



## EMOTIONS THERMOMETER

### Coaches – Are You Ready?

#### > Learning Goals:

- To understand that emotions have different intensities.
- To recognize how our bodies react when we experience intense emotions.
- To identify situations that cause us to experience a variety of emotions.

#### > Think About It:

- How does your body react when you experience a happy emotion? Sad? Angry? Scared?
- When are times when you've felt happy? Sad? Angry? Scared?

#### > Materials:

- Labels/name tags (1 per girl and coach)
- Markers/pens/pencils
- **Camp GOTR Journals**
- Bandanas (3)
- Plastic cups (3)
- Marbles (3)
- Cones (3)
- **Happy Thermometer activity sheet**
- **Emotions Vocabulary list**
- Poster boards (4, see prep work)
- **Emotions Thermometer labels**
- **Emotions sticker board** (1 per girl)
- Sticker sheets (1 per girl)
- **Workshop assignment list**
- **Compliment Circle activity sheet**
- Compliment Circle index cards
- Tape
- Workshop materials

#### > Target Life Skills:

- Competence
- Confidence
- Connection

#### PREP work

- » Using the **Happy Thermometer activity sheet** as a template, draw a large thermometer on each sheet of poster board and label one each "Happy," "Sad," "Angry," and "Scared." These will become the "Emotions Thermometer" posters.
- » Cut out the **Emotions Thermometer labels**.



# day 2

## DAY 2 AGENDA

<b>OPEN</b>	<p>Start Time: _____ Finish Time: _____</p> <ul style="list-style-type: none"> <li>• Opening Game</li> <li>• Morning Meeting</li> </ul>
<b>LEARN</b>	<p>Start Time: _____ Finish Time: _____</p> <ul style="list-style-type: none"> <li>• Marble Challenge</li> <li>• Building our Thermometers</li> </ul>
<b>BATHROOM BREAK</b>	
<b>PLAY</b>	<p>Start Time: _____ Finish Time: _____</p> <ul style="list-style-type: none"> <li>• How Emotions Feel</li> <li>• Emotions Intensity</li> </ul>
<b>REFLECT</b>	<p>Start Time: _____ Finish Time: _____</p> <ul style="list-style-type: none"> <li>• Journal and Snack</li> </ul>
<b>BATHROOM BREAK</b>	
<b>CREATE</b>	<p>Start Time: _____ Finish Time: _____</p> <ul style="list-style-type: none"> <li>• Workshops</li> </ul>
<b>CLOSE</b>	<p>Start Time: _____ Finish Time: _____</p> <ul style="list-style-type: none"> <li>• Compliment Circle</li> <li>• Team Cheer</li> </ul>

**OPEN**

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

(from the time girls arrive until 30 minutes after the official start of camp)

**> Purpose:**

During the Open section of the day, girls will engage immediately with teammates through an opening game, then split into small teams for their Morning Meeting.

**Opening Game - Large Group**

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

(20 minutes, from the time girls arrive until 10 minutes after the official start of camp)

**> Set up:**

- Materials: Name tags/labels, see Opening Games section of the curriculum
- As girls arrive, coaches welcome them into the game and quickly explain the rules.

**> How it's done:**

1. Greet each girl as she arrives and make sure she puts on her name tag.
2. Choose and conduct a game from the Opening Games section.
3. Go over any announcements you have for the whole team.
4. Have each small team do their team cheer.
5. Send girls to their Morning Meeting location with their coaches.

**Write in your game choice here:**

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**Morning Meeting - Small Team (20 minutes)**

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

**> Set up:**

- Materials: See Morning Meeting section of the of curriculum, Compliment Circle index cards
- Girls seated in a circle.

**> How it's done:**

1. Select and play one game from Morning Meeting List A
2. Select and play one game from Morning Meeting List B.
3. Pass out a Compliment Circle index card to each girl/coach.
4. Remind girls that each day ends with a Compliment Circle, and they should pay attention to their teammate's actions throughout the day so they are prepared with a compliment.
5. Ask each girl/coach to write her name on the back of the card she has received. This will allow coaches to check in case a girl has forgotten who she will be complimenting.
6. Collect the index cards once all girls know who they will compliment.

