

TIPS FOR THE SKILL OF DISTINGUISHING FACTS FROM FEELINGS

14.

Admit how I feel.
Name the feeling.
Ask myself what caused the feeling.
Put a conversation on hold until I have
sorted the facts from the feelings.
Report the feelings to the person best
able to help.



FACT VS. FEELING

Teaching Self-discipline: 15 Essential Skills



The skill of Distinguishing Fact From Feeling is related to the skills of Sharing and Communicating Effectively.

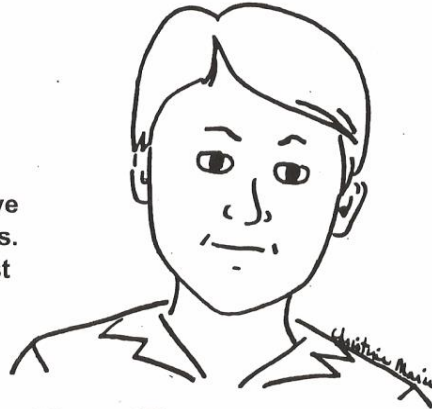
Facts About Skill #14

1. Skill #14 is a Generative skill and will be difficult for students in Kindergarten through 9th grade to demonstrate on their own without help.
2. When we distinguish facts from feelings we **WAIT** until we have neutralized strong emotions. **WE THINK:**
 - What name can I put on my feelings?
 - Where do my feelings localize in my body? or How are my feelings affecting both my body and mind?
 - What are the facts that cause me to have these feelings?
 - What decision will consider both my feelings and the facts?

Skill Illustration

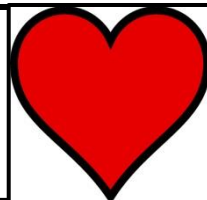
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FACT VS. FEELING

***Skill gesture: Draw a heart
on your chest***



ANTICIPATE TIMES WHEN STUDENTS MIGHT OVER-REACT AND NEED TO PRACTICE SKILL #14



1. When tests are announced.
2. When placed in a group of peers they are not comfortable with.
3. When they are corrected in public.
4. When they don't get the grade they had anticipated.
5. When the schedule is disrupted and they have to give up an activity they really like.
6. When they have a substitute teacher.
- 7.
- 8.
- 9.
- 10.

Feelings in Every Season

What makes me HAPPY in the:

SUMMER



WINTER



SPRING



FALL



*Change the seasons to months of the year, days of the week.
Change the feelings to sadness, angry, giddy, etc.*

Some Basic Emotions



Sad



happy



surprised



Tired



bored



in love



Scared



sleepy



angry



Sick



hungry



confused

Say It With Emotion

Select one of the nursery rhymes and read it to the class the way you might normally read it. Then ask them to listen to it again as you read it a second time using one of the emotions listed on the board. (Happy, Angry, Scared, Nervous, Shy, Bored, Tired, etc.) When you finish ask students to identify the emotion. Invite students to reread a poem using another emotion.

1. Hush a Bye Baby

**Hush a bye baby, on the tree top.
When the wind blows the cradle will rock;
When the bow breaks, the cradle will fall,
And down will come baby, cradle and all.**

2. Hot Cross Buns

**Hot cross buns! Hot cross buns!
One a penny, two a penny – Hot cross buns.
If you have no daughters, give them to your sons.
One a penny, two a penny – Hot cross buns.**

3. Georgie Porgie

**Georgie Porgie pudding and pie, kissed the girls and made
them cry.
When the boys came out to play, Georgie Porgie ran away.**

4. Hark, Hark, The Dogs Do Bark

**Hark, hark, the dogs do bark.
Beggars are coming to town.
Some in rags and some in jags.
And one in a velvet gown.**

Create Feeling Cards

DO NOT SHARPEN....

**SOCIAL
SKILL**



IRRITABILITY

**.....WHILE THE
TEACHER IS TALKING**

**DISTINGUISHING
FACTS FROM
FEELINGS**

WHEN WORKING IN GROUPS.....

COOPERATION



FRAZZLED

**.....KEEP THE NOISE
LEVEL LOW**

COMMUNICATION

Use Situations to Discuss Feelings

SITUATION #1

Beverly loves her family and she is especially close to her mother. They talk about everything, and she really enjoys being with her. Lately, Beverly has been feeling embarrassed when kids from her class see her with her mother. Many of her classmates go places with friends and Beverly has not seen too many of them with their parents. Now Beverly and her mother are shopping in one of the large malls. As they come out of one store, three of Beverly's classmates are sitting on a bench watching people go by. There are two girls and one boy from her school. Beverly feels a sense of panic.

1. Have you ever felt like Beverly?
2. What was the cause of your embarrassment?
3. If you were in Beverly's shoes what would you do?
4. Describe what you think Beverly might be feeling.
5. If Beverly was your friend and came to you to talk about her mixed emotions, what advice would you give her?

