

Lesson 3 | Getting to Know Me

Identifying and Managing Emotions

Rationale

Children begin to experience more complex, personal and interpersonal events as they mature into pre-adolescence. Children equipped to identify and manage their emotions are better able to express their feelings with confidence. Emotional self-awareness fosters the recognition and appreciation of the emotions of others promoting a greater capacity to build empathy, diffuse conflict, and build stronger relationships.

Character Education

This lesson promotes these character traits:

Caring Self-discipline Honesty Respect

Objectives

Following this lesson, the student will be able to:

- Name a variety of emotions
- Demonstrate an awareness of one’s own physical signals associated with specific emotions
- Describe a range of emotions and the situations that cause them
- Recognize the emotions of others by observing facial expressions and body language
- Demonstrate using an I-message and other healthy ways to express emotions

Activities

1. Scanning Sensors..... 10 minutes
2. Instrument Panel 10 minutes
3. Expressways..... 10 minutes

Before You Start

- Distribute the Student Workbooks at the beginning of the lesson.
- Display Otto at the front of the room.
- Prepare the Dab of Vocab and Lesson Extenders from the **Looking for More?** Section. For more information about the Looking for More? Section see page 21 of the Teacher’s Manual.
- Prepare the **Daily Workout** activities. For more information about the Daily Workouts see page 66 of the Teacher’s Manual.
- Make a copy of **Home Workout 3** for each student. Distribute at the end of the lesson.

Materials

To deliver this lesson, you will need:

- **Student Workbook** pages 5-6
- **Otto Matic the Robot**
- **Decision-Making Poem Poster (in your kit)**
- **Name that Feeling! Word Cards (in your kit)**
- **Home Workout 3, Teacher’s Manual page 79**

Daily Workouts

Day 3 Materials

To deliver this activity, you will need:

- **Name that Feeling! Word Cards**
- **Student Workbooks**

Day 4 Materials

To deliver this activity, you will need:

- **One sheet of paper for each student**

Day 5 Materials

To deliver this activity, you will need:

- **Three sheets of flip chart paper**

Day 2 Activity:

Mixed Emotions 10 minutes

Additional Objective

Following this activity, the student will be able to recognize one's ability to experience more than one feeling at the same time.

Day 3 Activity:

Name that Feeling! 10 minutes

Day 4 Activity:

Empathy..... 10 minutes

Additional Objective

Following this activity, the student will be able to demonstrate empathy in a variety of situations.

Day 5 Activity:

Managing Like a Boss 15 minutes

1. Scanning Sensors



✕ Display the Decision-Making Poem Poster. In our last lesson, we talked about making good decisions. Let's recite the decision-making poem. Use your hand motions as we recite each step.

Refrain

- Stop!** ✕ Extend your arm in front of you with your palm out.
 - Think!** ✕ Tap your head with your forefinger.
 - Act!** ✕ Take a step forward.
 - Reflect!** ✕ Point backward with your thumb and look behind you.
- A good decision is what you'll get.**

Stanza

**Use your brain before you choose,
and you will know just what to do.**

**So don't bring home that pet just yet,
or do something you might regret.**

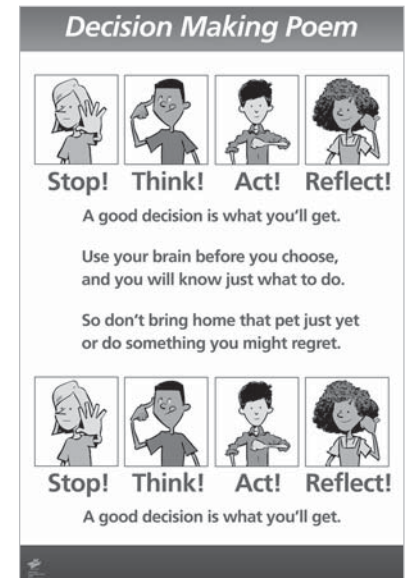
Refrain

- Stop!** ✕ Extend your arm in front of you with your palm out.
 - Think!** ✕ Tap your head with your forefinger.
 - Act!** ✕ Take a step forward.
 - Reflect!** ✕ Point backward with your thumb and look behind you.
- A good decision is what you'll get.**

Excellent! Today we are going to talk about feelings. How can you tell if someone is happy or sad? 🗨️ *By looking at their face or their body language; listening to their tone of voice; they might tell you how they feel.*

Take a look at Otto. Does Otto's face give us any clue of what he is feeling? 🗨️ *No.* **Does his body language help us understand what he is feeling?** 🗨️ *No.*

That's right; we can't read his facial expressions or body language because robots don't have feelings. Otto will never feel angry, sad, happy, or bored.