**Write in your game choices here:****List A:** \_\_\_\_\_**List B:** \_\_\_\_\_

## LEARN

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_  
(30 minutes)

## &gt; Purpose:

This section introduces girls to the concept of feeling emotions at different levels of intensity. This section includes two small team activities.

## Marble Challenge - Small Team (15 minutes)

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

## &gt; Set up:

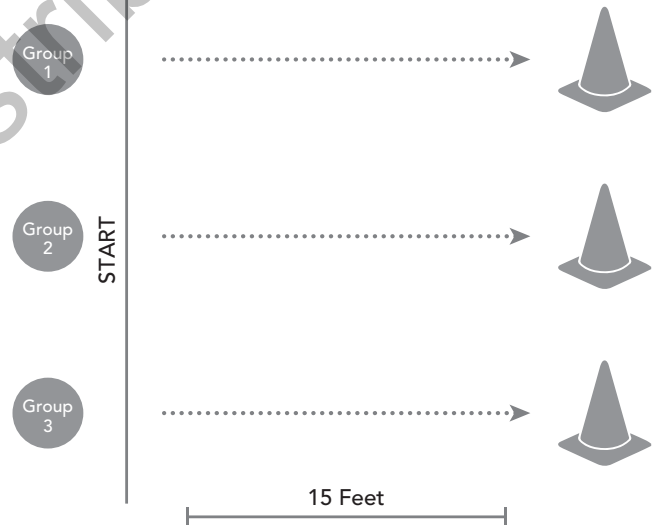
- Materials: Bandanas (3), plastic cups (3), marbles (3), cones (3)
- Place cones 15 feet from the starting line.
- Girls seated in a circle.

## &gt; How it's done:

Say, "Yesterday we learned that there are four main emotions: happy, sad, angry, and scared. Today, we're going to talk about how each of these emotions has different levels of intensity. Does anyone know what intensity means? (*How strongly you feel an emotion.*) As we start off with our first activity, pay attention to the emotions that you feel and how intense they are."

## 1. Explain the activity:

- The girls will be in groups of 4-5.
- Each group will get a bandana, a plastic cup, and a marble.
- The cup will be placed upside down on the bandana, and the marble will go on top of the cup.
- The goal is to transport the marble to the cone that is 15 feet away.
- All girls must have both hands on the bandana—they cannot hold on to the cup or the marble.
- Girls may not use additional supplies.
- If the marble falls off, the group must go back to the start and try again.



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2. Put the girls into groups of 4-5.
3. Hand each group a bandana and give them about 30 seconds to get used to holding it as a team.
4. Give each group a cup by placing it upside down on their bandana. Give the group about 30 seconds to get used to balancing the cup on the bandana.
5. Give each team a marble by placing it on the cup. Give them about 30 seconds to get used to balancing the marble on the cup.
6. Begin the activity.
7. If no one has completed the task in 5 minutes, stop the activity.
8. After the activity, collect the materials and have the girls sit in a circle.

**> Processing:**

1. What were some emotions you felt as you were participating in the activity?
2. How did the intensity of what you were feeling change throughout the activity?

Do not distribute

**Building Our Thermometers - Small Team (15 minutes)**

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

**> Set up:**

- Materials: "Emotions Thermometer" posters (4), markers, **Emotions Vocabulary list**

