

# The Feelings Journal

WRITTEN

To help students identify and express emotions creatively, fostering emotional intelligence and self-awareness.



## Learning Intentions

### I can recognise and express different feelings:

This encourages students to identify and label their emotions, helping them build emotional awareness.

### I can express my feelings through writing and drawing:

This focuses on allowing students to communicate their emotions in both creative and verbal forms, enhancing self-expression.

### I can reflect on how my feelings affect me and others:

This helps students understand how emotions influence their behaviour and interactions with others.



## Success Criteria

### Identifying Emotional Experiences:

Students can identify a time they felt happy, sad, or excited, ensuring they can recognise and recall specific emotional experiences from their lives.

### Expressing Feelings Creatively:

Students can express their feelings through writing or drawing, which encourages creative expression and helps them communicate their emotions in a personal and meaningful way.

### Reflecting on Emotional Impact:

Students can reflect on how these feelings made them or others feel, promoting emotional reflection and understanding, helping them connect their emotions to their experiences.



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**Objective:** To help students identify and express emotions creatively, fostering emotional intelligence and self-awareness.

**Players:** Perfect for small groups, classrooms, or individual reflection.

**Materials:**

- Paper
- Crayons, markers, or pens

**Setup:** Provide each student with a piece of paper and access to crayons, markers, or pens. Encourage students to think about a time they experienced different emotions and how those emotions affected them.

**Activity:**

1. **Think About Your Feelings:** Ask the students to think about a time they felt happy, sad, or excited. It could be a moment from their day, a memory, or something they look forward to.
2. **Write or Draw About the Experience:** Have the students write or draw about the situation and how it made them feel. They can describe the event in words and/or express their emotions through pictures, such as a smile for happiness or a teardrop for sadness.
3. **Reflect on Your Feelings:** After completing their journal, students can reflect on the situation that led to the emotions being felt, how those emotions made them feel on the inside and how they affected their actions. Encourage students to think about how they handled the situation and brainstorm some ideas for how they could handle it differently if it happened to them again. This is a great opportunity to do a think, pair, share with the class. Students can share their reflections with others, helping them connect with peers and understand that everyone experiences emotions in different ways.

**Reflection Prompt:**

- How did you feel at that moment?
- Why do you think you felt that way?
- How did your feelings affect what you did or said?
- What can you learn about your emotions from this experience?



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**Winning the Game:** There is no winner in this activity. The goal is to reflect on and express emotions in a safe, supportive environment, helping students understand their feelings and how they affect their lives.

**Additional Notes:** The Feelings Journal encourages students to recognise and express their emotions, which is essential for emotional growth and communication. By reflecting on their feelings, students build empathy and gain a better understanding of how emotions influence their interactions with others. This activity promotes self-awareness, emotional regulation, and positive emotional expression.

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**PLAY**

