

Lesson Outline for ALEX

General Lesson Information
Title: Emotional Triggers and Perspective Taking
<p>Overview/Annotation- <i>A short summary or description of the lesson including activities and science concepts.</i></p> <p>In this lesson, students will learn about emotions, and behaviors that can trigger emotional responses in themselves and others. The lesson involves whole group discussion, individual seatwork (drawing), small group activity (brainstorming), and large group activity (acting).</p> <p>Setting or format (outdoors, in groups, lab, etc.):</p> <ul style="list-style-type: none"> • Could be done inside or outside <p>Intended group size (if groups are used):</p> <ul style="list-style-type: none"> • Whole group instruction • Small (4 person) group activity
<p>Intended grade level(s):</p> <ul style="list-style-type: none"> • Second Grade
<p>Approximate Time of Lesson (<i>Ideally break down into 20-50 minute periods</i>):</p> <ul style="list-style-type: none"> • One, 50-minute class or • Two, 20 minute classes

Researcher Biography
<p>Name & Professional Title:</p> <ul style="list-style-type: none"> • Dr. Summer Braun, Assistant Professor of Psychology <p>Affiliation:</p> <ul style="list-style-type: none"> • University of Alabama, Department of Psychology and Center for Youth Development and Intervention <p>Contact Information (Email, Twitter, Personal Website, etc.):</p> <ul style="list-style-type: none"> • Email: ssbraun@ua.edu • Twitter: SummerBraun_PhD <p>Brief Description of Research Interests:</p> <ul style="list-style-type: none"> • Teachers' occupational health and well-being • Students' social and emotional development • Interventions to support teacher and student well-being (e.g., mindfulness-based programs)

Associated Standards and Objectives
<p>Content Standards- <i>List Alabama Course of Study Standards that connect to lesson</i></p> <p>2.1.7) Identify positive examples of mental health.</p> <p>2.4.1) Demonstrate techniques of effective listening.</p> <p>2.4.3) Demonstrate how to communicate with others with kindness and respect.</p>
<p>Primary Learning Objectives- <i>Sentences beginning with “Students will be able to...” that describe what students will do in the lesson that relates to how students will be assessed.</i></p> <ul style="list-style-type: none"> • 2.4.3) Demonstrate how to communicate with others with kindness and respect <ul style="list-style-type: none"> ○ Students will be able to list examples of behaviors that are kind to themselves, their classmates, teachers and parents ○ Assessment look fors: <ul style="list-style-type: none"> ▪ Are students listing appropriate behaviors that might trigger happy and upset responses from each of these groups? • 2.4.1) Demonstrate techniques of effective listening. <ul style="list-style-type: none"> ○ Students will be able to demonstrate effective listening during cooperatively work in small groups and whole group discussion ○ Assessment look fors: <ul style="list-style-type: none"> ▪ During small group activity, are students paying attention to others’ suggestions? Providing input and feedback? Settling on one final answer to write down? ▪ During whole group activity, are students paying attention to the volunteer’s charade? • 2.1.7) Identify positive examples of mental health <ul style="list-style-type: none"> ○ Students will be able to identify appropriate things they can do to support their own mental health ○ Assessment look fors: <ul style="list-style-type: none"> ▪ Are students identifying appropriate things they can do to support their own happiness? ▪ Are students providing the appropriate facial drawing (happy or upset) given the scenario that is acted?
<p>Additional Learning Objectives- <i>Any learning outcomes that are not directly related to the content standards but may relate to other local or national standards</i></p> <ul style="list-style-type: none"> • Students will be able to identify emotions that are pleasant and unpleasant • Students will be able to demonstrate facial manifestations that reflect whether someone is happy or upset • Students will be able to engage in perspective taking about how behaviors may be interpreted by others • Students will be able to generate ideas of behaviors that positively and negatively impact themselves, their peers, teacher, and parents/caregivers

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Preparation Information

Total Duration- *How many minutes will the lesson last?*

- 50 minutes

Materials and Resources- *List of materials teacher will need to gather or prepare for lesson*

- Markers and whiteboard
- Face drawing template
- Worksheet prompting about emotional triggers

Technology Resources Needed- *What technology will teacher and students need for the lesson?*

- N/A

Background and Preparation- *Description of information (science content, use of materials, etc.) teacher and/or students will need to know prior to this lesson; list steps for any preparation prior to the lesson*

- This lesson is nuanced because we do not want to teach students that their actions are **solely** responsible for how someone else feels (e.g., despite being kind to a classmate, the classmate may still continue to feel sad; they are not responsible for **making** a parent happy, etc.). Rather, that their behaviors are intertwined with, and can lead to emotional responses in others. The receiving individual is in control of their own emotional responses to the situation, yet there are things that we can do that are more likely to lead to someone feeling happy or upset.

