

School Counsellor Newsletter



Aristotle at Home: Exploring our feelings and tracking our emotions

Newsletter 3

As we start to settle into life at Level 2 and no doubt enjoy the greater freedom and activities we can take part in, we might notice that we also miss aspects of life in lockdown.

Life is becoming busier again with more after school activities and sports soon to start at weekends, and whilst our feelings about this might be positive, many of us will also be wondering how we can maintain the 'slower' pace we enjoyed in lockdown. No doubt your sons may be having the same thoughts and feelings. So this is a good time to check in with our feelings and emotions and to remind yourselves, and your sons, that having a range of feelings is normal.

Years 1 to 4

This activity, called *The Way I Feel*, is being offered at this level, with two more similar activities next week. It involves you reading a book together with your son, with a link being provided so you can access the book, 'The Way I feel', via YouTube. This book helps your son to build his vocabulary for a range of different emotions, which will help him to better understand and express his feelings effectively. Not only will this support him, but it will also help him to support others with their feelings as well. There are some suggested questions for you to discuss as you read the book and a brief worksheet to complete as well.

[The Way I Feel](#)

Years 5 to 8

This activity, called *Emotions Tracker*, is being offered at this level. It will take a whole week as there is a reflection task each day and then one at the end of the week. It could be helpful for you to do your own tracking as well, alongside your son's. Your son will be given a list of emotions and asked which ones he feels each day. Each day he will be asked to choose three emotions to reflect on - what caused this emotion, what were the consequences of feeling it, and what thoughts resulted? Then a similar, but more in-depth review, takes place at the end of the week, including which emotions were helpful and which were unhelpful. The goal is for your son to be tracking and checking in with his emotions so that he can plan ahead as much as possible. By noticing when he is experiencing more helpful emotions, as well as unhelpful emotions, he can make changes so that helpful emotions are happening more frequently. Remember, the goal is not to avoid unhelpful emotions as they have a role to play, we just do not want to experience them more than is necessary. The parent handout for this activity provides extra information on the different purposes and impacts of positive and negative emotions.

[Emotions Tracker - Student Resource](#)

[Emotions Tracker - Parent Resource](#)



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Jenelle is a Registered Provisional Member with NZAC (New Zealand Association of Counsellors).

If you wish to discuss the services the school counsellor can provide please see your son's homeroom teacher or Amos Pilgrim
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