Use Situations to Discuss Feelings

SITUATION #2

One of the hardest tests for the school year will be given at the end of the week. Bob has been a good student, but he is worried he has forgotten information, or won't do as well as his parents would expect him to do. The pressure to perform by getting good grades is very high for Bob. Last evening, Bob's friend Jim phoned to say his older brother found a copy of the standardized test that was given last year at the school. The same test will be given this year. Jim wondered if Bob was interested in studying with him so they could be sure to get a good score. Bob felt this would really make his parents happy. If the truth were known, Bob really feels like cheating with his friend Jim.

1. Reread the situation. Make sure everyone understands it.
2. Make a list of the FACTS in the situation. The FACTS are things that would be definitely known by everyone.
3. Make a list of Bob's feelings.
4. Make a list of Jim's feelings.
5. Tell the group your own personal feeling if you were in Bob's place.
6. Create a role play in which Jim and Bob have a conversation about the situation.

Use Situations to Discuss Feelings

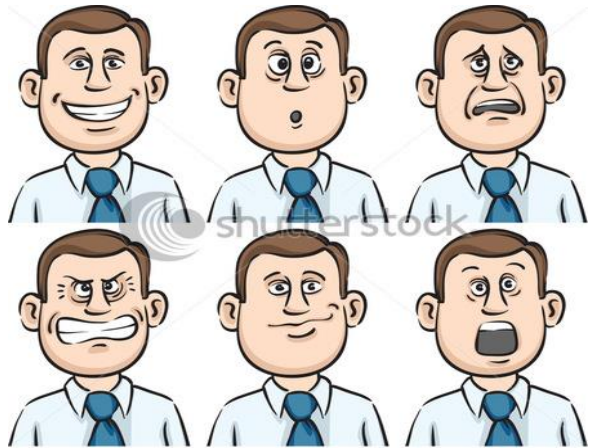
SITUATION #3

Tom feels used. He feels like his family likes him because he can help out with chores in the home. He feels like his friends just like him because he can help them with their homework. He worries that people only like him because of what he can do for them. Sometimes these feelings are very strong and Tom feels like screaming at his mother and father, “Can’t I ever do things that I like to do even if they are different from what you like to do?” He feels like being rude to his friends, and telling them. “Go do your own homework. You will learn more than if you copy mine.”

1. Have you ever felt like Tom?
2. What was the cause of your worry?
3. If you were in Tom’s shoes what would you do?
4. Describe what you think Tom might be feeling.
5. If Tom was your friend and came to you to talk about his mixed emotions, what advice would you give him?

WHEN DISTINGUISHING FACTS FROM FEELINGS REMEMBER:

- Feelings are neither good nor bad.
- Learn to trust both comfortable and uncomfortable feelings.
- Don't blame yourself for feeling a certain way.
- Learn to identify when you have mixed emotions.
- Report your feelings to the person best able to help you.
- Start your sentences with: "I feel _____ when _____ because _____."
- Put conversations on hold until you have sorted the facts and the feelings.



What Happens When We Have Mixed Emotions?

Work the problem out together

Talk to a friend or adult

Deal directly

Think of other's feelings, needs

Calm your mind and muscles

Escape, Run, Hide, Giggle, Freeze

Are unable to say what they are feeling

Cry, Yell, Use inappropriate language

Tease, Name call, Use sarcasm

Damage or steal property

Hurt self or others physically

Homework Assignments

Distinguishing Fact from Feeling

- Ask members of your family, use a dictionary, or the Internet to make a list of FEELINGS. Award a certificate to the student who lists the greatest number of feelings and can describe the feelings.
- Read letters written to the editor in a newspaper. Select the ones from people who are angry about something. Choose one of the letters to present to the class. Be prepared to tell if the person who wrote the article was separating fact from feeling.
- Watch a TV show together. Make a list of any strong feelings the characters on the show portrayed. Discuss each item after the show is over and determine if the characters were reacting out of feeling or facts.
- With a parent create two feeling cards that might be used either at school or at home to remind others to distinguish facts from feelings.

Assessing Progress

- Use a rubric to assess progress.
- Show students the rubric after the skill is introduced
 - Lacks knowledge or willingness
 - Needs assistance
 - Basic mastery
 - Proficiency
- Let them self-evaluate at the end of the three weeks practice
- Share this information with parents.

(See sample rubrics from Assessment Made Easy – Tara Kassi)

Reflect

1. List three facts about the skill of distinguishing fact from feeling you can share with students.
2. Name one action step you will try each of the next three weeks.
 - Discuss with students times when they are likely to overreact and ways they can handle this situation.
 - Discuss with students times when they experience mixed emotions and ways they can handle this situation.
 - Design a rubric so students can self-evaluate their progress in distinguishing facts from feelings.
 - Give a homework assignment that requires students to talk about Skill #14 with parents.