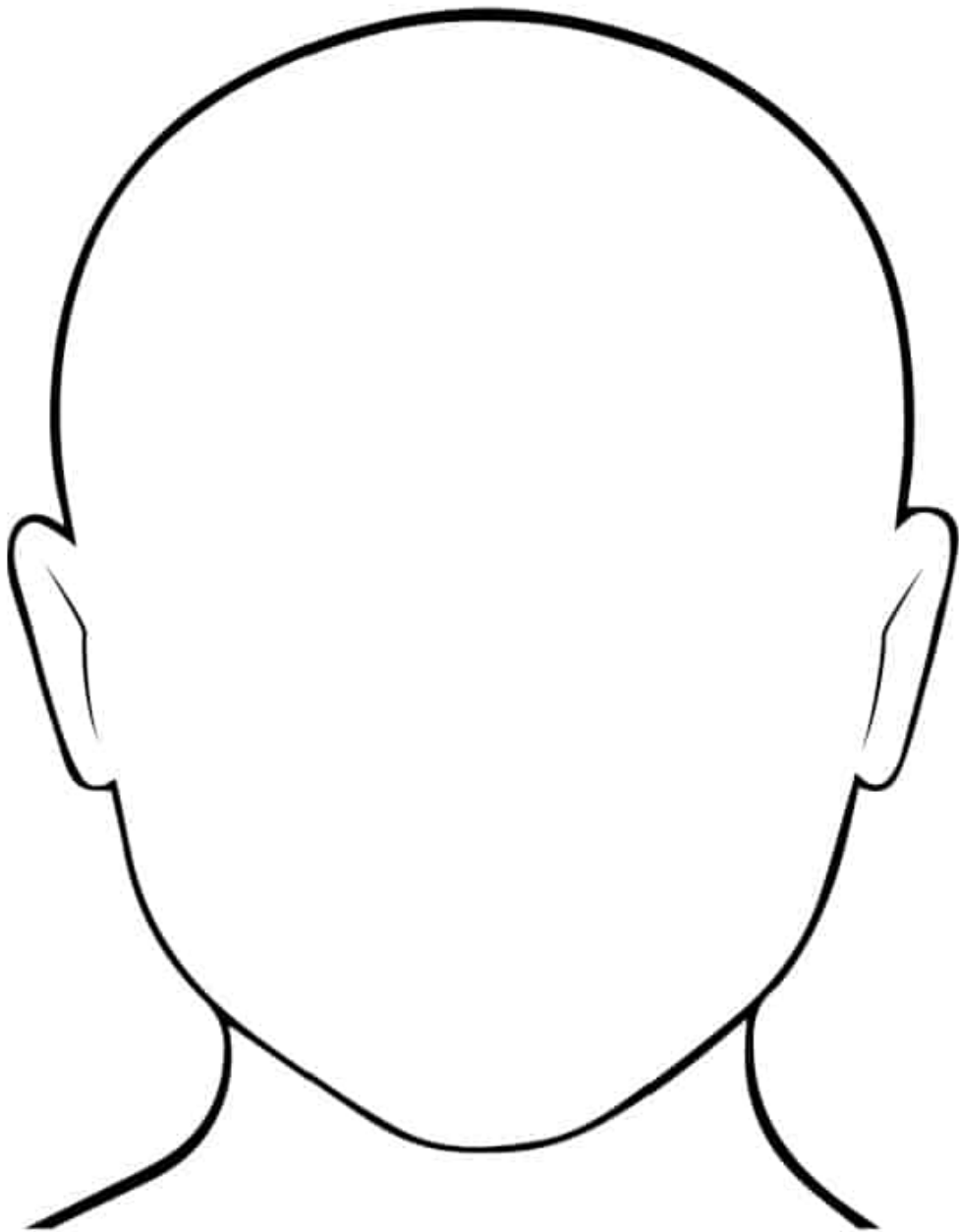
Procedures and Activities

Step-by-step description of lesson that would allow another teacher to successfully complete the lesson (suggest possible reflection or comprehension questions along with examples of correct answers or common misconceptions)

1. Whole Group Discussion: Emotions
 - a. Prompt to students: *What are some pleasant emotions? What are some unpleasant emotions?*
 - b. Write list on the board.
2. Individual Activity: Draw your happy and upset face
 - a. Prompt to students: *Draw and color yourself feeling happy on one face, and upset on the other.*
 - b. Hand out two blank faces to each student. Allow five minutes for drawing.
3. Whole Group Discussion: Emotional Triggers and Perspective Taking

- a. Didactic instruction: Describe that we are in control of our own emotions, and that we may respond with all kinds of emotions to different situations that we encounter everyday. There are things that others do that might naturally lead us to feel happy or upset. These are sometimes called emotional triggers.
 - b. *Prompt to students: What are some things that others do that lead you to feel happy? Upset?*
 - c. Didactic instruction: Students may report different things. What leads you to be happy right this second might not have this same response later in the day. Further, what might lead *you* to be happy might not be what leads *another person* to be happy. We have all kinds of people in our lives, classmates, teachers, parents/caregivers, community members. Each of them has their own emotional triggers. While our actions and behaviors are not solely responsible for how someone else feels, there are things that we can do that might lead someone to feel inclined to be happy or upset.
4. Small Group Activity: Brainstorm
 - a. Place students in groups of four. Within each group, assign one student to be responsible for the following prompts: self, classmates, teacher, and parents/caregiver. Each table gets a coin, heads indicates happy, tails indicates sad. Each student takes a turn flipping the coin and, based on the result, the group comes up with a behavior that they could do that might lead that person to be happy (if heads) or upset (if tails). Allow 10 minutes for this activity.
 - b. *Prompt to students: Take turns flipping the coin, if it is heads it means happy, and tails means upset. Based on the flip, as a group, come up with a behavior that you could do that might lead that person to be happy (if heads) or upset (if tails). Write down your answer.*
5. Whole Group Activity: Charades
 - a. Collect the worksheets from each group. Solicit volunteer(s) to act out one of the scenarios of your choice for the class. The class then holds up their happy or upset faces to indicate how that behavior would likely make the recipient feel.
 - b. *Prompt to students: I need a volunteer to act out one of these emotional triggers. While X acts out what they might do, hold up your happy or upset face based on whether you think the behavior would make the recipient feel happy or upset.*

Attachments- Any materials for the lesson such as video links, worksheets, etc., listed here



SELF

What is something that you could do
that might lead *yourself* to feel:

Happy
(Heads)

Upset
(Tails)

TEACHER

What is something that you could do
that might lead your *teacher* to feel:

Happy
(Heads)

Upset
(Tails)

CLASSMATE

What is something that you could do
that might lead your *classmate* to feel:

Happy
(Heads)

Upset
(Tails)

PARENT/CAREGIVER

What is something that you could do
that might lead your *parent/caregiver*
to feel:

Happy
(Heads)

Upset
(Tails)

Activity 1: Artful Expression

Objective/Goals:

1. List and describe the basic emotions someone might experience.
2. Analyze personal emotions and represent them through art.