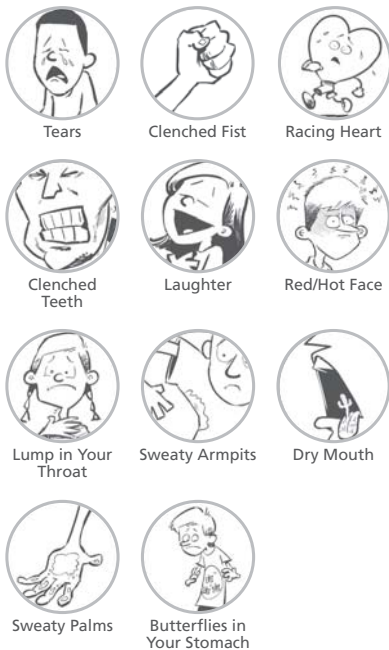


Teaching Tip

Maneuver Otto about so the students can see his face.

You are very different from Otto. You experience lots of feelings every day. Can you name some of those feelings? *Sad, mad, happy, etc.* Very good! Is it difficult to know exactly what you are feeling sometimes? Encourage student response. Why is that? *Our feelings change a lot; we can't always describe how we feel right away; sometimes we feel many feelings at once.*

Our emotions can change quickly, but our bodies work to help us understand what we are feeling. Did you know your brain sends your body signals to help you know what you are feeling? Encourage student response. Let's take a look at how the body does this. Open your workbooks to page 5. Look at the images in the section titled "Know the Signals."



What does your heart do when you start to get angry?

Pat your chest. *It races.* Draw a line to connect "Angry" to the racing heart.

How do your hands and muscles feel? Show clenched fists and tight shoulders. *Tight, tense, sweaty.* Connect "Angry" to the body signals that match.

How does your face feel as you start to get angry? Touch your cheeks and forehead. *Hot.* Connect "Angry" to the red hot face.

Your skin may get hot, your stomach may get in a knot, and your hands may start to shake. That's how it can feel to be angry.

Which physical signals do you feel when you are sad or when you are scared or when you are happy? Complete these on your own. You can have more than one answer. Some emotions share the same body signal. Allow time for students to complete the activity.

Which physical signals do you feel when you are happy?

Laughter, smile, tears of joy, butterflies in stomach, clenched teeth when excited, etc. Very good! Not everyone feels the exact same physical signals.

Which physical signals do you feel when you are scared?

Racing heart, butterflies in stomach, sweaty palms, etc.

Which signals do you feel when you are sad? 🗨️ *Tears, lump in throat, heartache, etc.*

Excellent! It takes practice figuring out what our bodies are trying to tell us. The more we practice, the better we can identify our feelings.

2. Instrument Panel



When we can identify our feelings, we can communicate them to others. Why would we want to tell others how we feel?

🗨️ *So they can help us.*

Look at the next section in your workbook titled “Many Feelings.” Everyone experiences feelings and emotions. Some are sad feelings and some are angry feelings. Some are happy feelings and others are scared feelings. Review the feeling words in each of the four groups and think about which emotion best describes each group. Then write down the emotion from the Emotions Word Bank (Happy, Sad, Scared, or Angry), that best matches the group.



Let’s look at the first one together. Which emotion describes feeling startled or terrified? 🗨️ *Scared.* Very good! These words describe different degrees of feeling scared. For example, which word describes feeling just a little bit scared? 🗨️ *Startled.* That’s right; which feeling describes being really, really scared? 🗨️ *Terrified.* When you can tell how much you feel an emotion, you can communicate how you really feel to others.

