

PURPOSE

To distinguish animals and humans from plants with their power to feel emotions.

LEARNING OBJECTIVES

By the end of the lesson students will be able to:

1. Explain **emotions** as reactions to the world around us.
2. Identify ways to express emotions in a way that respects their and others' human dignity.

MATERIALS & RESOURCES

- **Best Babies Laughing Video Compilation 2015** video (<https://www.youtube.com/watch?v=vGGMJgwz8uM>)
- **Shields** flashcards (see Materials)
- **Shields Scenarios** list (see Materials)
- **My Emotions Diary** worksheet (see Materials)
- Supplemental materials:
 - **Inside Out (2015)** film

VOCABULARY

- **emotions**: the body's automatic, temporary responses to the world

PROCEDURE

Step 1: Review the previous lessons. Human dignity is the special value, or importance, that:

- we humans have,
- we always have,
- just because we're human.

Explain: We've learned about human dignity, which is our unique value as human persons. We've also learned about the powers that all living beings—plants, animals, and humans—share: the powers to eat, grow, and reproduce. We also learned about external and internal senses, which are a power shared by animals and humans, and not by plants. Ask: Who can recall the five external senses? And the three internal senses we learned?

Either as a class or in small groups, ask students to remember and describe one of their favorite memories from their memory chart.

Step 2: Introduce emotions. Ask students how they feel today.

Identify for students the connection between the power to use the senses and the power to feel emotions: As animals and humans learn things about the world with the senses, which are part of our bodies, so too in our bodies both animals and humans *feel* reactions to things learned. These reactions are called our emotions.

Start with a hook, and show the **Best Babies Laughing Video Compilation 2015** video.

Note: Teacher should choose a segment of the video.

Ask:

1. How did this video make you feel?
2. What emotion are the babies experiencing? How do we know?
3. Where do they experience/show this emotion?
4. Why are they experiencing this emotion?

Step 3: Teach the fundamental emotions.

Explain: The different emotions we feel in our bodies help us get a sense of whether something is good or bad for us. If time permits, and a teacher can identify a copy of **Inside Out**, show clips to identify some of the cause-and-effect behind human emotions.

Write the emotion charts on the board:

emotions indicating something good	emotions indicating something bad
love	sadness
joy	anger
hope	

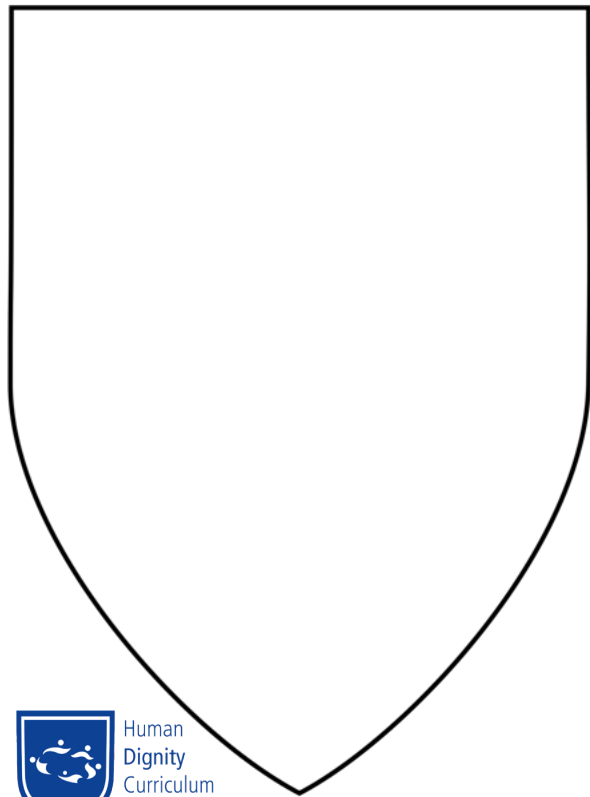
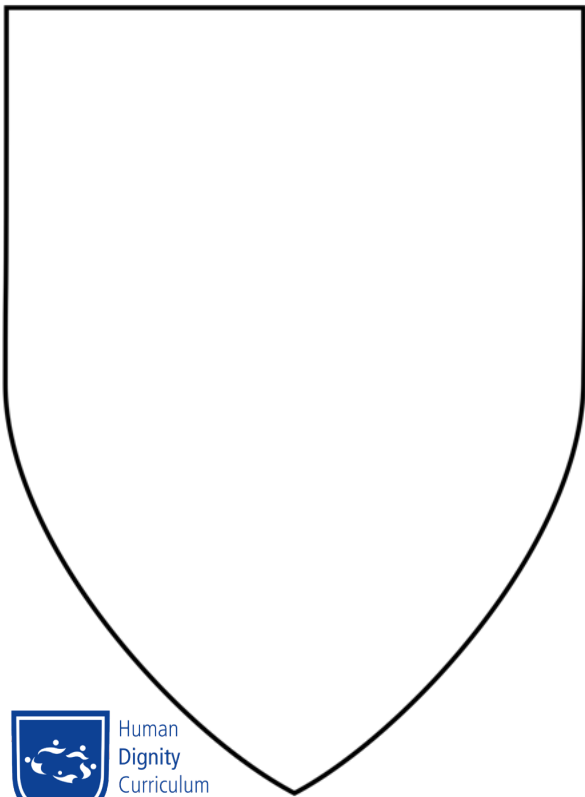
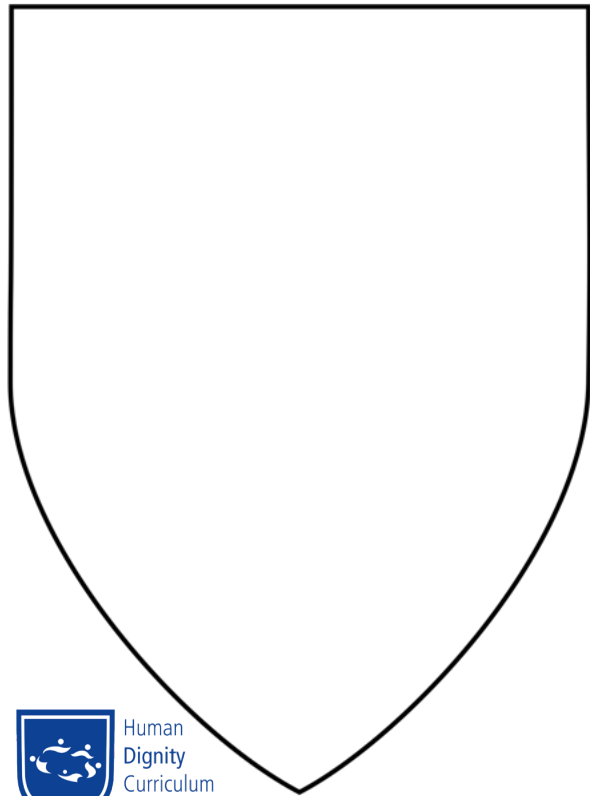
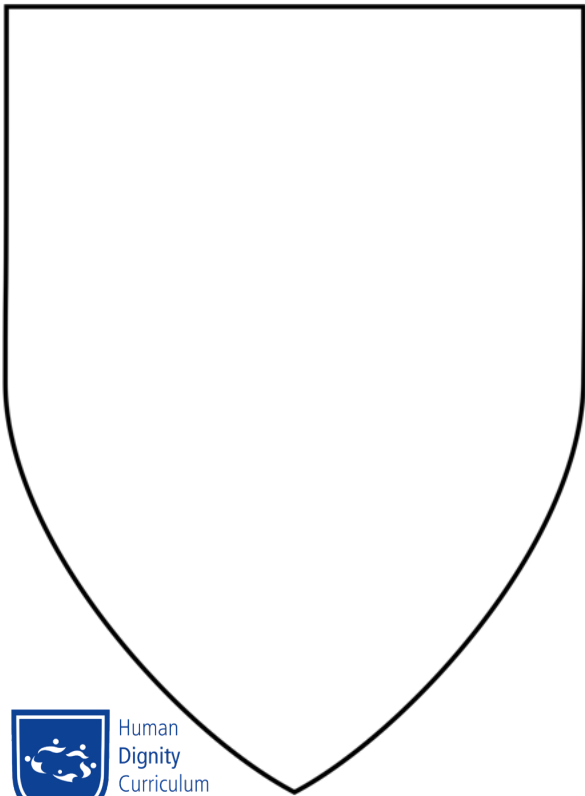
Step 4: Indicate that students can choose to express emotions in a way that respects the dignity of family members and those at school, or in a way that doesn't.