Materials:

- Worksheet
- Writing utensils: Colored pencils, Crayons, etc.

Activity Type:

- Individual work

Teacher Preparation:

Ensure students have the appropriate materials such as colored pencils or crayons for the activity. Worksheets will have to be printed out for students to mark on.

Brief Overview:

Depending on which age you are teaching, students will have varying understanding of the emotions that humans experience. Of course, natural reactions will occur, but understanding how certain feelings come about is harder to grasp. This activity attempts to conceptualize emotions students can face every day, and how to spot those emotions within themselves.

All emotions are natural, and students should be reminded that it is okay to feel negative emotions such as anger or fear. This activity allows them to acknowledge their emotions at present and what that individually means to them.

Teacher Instructions (K-2nd Grade):

- Get the students' attention for a brief introduction of the basic emotions.
- Ask the students to list the emotions they know or may be feeling at the time. It may be difficult for some students to offer their answers, if so keep moving forward. Make sure they know the list of basic emotions: happy, sad, angry, and scared (fear). Explain that they will have a chance to express themselves later.
 - Students don't have to answer in front of the class, but can take a moment to think about it among themselves.
 - Make sure to remind students to use "I feel..." statements when discussing emotions. This teaches children to communicate in a healthy manner if they are in conflicts with their peers.
- After 2-5 minutes, ask the students what they feel when they are happy, sad, angry, or scared. If they don't exactly know what to say, allow them to guess.

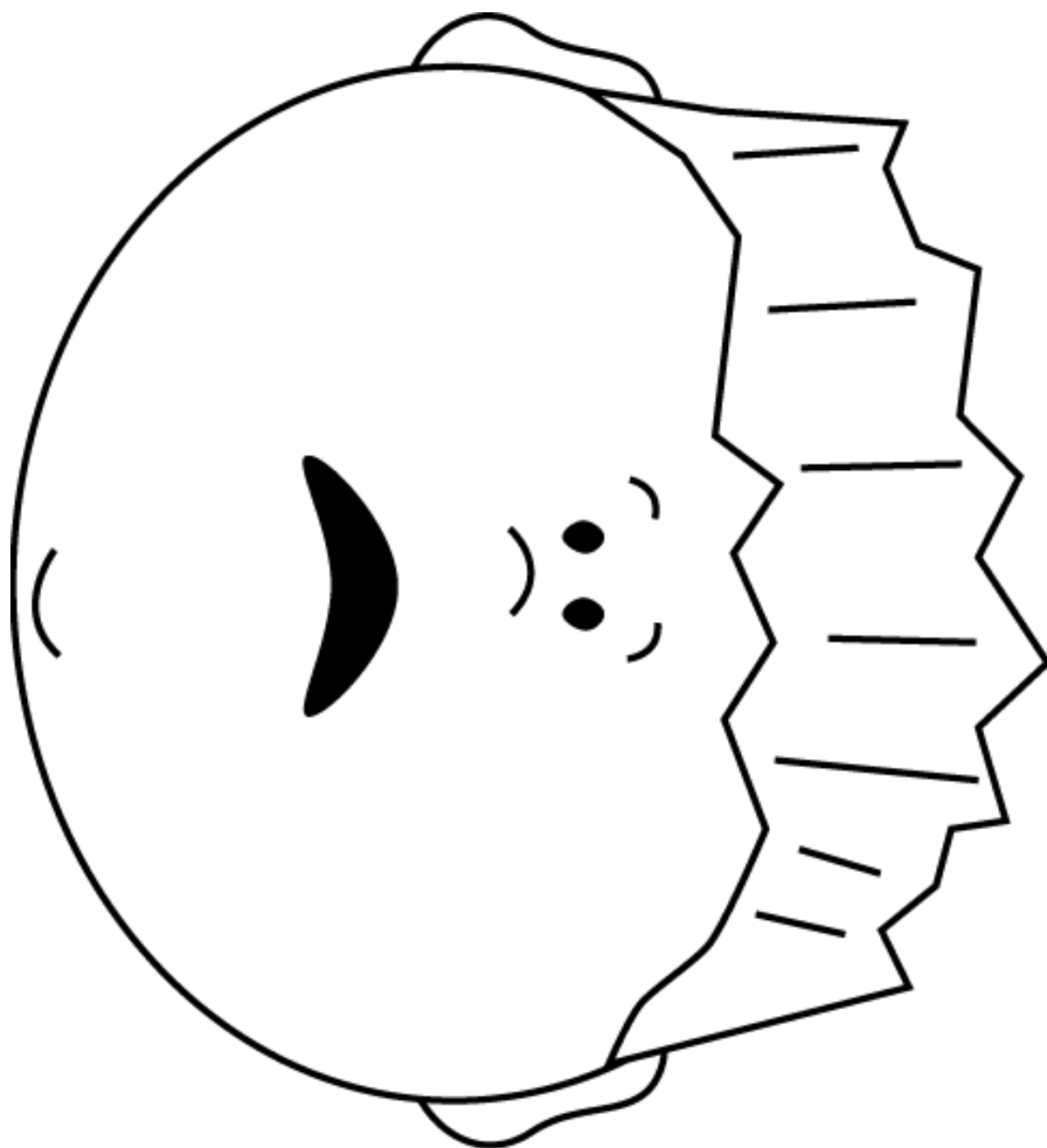
- Accompany the lesson with examples of these emotions to provide a visual example. When discussing an emotion, make an exaggerated facial expression that accompanies the emotion.
 - For example, with happiness make sure to make a wide smile. Point to your facial expression and say, “See, I’m happy!”
- After discussing each emotion, pass out the worksheets for Activity 1. Prompt them to read the instructions for Part 1, and ask if there are any questions.
- Allow them 3-5 minutes to answer the question of Part 1. Part 1 asks students to think about their current emotion and write it down. They do not need to explain why they feel this way, but explain they are welcome to do so. This is intended to be a mindfulness task that allows students to quietly sit with their emotions and recognize them.
- Once all students have answered the question, direct their attention to Part 2. Part 2 asks the students to draw how they are feeling.
 - You can suggest they use stick figures, faces or something more abstract.
 - Note: there are no right or wrong representations of emotions here. However they choose to express themselves is acceptable. The point is to allow them to sit with their feelings for a moment before learning more about them.
- After 7-10 minutes, allow students to raise their hands to explain what they created. If they are in tabled groups or have a partner, allow them to discuss those drawings with peers.
 - Again, reminding them to use “I feel...” statements.

