LESSON 5
Our Emotions Part 2
Prerequisite: Completion of Lessons 1, 2, 3, and 4

Objectives students will be able to...

* Describe what difficult or strong emotions look like and feel like
* Describe how emotions can lead to getting or not getting empathy or compassion
* Describe ways to manage difficult emotions

Materials

* A/V to play video
* Emotion Cards 2
* Chart paper and markers
* Scenario Cards

Teacher Notes

As children grow, their ability to express, cope with and manage a variety of emotions is constantly developing; some of the primary features of emotional development include the ability to manage strong emotions and how they are expressed in a constructive way. In this lesson, students identify emotions and what situations and personal needs might cause them to have different feelings. Students will reflect on how they manage emotions, and how their emotions and behaviors influence decision making.

Opening

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

Debrief

① 5 min
Format: Whole group debrief

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Last time, we talked about emotions and how they can lead to empathy and compassion. Turn and talk to a neighbor: What do you remember about emotions and compassion? How are they related to each other? Have a couple of volunteers share out with the class. Today, we’re going to talk about emotions again, and how you can have strong emotions or many different emotions.

Let’s check out a quick video together to see how hurt feelings lead to emotions and how compassion helps when feelings are hurt. In this video, look for someone who has confusing emotions and notice how someone who shows compassion helps.

In this video, we saw that sometimes emotions can be confusing. Sometimes it can be hard to know what we’re feeling. We also noticed someone who showed compassion to someone who was confused about their emotions.

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?

Discuss as a class:

- What emotions did Brandon have? How do you know? (body language, facial expressions, words/sounds)
- Who had empathy for Brandon and showed him compassion? How?
- What did Brandon do to help himself understand his emotions?
- How did Brandon change after understanding his emotions?

Have students turn and talk to a partner:
Debrief Cont.

Activity Part 1: Pantomime Review

- 5 min

Ask for volunteers to name the 6 basic emotions (fear, anger, disgust, happiness, surprise, sadness)

Let them know that we will be using pantomime again to review emotions. Have them show with their thumbs if they remember what a pantomime is. 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, remind them that they did it last time you worked together, and 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).

Let them know that you are making it harder today by adding some more emotions, not just the 6 basic ones.

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.

As they identify the emotions, write them on chart paper (large enough for everyone to see)

Alternate activity:

- Print enough cards for each student to have one.
- Tape one card on the back of each student.
- Give the class a couple of minutes to walk around and give one another pantomime clues (e.g. no sound) about what is on their classmates’ backs for them to guess.
- Stop the activity once most students have guessed what their emotion is or after 2-3 minutes, whichever comes first
- Debrief at the end by discussing how they were able to figure out what emotion was on their back and what good facial or body clues their classmates gave.
- As they name each emotion, write them on chart paper (large enough for everyone to see)

Discussion

- 5 min

Format: Class discussion/brainstorm

Activity Part 2: Skits

- 15-20 min

Format: Group work-skits, whole group discussion

- Describe a time when you had more than one emotion at the same time or you weren’t sure how you felt.
- What did you do when you felt that way?
- Did anyone feel empathy for you or give you compassion?

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

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On the chart paper, have the student identify which are positive emotions and which are negative emotions. Use a +/- or color code them.

Work together as a class to brainstorm different ways that you could handle a negative emotion and help yourself “cool off” like Brandon did with painting in the video.

- Examples: Go for a walk, get a drink of water, take a deep breath, close your eyes, squeeze a stress ball, write in a journal, talk to a friend, etc.

Teach them that these are called “coping strategies”

Let students know that they will now get the chance to create a skit that shows one of the strong negative emotions. This will help them practice showing empathy and compassion as well as practice strategies to deal with strong negative emotions.

Break students into 6 equal groups.
Activity Part 2: Skits Cont.

Closing

Format: Formalize learning with the whole group, partner share

2 min

Turn and talk: What did you learn about emotions today?

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

Discuss as a class:

• Everyone has strong negative emotions sometimes, and they aren’t bad. What matters is what we do as a result of those emotions and how we treat others when we feel a strong emotion. What are some things you can do the next time you have a strong emotion?

• How will you treat others who are showing strong emotions?

Give each group a scenario card. Let students know that they will have about 10 minutes to create their skit, with 5 minutes at the end to perform them for the class.

Emphasize that the skits should include:

• A person who is showing a strong emotion
• A person who feels empathy and shows compassion
• A coping strategy

While they rehearse, walk around the room and give hints/help/encouragement when needed.

Class Discussion/Debrief after each skit:

• What strong negative emotion are they showing?
• Why do they feel that emotion?
• Who has empathy?
• How are they showing compassion?
• What coping strategy did they use?

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Create a “safe place” in your classroom for students who are dealing with strong negative emotions.

• Teach students how to recognize their strong emotions
• Teach students how to use coping strategies and breathing techniques as well as how to use the safe place appropriately
• Place breathing strategy cards/posters (used in lesson 7) and/or a calming caddy in the space to help students self-manage:
  • http://crayonsandlessonplans.blogspot.com/2012/07/calming-caddy.html?m=1 or http://www.thelieberfamily.com/2012/ll/calming-caddy.html

Watch Inside Out as a class

Post an emotions poster in the class for students to reference throughout the year:

• http://whatscookinsister.blogspot.com/2016/02/emotions-chart-for-kids_9.html
• https://www.teacherspayteachers.com/Store/Lanies-Little-Learners

Additional Suggested Reading for Students:

• The Pout-Pout Fish by Deborah Dieson

Extensions

Teacher evaluation on the next page
Learners needing support:

Learners ready for extensions

Notes for next time
Scenario Card 1
Someone took your seat at lunch.

Scenario Card 2
Someone cut you in line in the cafeteria.

Scenario Card 3
Your friends wouldn’t play with you at recess.

Scenario Card 4
You fell down in the hallway and everyone laughed at you.
Scenario Card 5

You made a mistake in front of the whole class.

Scenario Card 6

You didn’t get iPad time because your brother hogged it all night.
Happy

Proud

Confused

Embarrassed

The Compassion Project
Jealous

Sad

Glad

Excited
Bored

Afraid

Disgusted

Disappointed