**> How it's done:**

1. Review each of the four main emotions by having girls give you some words that fall in the happy, sad, angry, and scared categories.
2. Show the girls the "Emotions Thermometer" poster with the "happy" thermometer on it.
3. Ask girls how a thermometer works. (As the temperature rises, the mercury inside the thermometer goes up.) (See Coach Note.)
4. Say, "We can use a thermometer to represent an emotion's intensity. A level 1 on this thermometer would represent a low level of intensity and the highest part of the thermometer, a level 5, would represent a high intensity. Let's make an emotion thermometer for 'happy' together."
5. Using the **Emotions Vocabulary** list and other ideas from the girls, create an Emotion Thermometer for "happy" as a team by filling in words at level 1 (e.g., content), level 3 (e.g., glad), and level 5 (e.g., ecstatic).
6. Explain that the girls are going to work in groups to create an "Emotions Thermometer" poster for the remaining three emotions: angry, sad, and scared.
7. Put the girls into three groups and pass out one "Emotions Thermometer" poster to each group. Give them 3-5 minutes to work together to complete their "Emotions Thermometer" poster.
8. After the time is up, bring the girls back into a circle and have each group share their "Emotions Thermometer" poster.

**Coach NOTE**

As you explain the different levels, you may want to use the analogy of a pot of boiling water. A level 1 emotion is like the warm tap water from your sink, and a level 5 is like boiling and bubbling water.

**> Processing:**

1. Why is it important to understand that emotions have different levels of intensity?

**Recommended: Bathroom Break (5–10 minutes)**

## PLAY

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_  
(55 minutes)

## &gt; Purpose:

During today's Play section, girls will participate in games that help them understand the varying levels of emotions as well as what sort of situations cause them to experience those emotions. This section consists of a small team game and a large group game.

## How Emotions Feel - Small Team (20 minutes)

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

## &gt; Set up:

- Materials: **Emotions Thermometer labels**, cones (3), tape
- Tape one **Emotions Thermometer label** on each cone.
- Set up the cones in order (1, 3, 5) with approximately 45 feet between each cone.



## &gt; How it's done:

Say, "When our minds are experiencing these different levels of emotions, our bodies are also experiencing them. For every emotion our mind experiences, our body has a reaction—but you might not always notice it. In our next activity, we're going to explore what happens to our bodies when we experience different levels of emotions."

1. Have the girls line up at the Level 1 Cone.
2. Explain that the cones represent the levels of intensity on an emotional thermometer. In this activity, they will think about what happens to their bodies at these different intensity levels.
3. Ask girls to describe what their body feels like when they are at a level 1 happy: \_\_\_\_\_. (*Heart is beating normally, you feel calm, you think happy thoughts, etc.*)
4. Have girls jog to the Level 3 Cone. Ask 2-3 girls to describe what happens to their body when they are a level 3 happy. (*Heart starts to beat a little faster, you keep thinking about what is making you feel this way, etc.*)
5. Have girls sprint to the Level 5 Cone. Ask 2-3 girls to describe what happens to their body when they are a level 5 happy. (*It's hard to focus, heart is racing, can't sit still, talk a lot, etc.*)

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6. Have the girls jog back to the Level 1 Cone and repeat with Angry, this time skipping moderately, and then as fast as they can between the cones. At each cone, ask the girls to describe what happens to her body at that level of Angry.
7. Have the girls jog back to the Level 1 Cone and repeat with Sad, this time having the girls gallop moderately, and then as fast as they can. At each cone, ask the girls to describe what happens to their body at that level of Sad.
8. Have the girls jog back to the Level 1 Cone and repeat with Scared, this time having the girls grapevine moderately, and then as fast as they can. At each cone, ask the girls to describe what happens to their body at that level of Scared.
9. Once the girls have completed the activity for Scared, have them sit in a circle.

**> Processing:**

1. What did you notice about how your body reacts to a level 5 emotion? (*It's very different than a Level 1, hard to concentrate, etc.*)
2. Why is it important to pay attention to our body's reactions to the different levels of an emotion? (*So we know why our body is reacting that way; so we can use strategies to calm back down, etc.*)

When your team has finished processing, move to the large group space. Complete 2-3 stretches from the Cold Warm-up section with your small team as time allows.

**Emotions Intensity - Large Group (35 minutes)**

Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_

**> Set up:**

- Materials: **Emotions sticker board** (1 per girl), sticker sheets (1 per girl)

**> How it's done:**

Say, "Now that we've explored what different emotions can look and feel like, we're going to spend time thinking about what situations cause us to feel that way."

