

# 2.6

## Practicing

Read each situation and identify a range of emotions that different people might experience in the same situation. Then take turns role-playing one of the situations in small groups.

1

You bought a new shirt at the mall because you liked its individuality, and you wore it to school for the first time. In your first class, your teacher introduced a new classmate, and she was wearing the same shirt.

2

Your friends gave you a surprise birthday party at your house and hid discreetly in a closet. When they jumped out and yelled “surprise,” you were so alarmed that you made an unattractive facial expression that your friends captured on camera, shared on social media, and laughed about for hours.

3

Your friend had a homemade cookie in his lunch. When your friend saw you admiring it, he gave it to you.

4

You are tossing a ball back and forth with friends after school when another classmate takes the ball and begins playing with it alone. You respond by inviting the classmate to toss the ball to you and join the game.

# Reflecting

Reflect on what you've learned about emotions in this lesson.

## WHAT?

What does range of emotion mean?

Why do you think is important to recognize that emotions are normal? Why is it important to understand that people may experience a wide range of emotions to the same situations? How might this understanding improve relationships with others?

## SO WHAT?

## NOW WHAT?

How do you think understanding ranges of emotions will help you in your relationships? How do you think recognizing that it is normal for there to be different emotional responses to the same situation will help you in the future?

# Applying

How do different people respond to the same situation? Describe the different emotional responses you observe in a situation you've encountered.

What emotions did you recognize in yourself?  
Why do you think this is normal?

What emotions did you identify in others?

Why do you think people responded  
to the situation with different emotions?