

AT A GLANCE SUMMARY

Instructional Day 1 (5-10 minutes): Introduce 2 feeling words (**Step 1**) and the Designs and Personified Explanations for both words (**Step 2**); assign Real World and Personal/Family (**Steps 3 & 4**) for homework.

Instructional Day 2 (15 –20 minutes): Real World Associations and Personal/Family Associations are done for homework; these are followed by Classroom Discussion (**Step 5**).

Instructional Day 3 (20 – 30 minutes): Creative Writing Assignments are completed (**Step 6**).

Monthly – Student Projects

Sporadically – “What’s on your mind?” self-awareness activity

STEP	STRATEGY SEQUENCE	HELPFUL HIGHLIGHTS
<p style="text-align: center;">-1- Introduction of Feeling Words</p> <p>Approximately 2-5 minutes per word</p> <p>PURPOSE: Connect feeling word to personal experience</p>	<p>a. Teacher poses question b. Teacher pause c. Sharing of anecdotes d. Introduction of word e. Word & definition in sentence form written on board by teacher f. Word and definition copied into student worksheets</p>	<p>Done on first instructional day</p> <p>Teacher interjection of anecdotes (determined by time factors and teacher discretion)</p> <p>The teacher should briefly continue discussion of a student response when it is apparent that the desire to elaborate is present. However, a question or comment is sufficient.</p>
<p style="text-align: center;">-2- Designs and Personified Explanations (PE)</p> <p>Time as needed</p> <p>PURPOSE: Symbolic representation of the feeling words</p>	<p>a. Design is drawn on the blackboard b. Students are asked to make a connection between the Design and the word c. Teacher writes PE on the blackboard d. Writing of students’ own PE’s in worksheets</p>	<p>Done on first instructional day</p> <p>The teacher should make sure that students see the connection between the Design and the PE</p>
<p style="text-align: center;">-3- Real World Associations (RWA)</p> <p>10-20 minutes per word to complete assignment at home</p> <p>PURPOSE: Apply feeling words to social & academic issues (RWA)</p>	<p>a. Students write one or more sentences b. Students diagram RWA using original Design</p>	<p>Done as classroom activity through Lesson 3 and then assigned for homework beginning with word 1</p> <p>No personal pronouns</p> <p>Demonstration of “how or why”</p> <p>3 options: relation to school subject, social issue, or own frame of reference</p> <p>Basis for Classroom Discussion in Step 5</p>

STEP	STRATEGY SEQUENCE	HELPFUL HIGHLIGHTS
<p align="center">-4- Personal/Family Assoc.(PFA)</p> <p>Discussion per word: 10-20 minutes at home.</p> <p>PURPOSE: Connecting personal and family experiences to feelings words</p>	<p>a. At home, students show & discuss RWA with family members b. Discussion moves toward personal c. Discussion focuses on personal experiences relating to new word d. Student writes a PFA pertaining to self or family member</p>	<p>Done as classroom activity "family groups" through Lesson 3 and then assigned for homework beginning with word 1</p> <p>+Send home parent/ guardian/family letter</p> <p>Must address "private life"</p> <p>Demonstration of how, when, why, because</p> <p>Optional for student to share PFA with class</p>
<p align="center">-5- Classroom Discussions</p> <p>Time frame determined by level of enthusiasm and teacher discretion.</p> <p>PURPOSE: Classroom Discussions: RWA & PFA</p>	<p>a. Sharing of RWAs and PFAs by students b. Selection of topic(s) by teacher based on above for discussion c. Question prompts from teacher d. RWA & PFA are "checked" as teacher calls upon students</p>	<p>Done on second instructional day (after students complete RWA and PFA for homework)</p> <p>Students may be placed into small groups at first to facilitate comfort in sharing</p> <p>Teachers should use student RWA and PFA as the jumping off point for discussion</p>
<p align="center">-6- Creative Writing Assignment</p> <p>Approximate time: 10-15 minutes.</p> <p>PURPOSE: Judge how well the words have been assimilated into the students' repertoire</p>	<p>a. Assigned in class at discretion b. Teacher chooses social issue, course content, or RWA or PFA c. Assign one or more feeling words related to topic of essay d. Essays should be approximately half a page e. Critiques should always be positive f. Judge on connection to assigned task g. Use non-traditional symbols: O for OK, G for good, T for terrific h. List common errors & review with entire class</p>	<p>Assigned at discretion of teacher on second or third day</p> <p>Focus is on content & validation of student</p> <p>Emphasis is on creativity not "grammar"</p> <p>Students may add other words</p> <p>Essays may be introduced in any content area associated to the feeling words</p> <p>Teachers should spend about 1 minute scanning each essay</p>
<p align="center">Student Projects</p>	<p>a. Assigned as a weekend project or class project b. Projects are done independently or in small groups c. Grading procedures are at the teacher's discretion</p>	<p>Assigned one per 4 to 5 weeks after first month of program</p> <p>Emphasis is on creativity and students' ability to adhere to the rules of the assignment.</p>