



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>)
- **Saint Saens: Carnival of the Animals~L'Elephant (The Elephant)** audio
(<https://www.youtube.com/watch?v=f1nVDoCnsNk>)
- **My Emotions Diary** worksheet (see Materials)

VOCABULARY

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

PROCEDURE

Step 1: Review the previous lessons. Repeat with students the **Dignity Statement**, along with the sign language and gestures:

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: 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.

Discussion questions:

1. What emotion are the babies experiencing? How do we know?
2. Where do they experience/show this emotion?
3. Why are they experiencing this emotion?

Step 3: Teach the characteristics of emotions: Our emotions are reactions we feel to things happening around us, and regardless of the specific emotion felt, emotions always have certain characteristics.

Write on the board:

- **bodily:** emotions are responses we feel in our body
- **automatic:** we don't control the feeling of emotions in our bodies; we do control the way we express them
- **temporary:** emotions last a limited amount of time

Step 4: 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.

Play the [Saint Saens: Carnival of the Animals~L'Elephant \(The Elephant\)](#) audio for context.

Discussion questions:

- What emotions do we feel?
- Why do we feel it? What memories or images does the song evoke?
- Why do you think the composer wrote this segment to reflect an elephant?

Write the emotion charts on the board:

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

For each emotion, ask:

- When did you last feel this emotion?
- How did your body show it?
- What is the best way to let someone else know you feel it?

Step 5: 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.

Begin with an example: One of your siblings or classmates borrows some of the crayons you got for your birthday, and breaks them while he is drawing.

Break students into pairs, and ask them to role-play with each other what would happen in this situation: what emotion each of the two people would feel, and what they would say to each other in order to resolve the situation in an excellent way.

Discussion questions:

- What emotion did you feel?
- Is your friend showing respect for your human dignity? Why or why not?
- What is the most excellent way to respond?

Explain: You probably have felt anger, as it is unfair for someone to break your crayons. At the same time, it isn't necessarily the other person's fault. The most excellent way to respond helps your friend become more excellent while still respecting his human dignity. You could say something like, "Please be careful with my crayons. I am happy to share, as long as you ask and are careful. I forgive you for breaking my crayons."

Step 6: 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.



Name: _____

MY EMOTIONS DIARY

Directions: For each day, select an emotion you felt, and explain the most excellent way to show it: a way that respects the human dignity of everyone involved.

love joy sadness hope anger

DAY	AN EMOTION I FELT TODAY	AN EXCELLENT WAY TO SHOW IT
1		
2		
3		
4		
5		
6		
7		