Now, complete the rest on your own. Be ready to share your answers. ✂️ *Allow time for students to complete the activity.*

Let’s review your answers. Which emotion describes feeling excited or glad? 🗨️ *Happy.* Excellent! Which of those feeling words describes being really, really happy? 🗨️ *Excited.* Which one describes feeling a little bit happy? 🗨️ *Glad.*

What about number 3? Which emotion describes feeling furious or grouchy? 🗨️ *Angry.* Which of those feeling words describes being a little bit angry? 🗨️ *Grouchy.* Which word describes feeling really angry? 🗨️ *Furious.*

Notes

What about number 4? Which emotion describes feeling blue or heartbroken?  *Sad.* Very good! Which one feels the saddest?  *Heartbroken.* Excellent!

Now we are going to play a game called “Name that Feeling!” to practice recognizing more emotions and their different degrees of feeling. Turn in your workbooks to page 6 to the section titled “Name that Feeling!” We will use the emotions in the word bank to play the game. Take a moment to read over those feeling words.

 *Allow time for students to review the word bank.*

To play the game, I will divide the class into two groups, Side A and Side B. I will show a Feeling Word Card to Side A while Side B puts their heads down on their desks so they can't see the card. Side A will then give different clues of the feeling word on the card. The players on Side B will use these clues to identify the feeling. Each side will take turns demonstrating and identifying feelings.

Look at the clues in your workbook. The first clue your group will give is a facial expression that goes with that feeling. For example, can you think of a time when a friend was furious with you?

What did their face look like?  *Encourage students to demonstrate.* Excellent! A furious face looks more intense than a mad face.

The second clue is to demonstrate the body language that matches the emotion. For example, can you remember a time when a friend of yours was embarrassed? What did their body language look like?

 *Encourage students to demonstrate.*

Excellent! This is not a game of charades, so be sure to demonstrate real facial expressions and body language that match the emotion. You want the other group to guess actual feelings not just words.

For the third clue, describe an example of someone feeling this emotion. You could say, “You might feel this way when you have nothing to do and your friends cannot play.” What feeling is this?

 *Boredom.*

Your group may only answer when the other group has given all three clues.

 *Divide class into two groups Side A and Side B. Allow time to play the game.*

Teaching Tip

As you play the game, encourage each student in one group to demonstrate the facial expression to the other group.

Teaching Tip

Encourage each student in one group to demonstrate the body language to the other group. This can be done from their seats or they may stand.

Teaching Tip

As you play the game, call on several students from the group to share a clue about when someone might feel the emotion.

3. Expressways



Now that you know many feeling words and their physical signals, we are going to practice a healthy way to express our emotions. We have a handy tool we can use to express our emotions to others. This tool is called an I-message.

Is it okay to hit someone or throw something when you are angry? No.

That's right. Is it okay to tell someone, "I feel mad"? Yes.

Is it okay to tell someone what made you angry? Yes.

Is it okay to tell someone what you want or need in that situation? Yes.

Very good! Stating how you feel and what made you feel this way helps the other person understand why you feel the way you do. Telling them what you need helps you find a solution to the problem.

Let's practice using an I-message. Look at the next section in your workbook titled "Express It." Write the I-message model for scenario 1 on the board.

I feel _____ when _____.
Name the feeling Name the action

I want _____.
State what you want or need

Notes

We will read both scenarios together, and use the information from the scenario to complete the I-message. The first one has been done for us. Let's read the scenario together.

1. Your friend takes a bite out of your sandwich without asking first. Fill in the answers to the model on the board.


First, I am going to name my feeling...


I feel angry

Then, I am going to name the action that makes me feel angry...

when you take something that belongs to me.


Finally, I will state what I want or need...

I want  you to ask me first.

Do you think people will understand us better when we communicate our feelings with an I-message?  Yes. **Why?**

 *The only way people can really know how I feel is if I tell them.*

Let's read the second scenario.

2. Your pet hamster is missing. You've been looking for a couple of days now but haven't found him. Your mom is worried because you've been in your room and won't speak to anyone. Finish the I-message on your own in your workbook. Use a feeling word from the word bank to help you complete the I-message.  *Allow time*

for students to complete the activity and share their answers.

Recognizing how you feel at different moments of the day, will help you express your feelings appropriately. I feel proud when you use the I-messages to communicate with me and your friends. I want you to continue to use I-messages at home, too.

In our next lesson, we will talk more about communication.

 *Collect Student Workbooks.*

 *Distribute Home Workout 3.*

 *Turn off Otto and the Remote Control.*