ACTIVITY 1

THE EMOTION METER

SKILL/S COVERED: Communication
APPROXIMATE TIME NEEDED: 40 minutes
AGE GROUP: 12-13 years old

BRIEF INTRODUCTION
Characteristically, an emotionally intelligent person has an extensive emotional vocabulary, which facilitates his ability to accurately label his emotional experience. He is also able to discern the intensity of his emotions and to distinguish between different complex emotional experiences. Research shows that the ability to label emotional experiences with a high degree of specificity (i.e., being able to explain different emotional experiences with detail and accuracy) is adaptive.

AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK
Original activity created by “Prof. Ivan Apostolov” high school. It is adapted from Nathanson et al.’s (2016) Mood Meter exercise by Lucinda Poole (PsyD) and Hugo Alberts (PhD).

GOAL
To help students build their skills of recognizing, labelling and communicating about their emotions.

NUMBER OF PARTICIPANTS
This activity can be done in small groups and then common discussion with the class.

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NECESSARY MATERIALS

- A large bulletin board or wall space in the classroom
- Paper and markers
- Sticky notes or index cards
- Drawing tools
- Paper

DETAILED DESCRIPTION

INSTRUCTIONS

1. Ask students to take ten minutes to list down their feelings: let them divide them into positive and negative: ask them to reflect on their past two or three days. This step aims to help them connect with their emotions: Take a moment to connect to your current emotional experience. Sitting comfortably, gently close your eyes, and tune in to your body's emotional charge. Focus all of your attention on the physical sensations that are here now. There might be feelings of tingling agitation, anger, or sadness. Allow yourself to remain in this state for a moment and observe it.
2. Rate how pleasant this emotion is for you on the scale below (where 1 = very unpleasant and 10 = very pleasant): 1 2 3 4 5 6 7 8 9 10 -> very unpleasant - very pleasant
3. Rate how high your energy is at this moment (where 1 = very low amount of energy and 10 = a very high amount of energy): 1 2 3 4 5 6 7 8 9 10 ->very low amount of energy - very high amount of energy.
4. Ask students to draw their levels of energy and emotions on the meter of 1 to 10 using bright colors for stronger emotions and energy levels

DEBRIEFING QUESTIONS:

1. How did you express your emotions?
2. What would be the tone of the voice/intonation when you are angry/happy/sad/excited?
3. You now have the opportunity to reflect on why you are feeling the way that you are feeling right now. Use the piece of paper to draw it.

OTHER USEFUL INFORMATION:

This activity can be diversified to include some scenarios with a brief theatrical performance expressing emotions instead of drawings.

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