Assign groups of students to each of the listed emotions, and have them color in a **Shields** flash-card that represents the assigned emotion. Then, as a class, work through the **Shields Scenarios** list, with students raising their shield when the situation listed calls for it and, afterwards, answering the given questions.

Step 5: To conclude, remind students that emotions are automatic, temporary responses that we experience in our bodies. They help animals and humans operate in the world. We can and should express our emotions in a way that respects the dignity of everybody involved.

FOLLOW-UP & HOMEWORK

Students should record a daily emotional reaction and its expression for the next week on their *My Emotions Diary* worksheet.





SHIELDS SCENARIOS

Directions: Read the following list of scenarios, and pose the questions as listed.

Identifying Emotions

1. You are playing a fun game. (Show shield and name the emotion.) One of your friends is running a lot and all of a sudden he/she falls. He is now crying. (Show shield and name the emotion.)

Ask: What shield can you use to help your friend's sadness go away? (Show shield and name the emotion.)

2. You are drawing a beautiful picture. (Show shield and name the emotion.) All of a sudden a friend of yours accidentally spills water over your drawing. (Show shield and name the emotion.)

Ask: What shield can you use to protect yourself and your friend from a sudden emotion? Why?

3. You are watching an amusing cartoon on the television. (Show shield and name the emotion.) Your mother comes home from work and asks you to clean your room. You feel so comfortable watching TV and don't feel like cleaning your room (Show shield and name the emotion.)

Ask: What shield can you use to protect yourself from making a bad decision? (Show shield and name the emotion.)

Making Choices

a) I am feeling bored because there is nothing on television to do and I did all my homework. I would like to feel enthusiastic. (help mother in the kitchen/call a friend)

b) I am feeling nervous because of the test we are writing soon. I would like to feel calmer. (give a hug/encourage)

c) I am feeling afraid because I have lost my keys. I would like to feel secure. (help a friend look for them).

d) I am feeling sad because I didn't help my mom when she asked me to. I would like to feel happier. (help your mom with something else/apologize)

e) I am feeling angry because my friend didn't call me to go play with him. I would like to feel more peaceful. (try find out why your friend didn't call you/forgive him).

f) I am feeling nervous. I would like to feel more confident or sure of myself. (give a hug/encourage)



Name: _____

MY EMOTIONS DIARY

Directions: For each day, list the emotions that you felt each day, and circle the emotion that lasted the longest amount of time.

love joy sadness hope anger

DAY	THE EMOTIONS I FELT TODAY
1	
2	
3	
4	
5	
6	
7	