

Wheel of feelings

This is an easy and accessible way to give room to thoughts and feelings about a certain topic. It also stimulates students to be open to other perspectives. In addition to this principle, this activity supports Learning Through Thinking and Learning Through Reflection and Evaluation.

Outcome(s)

Students will

- Be able to express their thoughts and feelings.
- Be able to listen actively to others.
- Be able to identify similarities and differences in opinions.
- Be able to understand others better by imagining how things look from their perspective.
- Be able to demonstrate interest and openness towards other people 's views and experiences.

Timing

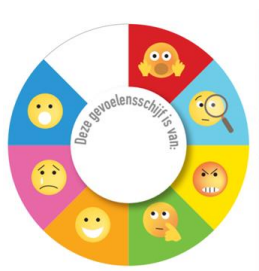
The timing of this activity is dependent on many factors: experience, classroom culture, and how you implement it, etc., the minimum amount of time you should plan for this method is 30 minutes.

Material

- Wheel of feelings: print this wheel for every student.

Variation: print one big wheel where every student can put his clothespin or sticky note on. Or let the children draw/make their own wheel or draw a wheel on the board, ...

- Clothespins or sticky notes (in case of clothespins: let students write down their name or an icon so to know which pin belongs to whom).



Prepare yourself

- Choose a topic you want to address.
- Decide how you want to bring this topic into the classroom: maybe you've already worked on the topic and it's enough to give the students a statement. Maybe you first want to read a story, show them a short movie, let them investigate, ... to provide them with necessary input or maybe you take something out of everyday life which they can relate to.
- Make sure your students are prepared with an input to respond to.

Step-by-step or course

1 Input

Offer the students your input: present a statement, show a short movie, read a text, refresh what you did the day before...

2 Explore

Make sure the students have a good understanding of the topic, statement, etc. Therefore, it could be necessary to discuss first or give some explanation, explore some things together.

3. Action

- Provide every student with a wheel of feelings or show a big wheel of feelings.
- Provide every student with a clothespin and/or sticky notes.
- Review the different emojis to make sure they are clear to every student.
- Let the student place her/his clothespin/sticky note on the emoji that expresses most closely how they he/she feels about the topic.
- The blank spot on the wheel is there to express something else than what's provided. The student can make her/his own emoji on a sticky note and put it on the blank spot.

Variation: you don't use a wheel but tell the students you want to make a photograph of how they feel about the topic. You close your eyes and count to three. Then you open your eyes and the students show how they feel by the expression on their faces. You then take a photo and show it on your smart board.

- Based on the emojis that are picked or on the faces on the photo, you start a conversation about their feelings and thoughts:
 - ✗ What makes you feel anxious (happy, angry,...) about this?
 - ✗ Who feels the same way, why? Is there another reason?
 - ✗ Take a look at the wheel/photo: what do you notice? What makes you say that?
 - ✗ What other feeling were you doubting about?

4 Reflection

- ✗ What do you think about this exercise? How was it to do this exercise?
- ✗ How was it to choose one feeling? Why?
- ✗ When can emojis help to express yourself?
- ✗ Which emojis do you like/don't like to use?

5 Bring it home

- Let the students take their wheel of feelings with them and ask them to do the exercise with their family.
- The student asks family members (s) to give his/her/their feeling about the topic in the class and to explain why they chose that feeling.
- The next day they report in class or you ask them to write their experiences down.

Variation: Ask them to take a photo of the family members' expression on their face.