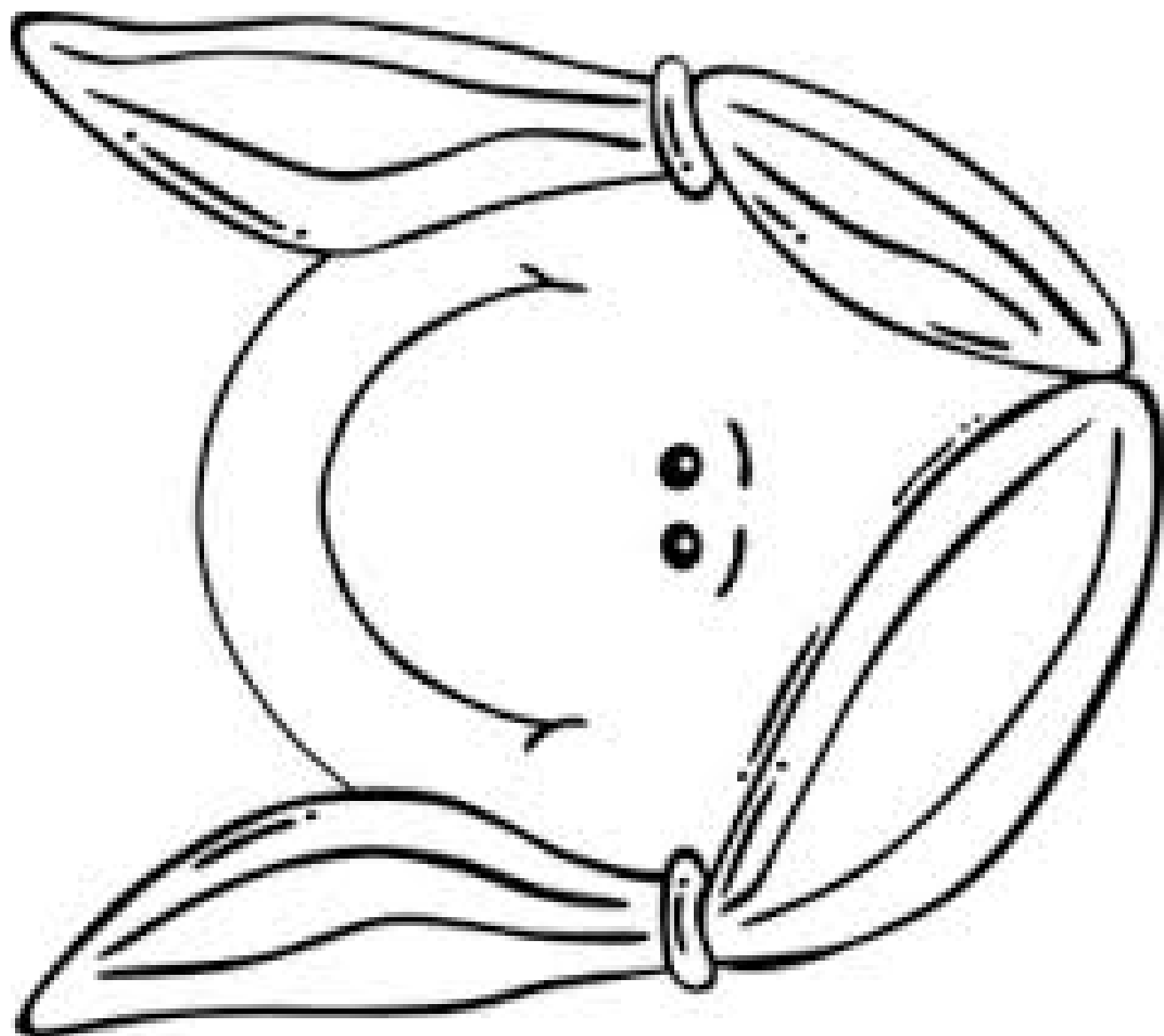
Teacher Instructions (3rd-5th Grade):

