

# Exploring Emotions

Identifying common emotions helps students develop self-awareness and a sense of normalcy. Recognizing that emotional responses vary among different people benefits students in their own relationships and interactions.

## 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 small groups 2 whole class  
3 small groups 4 individuals

## OBJECTIVES

Students will

- ✓ identify and understand the normalcy of emotions;
- ✓ name emotions and identify a range of emotions in various categories;
- ✓ recognize that people have different emotional responses to the same situation.

## ★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

## SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.8.1, SL.8.1.b, SL.8.1.c, SL.8.1.d

## SKILLS Progression

← **LAST YEAR**, students learned to define emotions that are typical during adolescence and how emotions are expressed with nonverbal cues by doing the Emotional Variety activity.

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

→ **NEXT YEAR**, students will analyze how situations impact people's emotions differently.

## 1 DISCOVERING

10 MINUTES

Lesson Link

ACTIVITY 1

Welcome the class and invite students to learn about emotions. Ask the class what they think emotions are. After several responses, summarize by saying that emotions are the mental and physical responses we have to the world around us and our own thoughts. Display **Discovering Projectable 2.6.1** and ask students to observe the emotions that are being expressed in the photos. Encourage small groups to name the emotions in the photos and to discuss the variety of emotions in the same situation.

**ASK:** *Why do you think different people sometimes have different emotions in the same situation?*

Acknowledge that emotions vary because there are many factors that shape a person's emotional reactions. For example, people watching the same movie might laugh at a particular scene while others cover their eyes out of fear or anxiety. Explain that today they will learn more about the relationship between emotions and external events and the many emotional responses we might experience.



## 2 CONNECTING

10 MINUTES

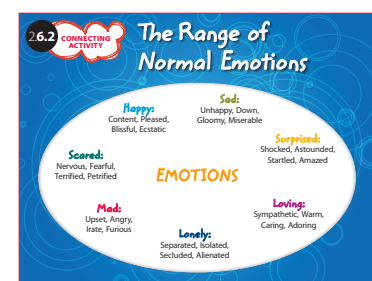
INSTRUCTION

Ask students to think about the emotions that they feel and the situations that cause their emotions. Remind them that people can feel different emotions in the same situation. Provide an example. Taking a test can cause feelings of panic and anxiety if a person's brain freezes up or he or she is not prepared. That same situation can cause feelings of confidence and elation if someone has studied hard and knows the answers on the test.

**ASK:** *What are some specific situations that trigger certain emotions for you? What do you think are factors that influence your emotions?*

## Introduce the ranges of common emotions

Explain that people's emotional reactions are influenced by many factors, including individual experiences, cultural backgrounds, and levels of self-confidence. Point out that it is normal to experience emotions such as love, happiness, and excitement and that it is also normal to experience emotions such as fear, loneliness, frustration, and sadness. Display the Range of Normal Emotions projectable (**Connecting Projectable 2.6.2**) and explain that emotions often have varying degrees, or ranges, that different people experience in different situations. Tell students that all of these ranges are normal. Share the following information with students:



## Examples of a range of emotions

- Happy: Content, Pleased, Blissful, Ecstatic
- Sad: Unhappy, Down, Gloomy, Miserable
- Scared: Nervous, Fearful, Terrified, Petrified
- Mad: Upset, Angry, Irrate, Furious
- Lonely: Separated, Isolated, Secluded, Alienated
- Loving: Sympathetic, Warm, Caring, Adoring
- Surprised: Shocked, Astounded, Startled, Amazed

## Model identifying ranges of emotion

Invite the class to brainstorm several emotions they might feel in each of the following situations:

- You are invited to a birthday party, but your friend is not.
- You have saved enough money to go to a movie, but your friend has not.

Invite volunteers to share the emotions they might feel in these situations. Write the two situations on the board and list the different emotions that students generate in response to the same situation. For each emotion listed, ask volunteers to explain some possible reasons for the different responses. Be prepared to share some of your own. Make it clear that all of the emotions are normal responses to the given situation. Ask the following question to check for understanding.

