have not yet shared. For some of the questions, for instance about regret, consider suggesting that this is a question that makes them vulnerable. It’s a good opportunity to remind students that they have a voice in deciding what they are comfortable sharing.

SOCIAL EMOTIONAL LEARNING: Discussing children’s feelings and emotions in relation to the poems in *Elephant of Sadness*, *Butterfly of Joy* promotes self-awareness and social awareness, two aspects of social emotional learning. It is important to know how you’re feeling and how to name that feeling as well as appreciating how people are both similar and different in how they feel. The following standards offer a focus for instruction.

ELA Speaking and Listening standards: Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Speak in complete sentences when appropriate to task, audience, and situation in order to provide requested detail or clarification.

For Social and Emotion Learning in all 50 states, see:

<https://www.positiveaction.net/blog/sel-standards>

The Yale Center for Emotional Intelligence has devised the RULER method for appreciating the range of emotions. RULER is an acronym for the five skills of emotional intelligence: **R**ecognizing, **U**nderstanding, **L**abeling, **E**xpressing, and **R**egulating.

From the Yale Center Website: “Evaluation research shows that RULER fosters a range of behaviors and shifts in school climate that are essential to positive youth development.”

<https://medicine.yale.edu/childstudy/services/community-and-schools-programs/center-for-emotional->

[intelligence/#:~:text=RULER%2C%20an%20acronym%20for%20the,learning%20developed%20at%20our%20Center.](https://medicine.yale.edu/childstudy/services/community-and-schools-programs/center-for-emotional-intelligence/#:~:text=RULER%2C%20an%20acronym%20for%20the,learning%20developed%20at%20our%20Center.)