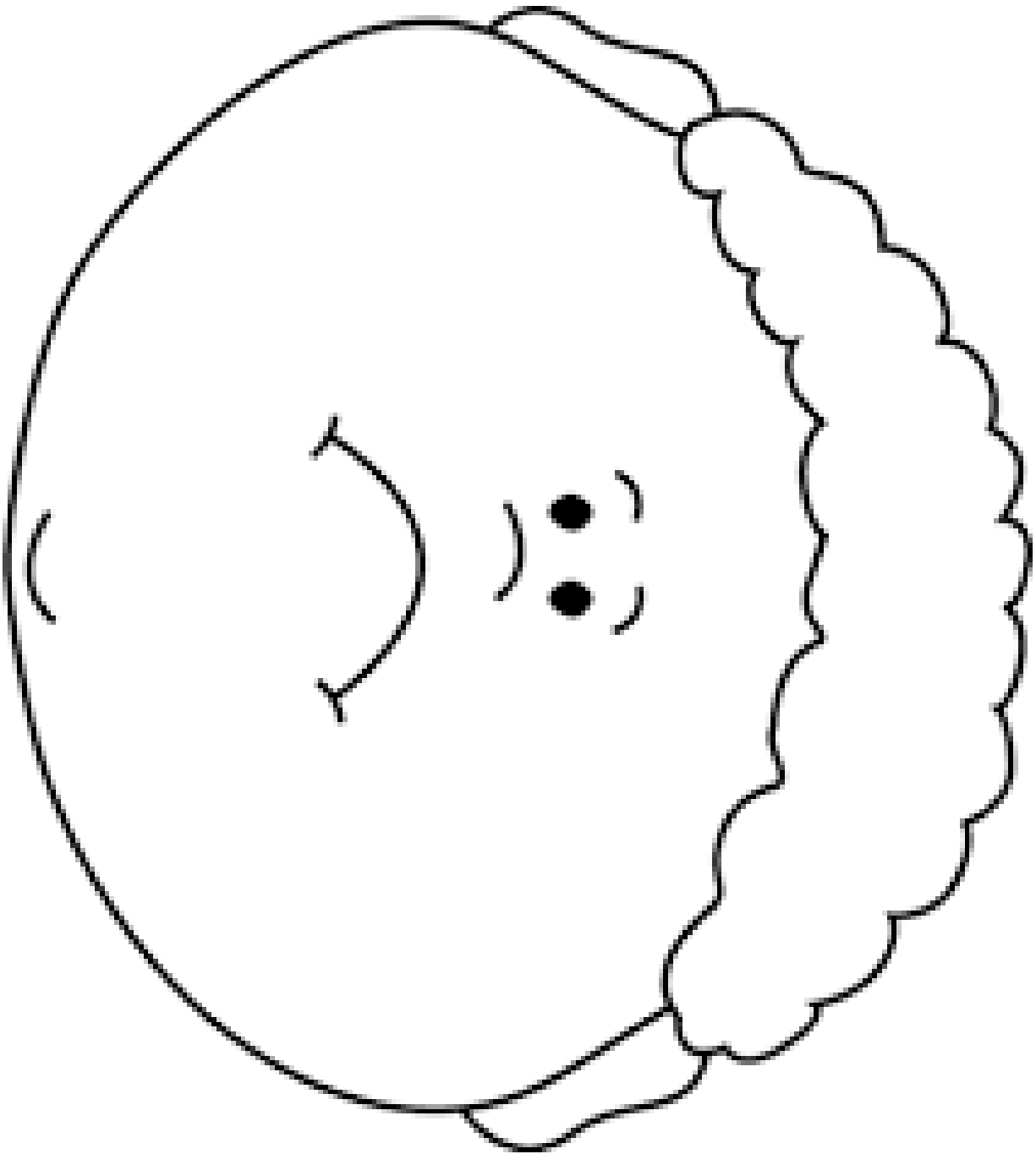
- Get the students’ attention for a brief introduction of the basic emotions.
- Ask the students to list the emotions they know or may be feeling at the time. It may be difficult for some students to offer their answers, if so keep moving forward. Make sure they know the list of basic emotions: happy, sad, angry, and scared (fear). Explain that they will have a chance to express themselves later.
 - Ask the students to describe how they are feeling with a color or song. This allows them to think about it in a more abstract way.
 - Students don’t have to answer in front of the class, but can take a moment to think about it among themselves.
 - Make sure to remind students to use “I feel...” statements when discussing emotions. This teaches children to communicate in a healthy manner if they are in conflicts with their peers.
- After 2-5 minutes, ask the students what they feel when they are happy, sad, angry, or scared. If they don’t exactly know what to say, allow them to guess.
- After discussing each emotion, pass out the worksheets for Activity 1. Prompt them to read the instructions for Part 1, and ask if there are any questions.