**ASK:** *What do you think this tells you about the nature of emotions?*

## 3 PRACTICING 15–20 MINUTES

### ACTIVITY 2

### Explain the Same Situation, Different Emotions activity

Explain that students will have the opportunity to work in small groups to identify and demonstrate how people respond differently to the same situation. Tell students they will read situations on the Practicing page in their Student Journal identifying the range of emotions that different people might experience. Then they will role-play one of the situations to demonstrate the variety of responses.

### Students practice identifying ranges of emotion

Have students re-form the same groups from the Discovering activity. Ask them to read the situations on the Practicing page in their Student Journal and to identify a range of emotions that different people might experience in the same situation. Then have each group choose one situation and plan a role-play with each member of the group performing a different emotion. Afterward, debrief with the class about the implications of a variety of emotional responses to similar situations and how that understanding might improve self-awareness and relationships with others.

## Community Connection

Encourage students to observe people's interactions in public places, such as the grocery store, restaurants, and on television shows or movies. Ask them to notice the emotions the people express that are common to everyone and the various ways different people react emotionally to the same situation. For example, the grocery store may be sold out of a sale item; some customers may complain at the service desk, while others may ask cheerfully for a rain check or decide to make something else entirely. One customer at a restaurant may criticize the food, another might feel it was a fun adventure.

## Family Connection

Ask students to invite a family member to role-play various emotional responses to a common situation in their home. Send home the Family Connection takehome worksheet called **Same Situation, Different Emotions**.

## Applying Across the Curriculum

**CAREER EDUCATION** Instruct students to think about different careers they are considering pursuing as they get older. Have students then write a series of situations that might arise in that career that will require exemplary skills in identifying a range of emotions in others. A police officer, for example, needs to know when citizens are afraid or angry to be effective in his or her career.

**SOCIAL STUDIES** Have students watch two different broadcasts of the same news story, online or on television. Then have them write a short compare-and-contrast essay analyzing how each broadcast handled the story. Was one network more understanding than the other? Did one reporter seem to be surprised and shocked by the story? Have students share the news story and their findings to discuss how they recognized certain emotions in those presenting the news.

## Reflecting Resource:

Student Journal p. 23

## Applying Resource:

Student Journal p. 24

## Reflecting

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

<b>What?</b>	What does range of emotion mean?
<b>So what?</b>	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?
<b>Now what?</b>	How do you think understanding ranges of emotions will help you in your relationships? How do you think the recognition that it is normal for there to be different emotional responses to the same situation will help you in the future?

## 4 APPLYING 5 MINUTES

Ask students to notice the emotions they feel and the emotions they observe in others in a variety of situations. Have students complete the Applying page in their Student Journal.

## ASSESSING

**PRACTICING (INFORMAL FORMATIVE ASSESSMENT)** Observe students as they identify possible emotions and then role-play the emotional ranges to determine how well they understand and can communicate ranges of emotion. Look for demonstrations of an increased vocabulary of feeling words to express a range of emotions beyond the most basic and common descriptions.

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** Use responses on the Applying page in their Student Journal to assess how well students identify and understand the range of emotions that people can feel in real-world situations.

## BUILDING SKILLS BEYOND THE LESSON

### Draw It!

**PRACTICING** Have pairs draw cartoons in which characters experience situations that cause them to feel different emotions in the same situations. Suggest that students use both drawings and dialogue to convey their thoughts and emotions.

### Journal It!

**APPLYING** Have students start a personal journal and record their emotions and the ways they feel in certain situations. Ask them to also identify emotions experienced by others in the same situation and to explain why they think others experienced different emotions.

### REINFORCEMENT

### Write A Skit!

**PRACTICING** Have pairs write a skit in which different characters experience a variety of emotions. The skit should emphasize that all of the emotions are typical of adolescence and that they are normal. For example, one character may experience happiness about something, while other characters are sad, angry, or excited.

### Write A Diary Entry!

**APPLYING** Have students write a diary entry from the point of view of their favorite literary character explaining their emotional responses to a particular situation. Students should describe the situation and the character's emotional response, as well as the emotional responses of others to the same situation. For example, students might write about how Huck Finn reacts emotionally when Pap kidnaps him.

### ENRICHMENT