

# Mapping Advanced Emotion Vocabulary

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## Timing

**2 minutes** to review core emotion words.

**3 minutes** to review & place each advanced emotion word.

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## Space

Emotion Mapping Tool visible to all

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## Additional supports

Visit [TeachwithArtsConnection.org](http://TeachwithArtsConnection.org)



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## Do Before-

Play the Statue Game to introduce advanced emotion vocabulary with your class first, so that your students can refer back to that kinesthetic experience during this activity.

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## 1. Introduce the mapping tool

Review the core emotion emojis on the mapping tool.

### Sample Script (2 minutes)

- Look at the emojis in this middle row. We know all these feelings!
- Let's make a \_\_\_\_\_ face (point to the emoji)
- I see \_\_\_\_\_ (briefly describe kids' facial expressions)
- Wipe it away!
- **Repeat** with remaining core emotion words to review.

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## 2. Map an advanced emotion word

### Sample Script (3 minutes)

- **SAY-** Let's read this word together. \_\_\_\_\_!
- **CONTEXT-** Shocked is one of the statues we made! We were \_\_\_\_\_ when we \_\_\_\_\_? When have *you* felt \_\_\_\_\_?
- **RANGE-** What kind of feeling is \_\_\_\_\_? Is it a happy feeling? Sad? Mad? Scared? Surprised? Confused? Disgusted? Does \_\_\_\_\_ feel good in your body or not so good?
- **SCALE-**  
Is \_\_\_\_\_ just a little bit \_\_\_\_\_? (move word card down)  
Or is it super-duper \_\_\_\_\_? (move word card up)
- **Place** the word on the map in the spot that the class decides on.

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### Tips for step 2

- Remember that it is an option to place the word in more than one core emotion category or in between two core emotions

**continue...**

## Steps for...

# Mapping Advanced Emotion Vocabulary

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## 3. Map a contrasting synonym

### Sample Script (3 minutes)

Options to help students compare and contrast...

- **ASK**- Is pleased happier (move card up) or less happy (move card down) than ecstatic?
  - **EMBODY**- Let's show ecstatic with our bodies. Now let's show pleased.
  - **NOTICE**- Which has more energy; ecstatic or pleased?
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### Tips for Step 3

- If it takes more energy it belongs higher on the map. If it takes less energy, it belongs lower.
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## 4. Repeat

### (6 minutes for each pair of advanced emotion words)

- **Repeat** Steps 2 and 3 with remaining pairs of contrasting synonyms.

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## Clarify by doing.

The students might want to place every word at the top of the map! Be sure to always introduce an extreme and subtle synonyms together and take time to have fun shifting between them with your bodies and voices.

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## Allow for Revision.

Keep the Emotion Mapping Tool up in your class. Continue to introduce more advanced emotion vocabulary using the statue game and mapping and allow your students to revise placement of words.

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## Support kids as needed.

Sometimes your students will be able to easily and confidently place the advanced emotion words on the map based on their experience embodying the vocabulary in the emotion statue game. Other times, they may still need additional support. Here are some tricks to keep in your back pocket and use as needed.

- Say and Show the advanced word again with your own voice and body.
- Have the kids embody the word with you again and then ask them when they have felt this way.
- Invite the students to notice if it feels good to them or not so good. This can help them decide which of the core emotion words this new word is related to.
- Help students feel the difference between the more subtle and extreme feelings by asking which words take more energy. If it takes a lot of energy it may belong at the top of the chart. If it takes very little energy it might belong at the bottom.

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## Let students offer new words.

If kids have emotion words they want to map, let them choose the vocabulary that you map. Have some blank cards or post it notes on hand so that you write and map their suggestions.

## Planning and preparation guide for...

# Emotion Mapping

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Do this activity after you have played the Statue game to embody 1) the core emotion words on The Emotion Mapping Tool, and 2) each advanced emotion word that you will add to the map.

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### Material Checklist

**To make an Emotion Mapping Tool & Vocabulary Cards, you will need:**

- Print outs of the emojis (pgs. 7-10 of this support packet).
- Direction for Making an Emotion Map (pgs. 11-12 of this support packet).
- Scissors
- Glue
- Markers
- A straight edge
- A Large sheet of chart or bulletin paper (at least 20" x 23")
- Post it notes, index cards or pieces of paper

**Each time you do this activity you will need:**

- **The Emotion Mapping Tool** visibly posted in the classroom where all of the students can see it.
- **advanced emotion word cards** for each vocabulary word that your class has embodied and will map. You can write on cards, sticky notes or pieces of paper.
- **Tape or sticky tack** to attach the word cards to the chart.
- **blank cards, tape & something to write with**, in case kids want to add words you have not planned.

**continue...**

# Emotion Mapping

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## Preparation

### Before the activity:

- **Make an Emotion Map** Cut out the emojis (pgs. 7-10 of this support packet). Follow the instructions (pgs. 11-12 of this support packet). Look at examples in the Start Planning! Section of the Emotion Mapping webpage. Adapt the layout & colors however is most useful & fun for your students.
- **Make advanced emotion word cards** for each vocabulary word that your class has embodied and will map. You can write on cards, sticky notes or pieces of paper.
- **Order vocabulary cards in pairs of subtle & extreme synonyms**, so that your students can compare and contrast the new words based on scale. Example: If the first word you mapped was ecstatic (very happy) you could map pleased (a little happy).
- **Review the context sentences** that you used when you played the Statue Game to introduce the advanced emotion words. These may be the context sentences that you planned for the game, or they may be contexts that your students shared while playing the game (or a mix of both)! You may need to have them at the top of your mind (or on a cheat sheet) to remind the students about the advanced words.

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## During the Activity

- **Have blank cards, tape & something to write with** in case kids want to add words you have not planned.
- **Be prepared to explore complicated emotions** (ex: Lonely, Anxious, Horrified) but allow a bit of time for discussion if children need context or want to talk about those emotions.
- **Be prepared to engage in nuanced conversation.** People experience and understand language in nuanced and divergent ways. Use the conversations that arise during this game to validate different ways of understanding or experiencing a word, while also giving kids a clear idea of how the word is most often understood and what it is used to communicate.

# Mapping Advanced Vocabulary

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## Next Generation Standards Common Core

- Speaking and Listening .1  
(participate in collaborative conversations)
- Speaking and Listening .4  
(describe people, places and events with detail)
- Language .5  
(demonstrate understanding of word meanings and figurative language)
- Language .6  
(use words and phrases acquired through conversation)

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## CASEL 5 Competencies

- Self-awareness
- Self-management
- Social awareness

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## Danielson Domains

- 2z, 2b, 2d
- 3a, 3b, 3c, 3d, 3e