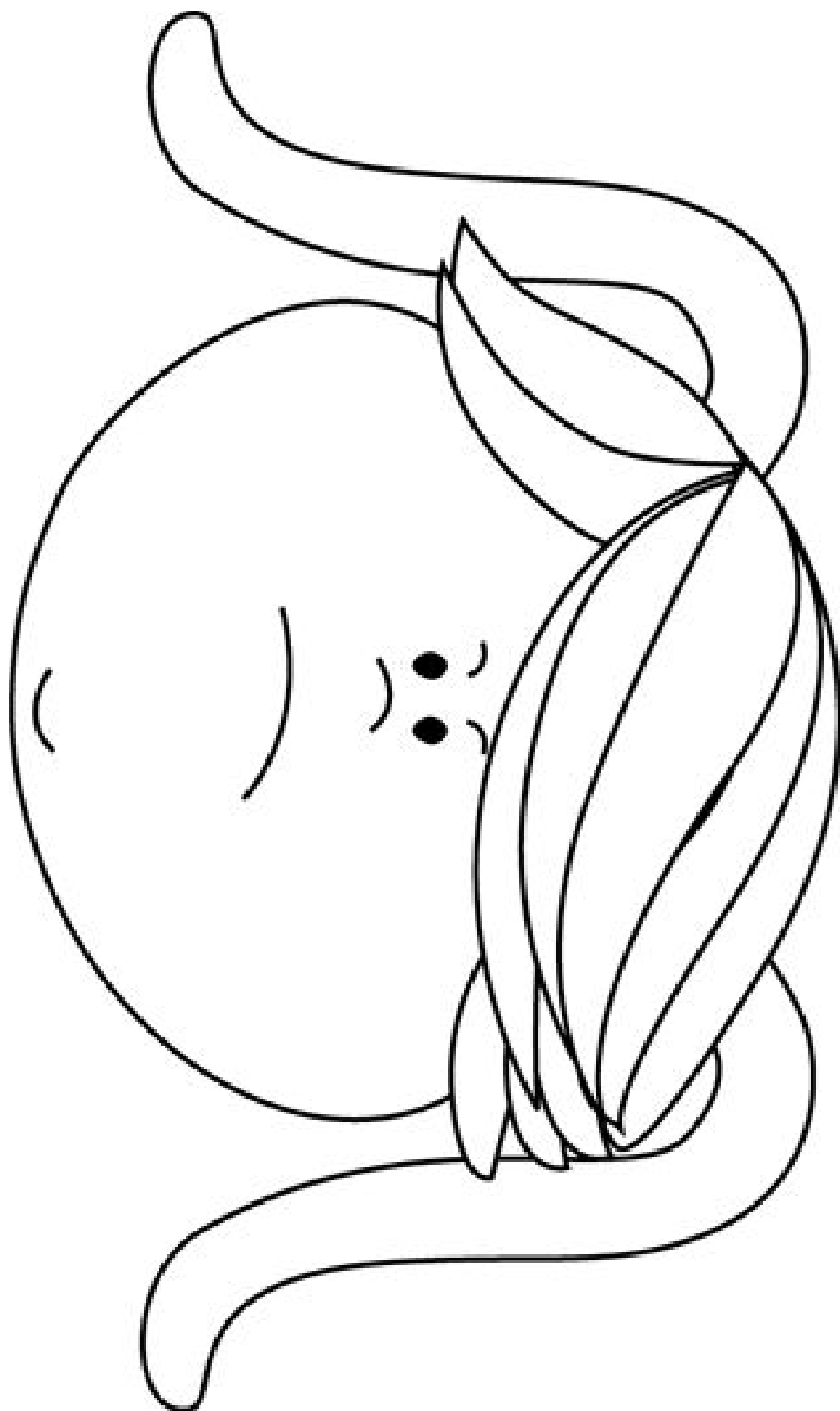
- Allow them 3-5 minutes to answer the question of Part 1. Part 1 asks students to think about their current emotion and write it down. They do not need to explain why they feel this way, but explain they are welcome to do so.
 - This is intended to be a mindfulness task that allows students to quietly sit with their emotions and recognize them. If you have music to play during this time at a low volume, it may be helpful to keep students engaged as well as relaxed.
- Once all students have answered the question, direct their attention to Part 2. Part 2 asks the students to draw how they are feeling.
 - Older students may not want to just draw stick figures, so you can suggest they draw an abstract representation of their mood (i.e. the color(s) they associate with the emotion).
 - Note: there are no right or wrong representations of emotions here. However they choose to express themselves is acceptable. The point is to allow them to sit with their feelings for a moment before learning more about them.
- After 7-10 minutes, allow students to raise their hands to explain what they created. If they are in tabled groups or have a partner, allow them to discuss those drawings with peers.
 - Again, reminding them to use “I feel...” statements.

Printable worksheets attached on next 6 pages.





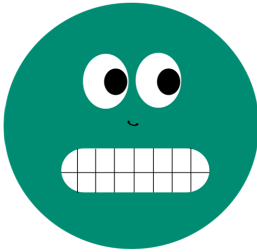




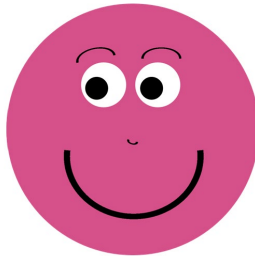
How are you feeling today?

Name: _____

In the space below, write how you are feeling today. Are you feeling happy, sad, angry, or scared? You can write about why you are feeling this way too.