## 1. Explain the activity:

- During this activity girls will be running laps and filling in an **Emotions sticker board**.
- As girls move around the lap space with a partner, they will share a situation in which they felt one of the four main emotions at level 1, 3, or 5.
- After describing a situation, the girl will place a sticker on the corresponding emotion/intensity square on her partner's **Emotions sticker board**.
- Over the course of a lap, both girls should describe a situation and give and receive a sticker.
- Girls should do their best to run with a new partner on each lap.

## 2. Model the activity with your co-coaches and/or girls.

## 3. Check for the understanding by asking if there are any questions or having a girl repeat the directions.

4. Pass out 1 **Emotions sticker board** and 1 sticker sheet to each girl.

## 5. Assign partners for the first lap and begin the activity.

6. After the activity, get back into your small teams for processing and stretching.**Coach NOTE**

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If girls seem to be comparing who has more stickers, remind them that the game is non-competitive.

**> Processing & stretching:**

As you lead the girls through some cool-down stretches, ask them the following questions:

1. Which do you tend to remember more, the times you were at a level 1 or a level 5? (5) Why do you think that is? (*Your body is acting differently than normal; the 5s aren't as frequent, so they stick out in your mind more; etc.*)
2. Is anyone willing to share one of the situations she shared with a partner?

**REFLECT**Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_  
(25 minutes)**> Purpose:**

The purpose of this section is to give the girls time to rest their bodies, reflect on the day's theme, and share their thoughts with their teammates.

**> Set up:**

- Materials: Snack, **Camp GOTR Journals**, markers/pens
- Girls seated in a circle.

**> How it's done:**

1. Pass out the snacks, journals, and a marker/pen to each girl.
2. Review the journal page: [Day 2 Journal](#).
3. Girls can eat their snack while they complete their journal page.
4. If they finish writing quickly, remind them they can color and create on their journal cover.
5. When the girls seem to be done writing, gather them back into a circle, and choose 2-4 girls to share what they wrote.
6. Highlight the key points from what girls share and discuss the journal prompts as a team as time allows.
7. Collect the girls' journals and have them throw away any trash.

**Recommended: Bathroom Break (5–10 minutes)**

**CREATE**Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_  
(55 minutes)**> Purpose:**

The purpose of this section is to allow girls the opportunity to deepen their understanding of the week's theme through hands-on, creative activities.

**> Set up:**

- Materials: **Workshop assignment list**, workshop materials
- Girls seated in a circle.

**> How it's done:**

1. Share with the girls which workshop they'll be participating in.
2. Once each girl knows which workshop she is going to today, send her to that workshop location.

Do not distribute

**CLOSE**Start Time: \_\_\_\_\_ Finish Time: \_\_\_\_\_  
(20 minutes)**> Purpose:**

During the Close section, girls will give and receive compliments and end the day with their team cheer. The closing is conducted in small teams.

**> Set up:**

- Materials: **Compliment Circle activity sheet**, Compliment Circle index cards
- Girls seated in a circle.

**> How it's done:**

1. Review the **Compliment Circle activity sheet**.
2. Ask the girls if everyone remembers who she will be complimenting. Remind any girls who have forgotten.
3. Have one girl start the Compliment Circle by giving a compliment to the girl whose name was written on her Compliment Circle index card this morning.
4. The girl receiving the compliment will say, "Thank you," and the girl who gave the compliment will say, "You're welcome."
5. The girl who received the compliment will then compliment the girl whose name was on her index card this morning.
6. Repeat until all girls have been complimented.
7. End practice with your team cheer.



