

# My Normal Ups and Downs

Students begin to understand that everyone has emotional ups and downs. An important skill to learn early is how to accurately identify emotions in others as a way to build self-awareness and develop healthy relationships.

**SEL COMPETENCY**  
Self-awareness

**SKILL** identifying emotions

**MATERIALS**

- ✓ Discovering Projectable 2.6.1
- ✓ Connecting Projectable 2.6.2
- ✓ Printed copies of Projectable 2.6.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Butcher paper

**CLASSROOM CONFIGURATION**

- 1 whole class 2 whole class
- 3 pairs 4 individuals

**OBJECTIVES**

Students will

- ✓ define *emotions* and *feelings*;
- ✓ identify a range of emotions and situations that can trigger them;
- ✓ demonstrate facial expressions and body postures that provide cues to emotions.

★ **COMMON CORE CONNECTION**

This lesson addresses the following Common Core Standards:

**SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION**

- ✓ SL.4.1.d

**SKILLS Progression**

← **LAST YEAR**, students demonstrated the use of emotion vocabulary and identified situations that trigger certain emotions.

↓ **THIS YEAR**, students describe a range of emotions in daily situations and how all emotions, even difficult ones, are learning experiences from which to grow.

→ **NEXT YEAR**, students will describe a range of emotions and how feelings can affect communication.

## 1 DISCOVERING

10 MINUTES



**ACTIVITY 1**

Explain that today's lesson is about learning to identify a range of emotions that people might feel in a variety of situations.

**ASK:** *How would you define the word emotion?*

After discussion, explain that emotions and feelings are both names for the emotional and mental reactions people have to the world around them and that they will use both words interchangeably.

Show **Discovering Projectable 2.6.1**, which shows a variety of emotions.

**ASK:** *What do you think these people are feeling? What clues did you notice to help you identify the emotions?*

Invite students to write the emotions that they think are represented before discussing. Remind them that there may be several ideas of what they are feeling based on their own perceptions and experiences. Then ask several volunteers to share their perceptions.

Point out that it is normal for everyone to feel a range of emotions and that the expression of those emotions can take many forms. Ask the students to show an emotion on their face if they would like to learn how to identify a range of emotions to a variety of situations.



## 2 CONNECTING

10 MINUTES

**INSTRUCTION**

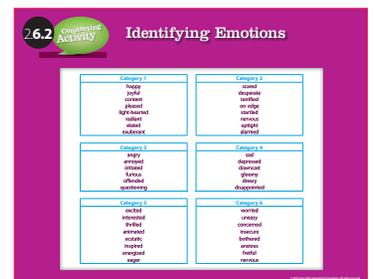
Explain to students that the projectable shows examples of how people can express emotions using their body and face. Tell students that this is one good way to begin identifying emotions in others.

### Introduce identifying emotions

**ASK:** *Why do you think it is important to be able to identify the range of emotions in yourself and others?*

After discussion, explain that being able to identify our emotions and those of others is the first step in understanding them in ourselves and others so that we can manage our emotions, build caring relationships with others, and communicate our emotions constructively. Identifying the range of emotions shows us that they are normal and can change throughout the day depending on what is happening.

Show the Identifying Emotions projectable (**Connecting Projectable 2.6.2**) and give each student a printed copy. Explain to students that there are many words to describe broad categories of emotions. Go over each of the six boxes of



## Community Connection

Have students consider how talking with someone older can help them feel better. Ask students to think about what they could offer younger students in the school. Ask them to write a letter about emotions to a younger student in the school or a younger sibling. Encourage students to explain that emotions are a normal part of life and that people should look at difficult situations as an opportunity to learn and grow.

## Family Connection

Have students talk with their family members about their emotions. Ask students to share the emotion thermometer they made in the Applying phase. Encourage students to give examples of what might trigger various emotions on the meter. Send home the Family Connection take-home worksheet called **Everyday Emotions**.

## Applying Across the Curriculum

**HEALTH** Ask students to draw an outline of a human body on butcher paper. Ask students to think about how their body feels when they experience happiness, anger, or nervousness. Have students draw the symptoms on the picture. For example, if the student's forehead gets warm when he or she is upset, the student would draw squiggly lines above the head. Encourage them to think about the impact of emotions on the body.

**SOCIAL STUDIES** Have students think about the idea of celebration and how it is associated with positive feelings. Ask students how they congratulate someone or celebrate success. Explain to students that celebration is largely determined by culture, historical time period, age, and gender. Invite students to research different methods of celebration across these factors.

emotions and ask students if they can think of any additional words that go with the others in each category.

Now ask students to stand in a circle with you. Explain that you will call out two emotions from each category and they will show a facial expression and body posture of how they might show that emotion. State that these are cues that can help identify and understand how others may be feeling.

## Model identifying emotions

Share a think aloud similar to the one that follows to demonstrate the process of identifying and naming emotions and how they change throughout the day. Make facial expressions and show body postures as an example of how you would express each emotion.

