

SEL COMPETENCY

Self-awareness

SKILL identifying emotions**MATERIALS**

- ✓ Discovering Projectable 2.6.1
- ✓ Connecting Projectable 2.6.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet

CLASSROOM CONFIGURATION

- 1 whole class
- 2 whole class
- 3 small groups
- 4 individuals

OBJECTIVES

Students will

- ✓ identify and name emotions that are typical during adolescence;
- ✓ identify a range of different emotions and how they are expressed with the body.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.7.1, SL.7.1.b, SL.7.1.c, SL.7.1.d

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.7.4, SL.7.6

SKILLS Progression

LAST YEAR, students learned to identify and name emotions that are typical during adolescence.



THIS YEAR, students define emotions that are typical during adolescence and how emotions are expressed with non-verbal cues by doing the Emotional Variety activity.



NEXT YEAR, students will identify ranges of emotions that different people experience in the same situation and will role-play those emotional responses.

Exploring Emotions

Examining how emotions affect everyone can help us understand that emotions are normal, natural experiences. Understanding emotions and how they are expressed helps people build relationships.

1**DISCOVERING** 10 MINUTES**ACTIVITY 1**

State that today's lesson is about the many ways that we express our emotions and their impact on us and others. Ask students what they think emotions are. After some discussion, summarize that emotions and feelings, which mean the same thing, are how we describe the mental and physical reactions we have to the world around us. Ask them to think about the situations that cause a few of those emotions. Display **Discovering Projectable 2.6.1**. Invite volunteers to identify some possible emotions that the people in the pictures might be experiencing and a possible teenage situation that could cause that emotion. Emphasize with students that facial expressions, body language, and other non-verbal cues can help give us some clues about what someone might be feeling but they do not tell the whole story. The ability to identify and name emotions inside ourselves as well as communicate them verbally and non-verbally is how we recognize what we and others are feeling.



ASK: *What clues in the photo helped you identify and name some possible emotions that the person may be feeling?*

Acknowledge that facial expressions and body positions help express how a person is feeling.

2**CONNECTING** 10 MINUTES**INSTRUCTION**

Tell students that emotions are partly expressed by body language, which consists of facial expressions along with the positioning of the rest of the body.

ASK: *What are some common body language positions that you have witnessed other adolescents use? What do you think these body positions might be communicating about the way people are feeling?*

Introduce emotions and body language

Display the Emotions Expressed with Body Language projectable (**Connecting Projectable 2.6.2**). Explain that one way we can observe common emotional reactions to different situations is by paying attention to recognizable body language. Discuss the following information with students:

**Emotions Expressed with Body Language**

- Avoiding eye contact by looking around is at times a sign of feeling guilty.
- Crossed arms or legs could indicate that a person is feeling defensive.
- Leaning slightly forward might show that a person is interested in the person or topic.
- Arms lowered to the side with relaxed shoulders could indicate confidence and calmness.

- Hands on hips could show confidence and a feeling of being in charge.
- Touching the face while listening often shows that a decision is being made, but touching the face while speaking can indicate someone is not being entirely honest.
- Context is important—each gesture can be influenced by factors such as physical discomfort, learned behaviors, different family or cultural backgrounds, or previous events.

Model emotions and body language

Model how students can identify and name emotions based on body language. First, make a face that shows you are excited (big smile, wide eyes, etc.).

SAY: *This is the face I make when I see a friend whom I haven't seen in a long time.*

Explain that facial expressions are just one aspect of body language that give us clues to how someone might be feeling. Keep your face as neutral as possible so that students are not distracted by your facial expressions while you act like you are really upset (stamp your feet, make fists).

SAY: *This is how my body looks when my favorite team loses an important game.*

Next, use your whole body and face. Demonstrate looking bored by rolling your eyes and crossing your arms in front of you.

SAY: *This is how I look when I'm waiting for the bus and it is clearly late!*

ASK: *How can you begin to imagine which emotion I'm projecting simply by my body positions? How is body language helpful? How is it sometimes misleading or inaccurate?*

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the Emotional Variety activity

Explain that students will have an opportunity to practice gaining clues about how others are feeling from their body language, including facial expressions. Tell students they will choose one example from several situations that you will provide and think about an emotion that he or she might experience in that situation. Students will work with a group to think of a variety of emotions that might arise in response to that situation and body language, including facial expressions, that would provide clues to how the person is feeling.

Students practice the Emotional Variety activity

Divide students into groups of four using a creative grouping strategy. Ask each student to choose one of the following situations:

- Your closest friend starts to hang around a lot with other people as well as you.
- During lunch with a group of friends, you spill cranberry juice all over your shirt.
- The teacher makes a big deal in front of the class about your science project.

Tell students to give each member of the group a turn to share the situation they selected. Each student identifies, names, and writes down words that describe one possible emotion that a person might experience in this situation. Each student describes the emotion and the person's reaction in terms of physical actions and verbal responses. Students share and discuss the situation they picked, the emotion they chose in response to the situation, and the body language and verbal responses that would all provide clues about how someone

Community Connection

Explain to students that body language varies drastically depending on the type of situation. Have students attend a student council meeting at their school, a city council meeting in their community, and any other community event where a lot of people will be gathered (place of worship, sporting event, etc.). Have students prepare a short presentation detailing the body language they noticed at each event. What was different between a student council meeting and the Friday night football game? Or a city council meeting and the symphony? Encourage students to attend three distinct events.

Family Connection

Have students discuss common and normal emotions with a family member. Tell students to ask their relative about the emotions they experienced throughout that day and what prompted the emotions. Encourage students to discuss their observations about their own body language and other people's body language in different settings. Send home the Family Connection take-home worksheet called **Everyday Emotions**.

Applying Across the Curriculum

LANGUAGE ARTS Have students read a short story and highlight descriptions of body language and facial expressions. Students write their own short stories, paying particular attention to vivid descriptions of body language. Tell students to trade stories with a partner and highlight all the descriptions of body language in their partner's story. Pairs see if their descriptions can be improved by omitting words such as "very," "really," and "a lot."

CAREER EDUCATION Have students research interviewing techniques online, taking note of recommendations given regarding body language. Have students make a list or poster of body language do's and don'ts for success in getting a job or excelling at work. Consider looking at jury selection consultants and the work they do that is part of understanding body language.