**HAPPY**

Content  
Ecstatic  
Glad  
Fulfilled  
Excited  
Joyful  
Enthusiastic

**SAD**

Heartbroken  
Upset  
Guilty  
Depressed  
Melancholy  
Miserable  
Unhappy

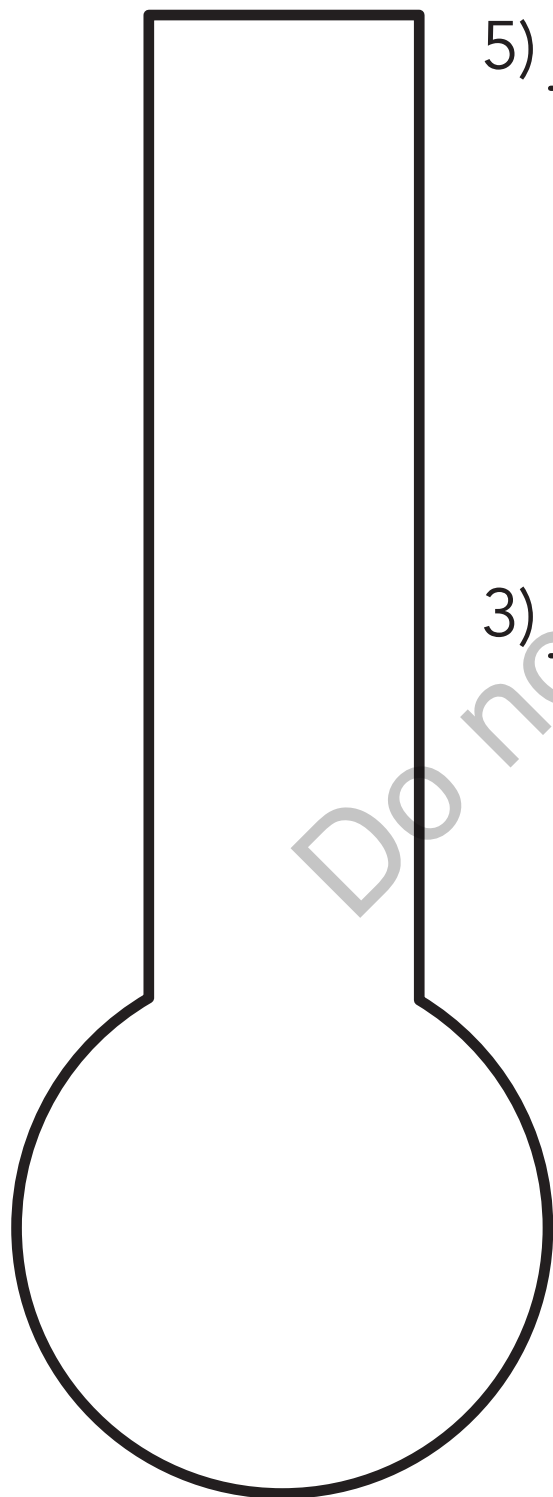
**ANGRY**

Annoyed  
Frustrated  
Jealous  
Livid  
Mad  
Outraged  
Furious

**SCARED**

Nervous  
Afraid  
Surprised  
Shocked  
Startled  
Frightened  
Terrified

# Happy Thermometer



5) \_\_\_\_\_

3) \_\_\_\_\_

1) \_\_\_\_\_



DAY

2



Emotions Thermometer Labels

**Level 1**

**Level 3**

**Level 5**



<p><b>SCARED</b> <b>Level 1</b></p>	<p><b>SCARED</b> <b>Level 3</b></p>	<p><b>SCARED</b> <b>Level 5</b></p>
<p><b>ANGRY</b> <b>Level 1</b></p>	<p><b>ANGRY</b> <b>Level 3</b></p>	<p><b>ANGRY</b> <b>Level 5</b></p>
<p><b>SAD</b> <b>Level 1</b></p>	<p><b>SAD</b> <b>Level 3</b></p>	<p><b>SAD</b> <b>Level 5</b></p>
<p><b>HAPPY</b> <b>Level 1</b></p>	<p><b>HAPPY</b> <b>Level 3</b></p>	<p><b>HAPPY</b> <b>Level 5</b></p>

Use your imagination to write or draw a story about a character who is experiencing a Level 5 on the Happy Thermometer.



Do not distribute

Do not distribute