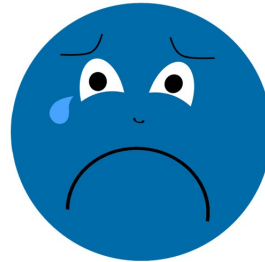
Scared



Happy



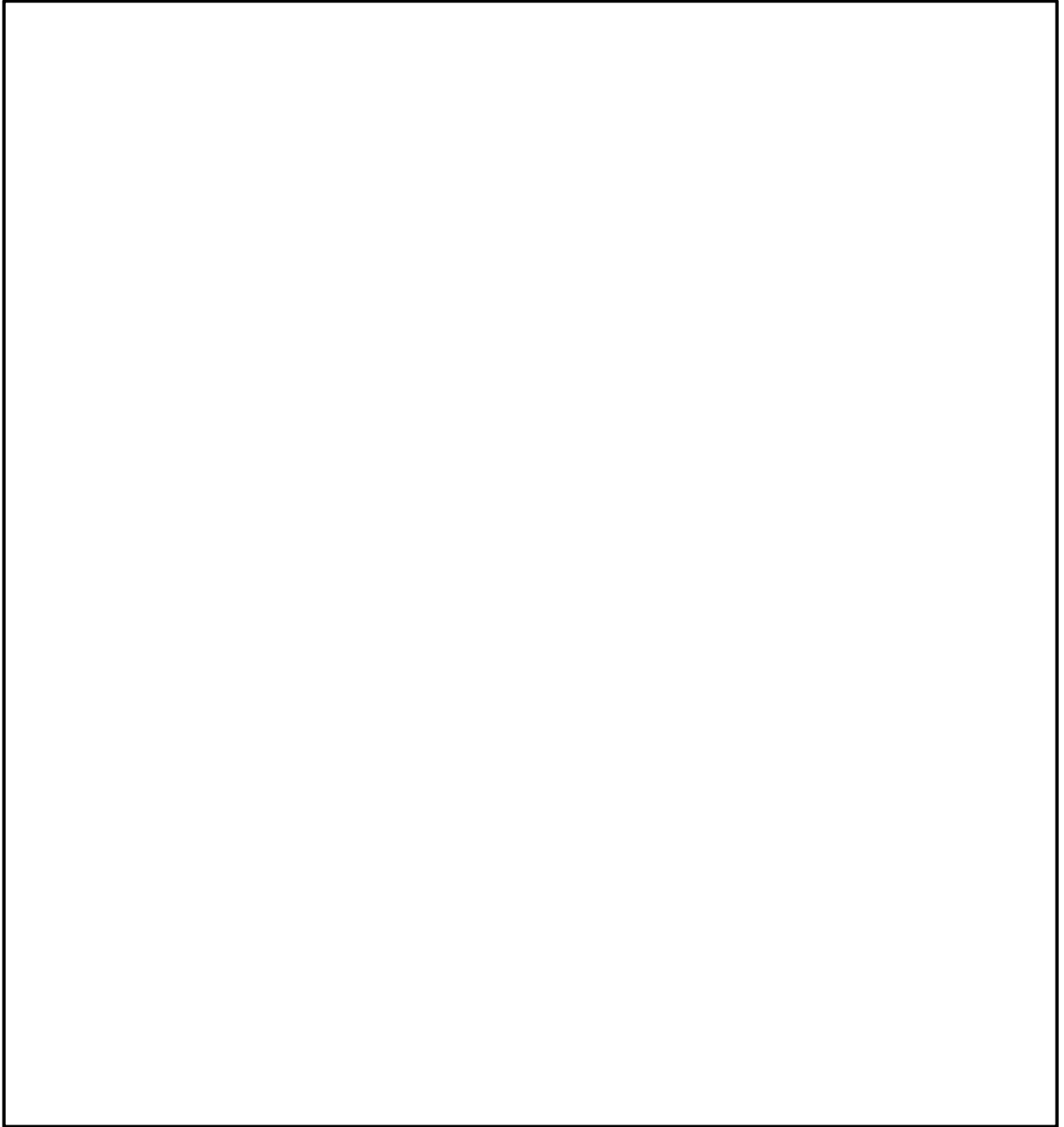
Angry



Sad

On the back of the page, draw a picture of how you are feeling. It can be of you, the color(s) you think of with that emotion, or something else. If you are having trouble coming up with something to draw, think about the first thing that comes to mind when you think of the emotion you are feeling.

Use the space in the box to draw:



Activity 2: How Emotions Feel for Us

Objective/Goals:

1. A basic introduction to the general emotions and their physical sensations
2. To be teach students to recognize their emotion through the sensations allowing them to adequately express themselves.

Materials:

- Worksheet
- Writing utensils: Colored pencils, Crayons, etc.
- Scissors: to cut out the emotion animals
- Popsicle sticks: to glue emotion animal to
- Glue: for adhering the emotion animal to the popsicle stick

Activity Type:

- Group activity and individual work

Teacher Preparation:

Ensure that each student has the necessary materials. Teacher will have to print out the worksheet and animals.

Brief Overview:

Emotions are a tricky thing. Even as adults we still have trouble controlling them and understanding them with years of practice and coping mechanisms. Children, however, have yet to develop those mechanisms and are often unsure of how they feel and how to express themselves. The purpose of this activity is to teach the students how to recognize when they are feeling a specific emotion through the physical sensations that accompany them. It is the hope that being more self-aware will help them better express themselves.

Teacher Instructions:

- Prepare the students to have a fun activity and discussion about the emotions they are learning.
- Ensure that all materials have been handed out to the students and they are prepared to cut out their emotion animals.
 - If using scissors remind the children about scissor safety
 - If animals have already been cut out by the teacher, only glue and sticks are required.
- The children should pick one of the two animal options to represent each emotion.
- While the children are cutting and gluing, walk around the room asking the children which emotion they are working on. This should include asking them if they've ever felt that emotion.

- The teacher should also indicate whether they have also felt that emotion. This will begin to build on the idea that these feelings are normal and that everyone has them.
- Once the emotion animals are glued to the popsicle sticks, students should write the emotion on the back of the animal. This will help the remember which one is which.
- The teacher should then get the students focused and tell them that they are going to learn about how emotions feel.
- The teacher should start wherever they feel comfortable on the list of emotions below and ask the students to hold up the animal that is feeling “X” emotion.
 - If a student is incorrect ask them why they think that the animal is feeling “X” and then gently guide them to the correct animal.
- All emotions and their physical sensations or feelings should be read out loud and always done in a positive manner. This will ensure that the children don’t associate being angry or sad as a bad or negative thing.
- This activity should take between 30 minutes and 1 hour.

Emotions and their physical sensations and emotion animals to cut out on next 3 pages.

