Teacher Notes

Some people say there are six basic emotions—anger, disgust, fear, happiness, sadness, and surprise—which are expressed in varying degrees as feelings. Sometimes, it can be hard to manage our emotions. When we don’t manage our emotions well, we may not be compassionate toward others, or get the compassion we need. In this lesson, students label emotions, describe what they look like, and list the situations that might cause them. When we are happy, our needs are being met, when we are upset or worried, our needs are not being met.

Opening

5 min
Format: Turn and talk, activate prior knowledge, video

Last time, we learned about why we should be compassionate. Turn and talk to a neighbor about these questions: Why is it important to show compassion? What are some of the good things that can happen when you show compassion? Have a couple of volunteers share out with the class. Today, we’re going to talk about emotions or feelings and how noticing emotions or feelings can help you feel empathy and show compassion.

Let’s check out a quick video together to see how hurt feelings lead to emotions and how compassion helps when feelings are hurt. Alex is trying to help Amir find his talent for the talent show, but she accidentally offends him. Let’s see what happens.

Show video, Squeaky Wheel

Debrief

5 min
Format: Whole group debrief

In this video, we learned that hurt feelings can lead to negative emotions but that compassion can help when feelings are hurt.

Discuss as a class:

• What was Amir feeling? How do you know? Why did he feel that way?
• Did anyone show him compassion? How did that help?

Have students turn and talk to a partner:

• What are some emotions you feel on the inside that show on the outside?
• What are some emotions you feel on the inside that don’t show on the outside?
• When was a time when your feelings were hurt and you felt a strong emotion. Did anyone show you compassion?

After students have shared with a partner, allow a few students to share with the whole group.

Objectives

Students will be able to:

• Identify emotions
• Describe how emotions influence behavior

Materials

• A/V to play video
• Emotion cards
• Emotions posters
• Scenario cards
• Our Emojis worksheet
• Chart paper
• Post-It notes

Compassion Project Lesson Plans
Activity Part 1: Pantomime
① 7 min

Activity Part 2: Emotions Walk Around
① 10 min
Format: Scenario cards, whole group discussion

Closing
① 2 min
Format: Formalizing learning with the whole group, partner share

Evaluation
① 5-10 min
Format: Access individually

Extensions

Explain that emotions are related to empathy and compassion. When you notice the emotions or feelings of others, you are able to feel empathy for them. That empathy can then lead to compassion!

Ask for a couple of volunteers to describe a time when emotions changed the way they treated someone. Guide them to remember a time when they noticed how someone was feeling or what their emotions were and how that led to empathy and then compassion.

Let them know that we will be using pantomime to practice noticing others’ emotions. Have them show with their thumbs how familiar they are with the word ‘pantomime’. Thumbs up means totally know what it is; thumbs down means never heard it before; thumbs in the middle means have heard it before but not exactly sure what it means.

• If many students do not understand pantomime, explain that it means to act something out using gestures and facial expressions without making any sounds. You might also need to demonstrate quickly by pantomiming a familiar fairytale (e.g. Snow White, Cinderella).
• Pull one emotion card at a time and select one student to come pantomime it for the class. Have the other students raise their hands to identify which emotion it is. After each one, ask them how they knew which emotion it was. Emphasize that you can notice what emotions people are feeling without them having to say it because they can show it with their face and body.

* Post the emotions posters around the room
* Read a scenario card then select a student (or a pair of students) to stand under the poster that best describes how they would feel in that situation.
* After students move to an emotion poster, have them identify the emotion they have chosen for that scenario and why. Ask the rest of the class to use their thumbs to indicate if they would feel the same way. Thumbs up means yes. Thumbs down means no.
* Discuss as a class after each scenario why they would feel that way. Discuss how someone could have empathy or show compassion to them if they needed it in that situation.

Turn and talk: What do emotions have to do with empathy and compassion?

Have a few students share out after the turn and talk.

Discuss as a class:
• How do you know when someone is feeling a certain emotion if they don’t tell you?
• What emotions usually lead to empathy and then compassion? Why?

At the end of the lesson, give students “Our Emojis” worksheets to complete individually.

Explain that there are a lot of other words or synonyms that can be used to express our emotions. Create an anchor chart for each emotion below and provide students with Post-It notes. Have them write a synonym on each Post-It and place it on the appropriate anchor chart.

Examples:
• Happy - inspired, content, hopeful, excited, proud
• Sad - disappointed, gloomy, bummed, lonely
• Angry - annoyed, bitter, upset
• Afraid - nervous, terrified, afraid
• Surprised - shocked, confused, curious
• Disgusted - grossed out, fed up

Additional Suggested Reading for Students:
• Under the Lemon Moon by Edith Fine
• The Day the Crayons Quit by Drew Daywalt

Learners needing support:

Learners ready for extensions:

Notes for next time
Your mom or dad is late picking you up from school.

You win your soccer game by scoring the winning goal.

You get a bad grade on a test.

No one comes to your birthday party.
Your little brother breaks your favorite toy.

Your wiggly tooth comes out at school.

Your friend ignores you at recess.

Your friend sneezes all over your lunch.
You accidentally lose your mom or dad in the store.

There is a huge thunderstorm that knocks out power at school.
# Our Emojis

<table>
<thead>
<tr>
<th>I feel sad when...</th>
<th>I feel scared when...</th>
<th>I feel angry when...</th>
<th>I feel happy when...</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I’m sad, I show it by...</td>
<td>When I’m scared, I show it by...</td>
<td>When I’m angry, I show it by...</td>
<td>When I’m happy, I show it by...</td>
</tr>
<tr>
<td>When others are sad, I can show compassion by...</td>
<td>When others are scared, I can show compassion by...</td>
<td>When others are angry, I can show compassion by...</td>
<td>When others are happy, I can share in their happiness by...</td>
</tr>
</tbody>
</table>