Feeling Circle Session V:
Expressing Our Feelings—Role Plays

Materials:
- Talking Stick
- 16 Feeling Cards (multiple copies)

Quieting Time: Two to ten minutes of quiet time where we will use yoga, meditation, and/or mindfulness breathing.

Goals:
- Learn to recognize our feelings
- Learn to express our feelings

Homework Review:
Go around circle (using Talking Stick) and ask each student to share what stories they read and what they learned.

Activity 1:
Expressing your feelings in order to be understood:
- Divide the students up into groups of four, or work as a whole group if your group is small.
- Randomly hand out the 16 Feeling Cards (from the facilitator’s Feeling Bingo session one, they may need to make multiple copies of each card depending on the size of the class) to the groups. Be sure that each group gets at least 8 feeling cards.
- Ask the groups to make up a skit about some conflict that frequently happens at school—such as feeling left out during recess. Each group will be instructed to act out their skits.
- As the groups are preparing skits the leader can help guide the group to keep them simple, brief, and different from their peers’ skits.
- The first time that the group performs the skit, they cannot say what they are feeling. The second time they perform their skit they must say what their feelings are.
  - Use the “Understand Me” formula to express yourself: I feel _____, when ________ (i.e. I feel left out when I’m not included in the game at recess.)
- The facilitator should give an example for the students.
  - For example, one group might create a skit where three children try out for the school play and only two of them are selected.
- Skits must have each of the eight feelings in the skit somewhere.
- The students listening will try and guess the feelings that the characters in the skit are having.
- Between groups, facilitate discussions about what felt different when the characters in the skits said what their feelings were and when they didn’t.
- The point is that knowing our feelings and naming them is far more effective in being understood and problem resolution than not knowing and naming them.
**Discussion:**
What was like watching the first performances of the skits, where the feelings were not discussed?
What made that different than the second time, when the feelings were disclosed?
How did this relate to your own experiences?
Any questions? (Today a student might ask, “Do you always have to say how you are feeling?”)

**Homework:**
Throughout the week, notice the difference in conflict resolution when you and others recognize and express your feelings vs. not expressing them.