EMOTIONS AND THEIR PHYSICAL SENSATIONS

– ANGRY:

- Your heart may beat fast
- You might sweat
- You may have a racing mind/thoughts
- Breathing faster
- Skin may feel hot
- Tightness in your chest
- You may want to yell

– SAD:

- You may want to cry
- You may feel a lump in your throat
- Your breathing may slow down
- You may hang your head
- You may not want to talk to anyone or be around anyone
- Your tummy may feel upset

– HAPPY:

- A racing mind/thoughts
- You may feel butterflies in your tummy
- You may want to shout because you are happy
- You might want to be around other people to share your happy feelings
- You may feel like you can't sit still
- You will want to smile a lot

– SCARED:

- Can seem very similar to anger or sadness
- You may want to cry
- Your skin might feel cold
- You may have a racing mind/thoughts
- You may feel like you want to hide
- Your heart might beat fast
- You may start to breathe faster

EMOTION ANIMALS TO CUT OUT

ANGRY

Option 1

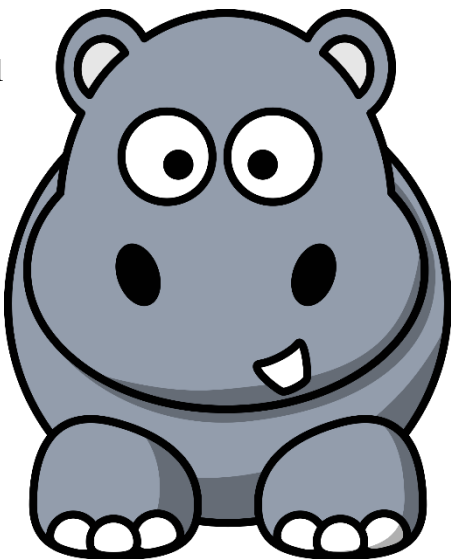


Option 2



HAPPY

Option 1

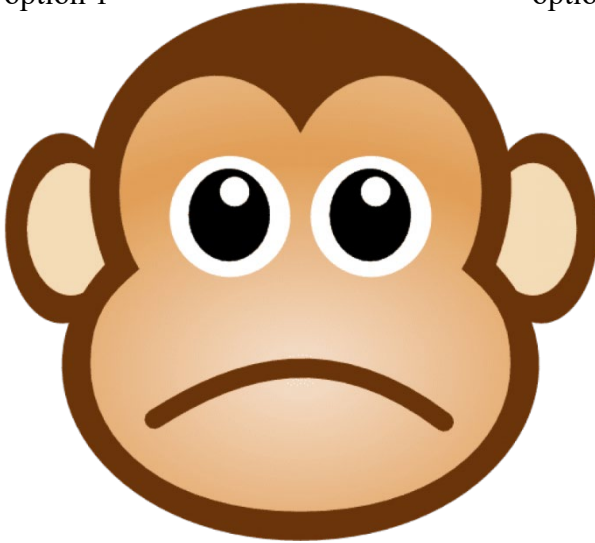


option 2



SAD

option 1

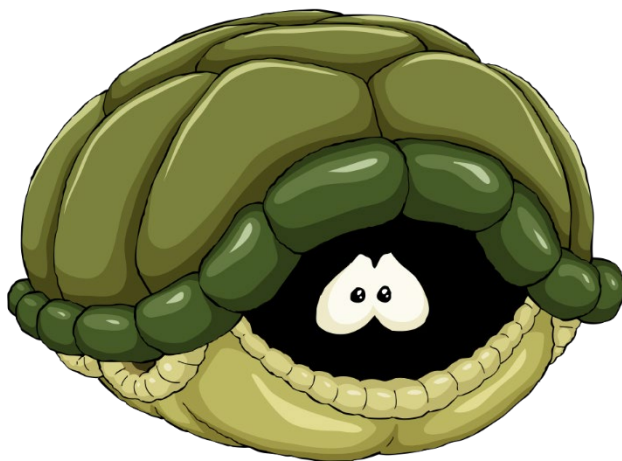


option 2



SCARED

Option 1



option 2



Activity 3: Emotion Scenario Charades

Instructions:

Teacher will read aloud the scenario and ask one student to come to the front. The student in the front will then act out their emotional reaction to the scenario (like charades). The rest of the students will then raise up the stick figure of which emotion is being acted out. Once the emotion is established, the teacher will ask students to raise their hand and describe how they would react to their friend expressing that type of emotion. The teacher will then have a conversation with the students on ways to feel empathy and act around friends when they are happy, sad, scared, and angry.

Script:

Okay class, now I am going to one of you at a time to come to the front of the class and be an actor for me. I will tell you something that happened, and you will act out how you would feel. The rest of the class will hold up the stick figure of what emotion they think it is.

(Call a student up and tell them one of the scenarios listed below)

(After the class has guessed the emotion)

How would you act around a friend who feels this way?

(Happy):

- It is your birthday, and your mom brings you a huge cake covered in icing
- Your soccer team just won a game and you scored two goals
- It is summer break, and you get to go to the beach with your best friend

(Sad):

- You learned your dad got a new job and you have to move to a different state
- Your pet fish that you have had for a year just passed away
- Your best friend got covid so you can't see her for two weeks

(Scared):

- You saw a spider on the playground
- You got lost at the mall and can't find your parents
- It is Halloween and you are at a haunted house

(Angry):

- Your sister took your favorite stuffed animal without asking
- Someone cut you in line at the ice cream truck
- A bully on the playground pushed you over

Activity 4: Feelings and Emotion Quiz

Instructions:

To be administered after activity

Instructions for teacher: Have students number a paper 1-4. Then, read each question aloud and have students write down the answer that best completes each sentence.

1. When I'm upset and feel like crying, I'm _____.
 - a. happy
 - b. sad
 - c. scared
 - d. angry

2. If you take your little sister's toy away from her, she feels _____.
 - a. happy
 - b. sad
 - c. scared
 - d. angry

3. When someone sneaks up behind you and you suddenly see them, you feel _____.
 - a. happy
 - b. sad
 - c. scared
 - d. angry

4. Lisa is reading her favorite book and feels _____.
 - a. happy
 - b. sad
 - c. scared
 - d. angry