**SAY:** *Let's imagine a typical day in the life of a fourth grader, and I will be that person. My brother wakes me up and now I can't get back to sleep. I feel really irritated with him. So I go to finish some math homework and discover that I left that book at school. Now I'm anxious because I can't get my homework done. My mom has made me my favorite breakfast so I'm happy about that! On the way to school, a girl who gives me a hard time starts to bother me again, and I feel really upset when she does this. However, my good friends come up to me to tell me about our club field trip coming up, and I get excited about that. At school, I get an A on a report I worked really hard on, so I'm thrilled about that! At lunch, I find out that there is a quiz in my next class and I'm nervous that I'm not prepared. I take the quiz and do great on it, so I'm pleased about that. During the game after school, I miss a pass and our team loses. I am so disappointed in myself. However, when I get home, my mom comforts me, and I feel calm. My friend calls and invites me on a family vacation in two weeks—I'm elated! I go to bed where I review my jumble of emotions that I had throughout the day, but I'm content to be in my own bed and ready to get a good night's sleep!*

**ASK:** *What were some of the emotions that I felt and named? What were some of the ways that I expressed these emotions with my facial expressions and body gestures?*

## **3** PRACTICING 15–20 MINUTES

### ACTIVITY 2

### Explain the Feelings in a Flash activity

Explain to students that they will have an opportunity to practice identifying the different feelings by working with a partner to have fun while learning the different ways to identify a wide range of emotions based on body language and facial expressions.

### Students practice identifying feelings

Pair students using a creative grouping strategy, and ask each pair to have one copy of **Projectable 2.6.2** ready for use. Tell the pairs that they will play a friendly game of Feelings in a Flash to practice identifying a range of feelings and emotions in others. State that the goal of the game is to correctly name as many of the feelings the student sees in his or her partner over the course of a minute. Make it clear that the game is friendly and that they are working together to get a high score. To begin, one partner will consult **Projectable 2.6.2** and rapidly pick one emotion at a time and act it out. The partner guessing the emotion will get a point for each feeling that is correctly identified. Tell students to try to get in as many different emotions as they can in a minute to really hone

their skill at identifying a wide range of different emotions. After each pair has had a chance to play multiple rounds, reconvene the class and ask if it was fun and helpful to be able to act out so many different feelings and emotions.

## Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

<b>What?</b>	What are emotions? What are some examples of words that describe typical feelings that one might feel in the course of a day?
<b>So what?</b>	Why do you think it's important to be able to identify a range of emotions? What do you think is the benefit of knowing the variety of ways that emotions can be indicated through facial expressions and body postures?
<b>Now what?</b>	How do you think having a feeling vocabulary and understanding a range of emotions will help you understand your own emotions? Understand the emotions of others? How might this information help you manage and communicate your emotions in the future?

## 4 APPLYING 5 MINUTES

Ask students to complete the emotion thermometer on the Applying page in their Student Journal by establishing emotional levels. The bottom of the emotional meter should correspond with general contentment, the middle should correspond with unusual happiness, and the top should correspond with extreme anger or sadness. Encourage students to add additional levels.

## ASSESSING

**PRACTICING (INFORMAL FORMATIVE ASSESSMENT)** Note how well each pair is able to clearly act out each of the chosen emotions and how well each student is able to identify each in his or her partner.

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** Use the emotion thermometer and the accompanying question to see how students apply the lesson outside of the classroom.

## Reflecting Resource: Student Journal p. 26

**2.6 Reflecting** Reflect on what you've learned about identifying emotions in this lesson.

**What?** What are emotions? What are some examples of words that describe the typical feelings that one might feel in the course of a day?

**So What?** Why do you think it's important to be able to identify a range of emotions? What do you think is the benefit of knowing the variety of ways that emotions can be indicated through facial expressions and body postures?

**Now What?** How do you think having a feeling vocabulary and understanding a range of emotions will help you understand your own emotions? Understand the emotions of others? How might this information help you manage and communicate your emotions in the future?

26 Unit 2

## Applying Resource: Student Journal p. 27

**Applying** Reflect on the range of emotions you might feel in one day.

Create emotional levels on the emotional thermometer below. Include at least four levels.



**Why do you think you experience different emotions throughout the day?**

**How do you deal with difficult feelings? How can identifying your emotions help?**

**Naming, calming, and reflecting on your own emotions are important skills. How can these skills help you support others in a group?**

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## BUILDING SKILLS BEYOND THE LESSON

### Do It!

**PRACTICING** Ask students to explore the relationship between exercise and emotional health. Have them imagine they are experiencing a high emotional level and then ask them to do a simple form of physical activity. For example, they can do ten jumping jacks or jog in place. Invite them to reflect on how they feel before and after the activity.

### Write It Out!

**APPLYING** Have students write short stories of a paragraph or two in length that detail the feelings they have experienced within the last few days. Encourage students to be as descriptive as possible and to clearly express how the feelings were expressed to others.

### REINFORCEMENT

### Interview!

**PRACTICING** Actors must use their emotions to create an illusion and become the character they are playing. Ask students to interview an actor or theater teacher about how he or she is able to portray an emotion so quickly. Affirm that often actors must tap into their own personal experiences for the specific emotions they are asked to portray.

### Identify and Explain!

**APPLYING** Using the information obtained from their interview, ask students to act out a monologue or scene. Encourage students to identify the emotions used and to reflect on the facial expressions and body language used to portray each emotion. Ask students to explain where the emotions they acted out would fall on their emotion meter.

### ENRICHMENT