



LESSON PLAN

Emotions

GRADE LEVEL: ELEMENTARY

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Emotions

Elementary lesson plan

OVERVIEW OF ACTIVITY

Students will use a brief introduction to emotions and the stress response (“fight or flight”) and a viewing of the Brainchild “Emotions” episode to come up with methods to deescalate from a stressor.

DURATION

Approximately 1 class period

STANDARDS ADDRESSED

Common Core State Standards in Speaking and Listening

- **CCSS.ELA-LITERACY.CCRA.SL.1** - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

National Health Education Standards

- **1.5.2** - Identify examples of emotional, intellectual, physical, and social health.

OUTLINE OF LESSON

- Class will discuss what they know about emotions.
- Class will view the Brainchild “Emotions” episode.
- Class will collaborate to develop creative representations of stress (anger/fear) and peace (happiness).
- Class will create a list of methods to help go from feeling stressed out to feeling peaceful.

ACTIVITY PROCEDURE

- As a whole group, preferably seated in a circle, teacher will facilitate charting ideas, encouraging students to think of positive and negative feelings. Teacher will introduce the topic of the Brainchild episode and explain that some of what they learn about “fight or flight” will be discussed after the episode.
- Class will view episode.
- After a brief discussion focused around what students were most intrigued by, teacher will lead students to think about a time when they felt really scared. Students should turn and share that experience with their neighbors. Teacher will illicit a recollection of the term “**fight or flight**” and reteach that when someone feels stressed, the **amygdala** sends distress signals to the body. Class will turn and talk about what it feels like physically if you are stressed. Teacher will explain that you have that response because your body feels

threatened or stressed. Teacher will facilitate a discussion on what the opposite of stressed out might feel like, referring to the puppies from the “Emotions” episode. Students will turn and talk about those feelings and what they physically feel like when experiencing happiness.

- Teacher will have students go off in partnerships to creatively depict the feelings and sources of either: stress (anger or fear), or peace and joy. Either split class in half or have each group depict both feelings. Students may want to draw, create a skit, etc. to depict their emotion. Optional templates for stress and joy can be provided for students requiring more support. Class can share out.
- Class will discuss methods to go from that stress response to the peaceful feeling. Students can come up with methods as a whole group or in partnerships. Optional template can be used. Teacher can help steer students towards belly breathing, visualizations, or focused thought.
- To wrap up the activity, the class can practice some strategies and begin to incorporate them into daily classroom routines.

MATERIALS LIST

- Optional Student Activity Resource emotions template

FOLLOW-UP

Teacher can refer back to class charts and student work to remind students of strategies when faced with a stressor. Group strategies to become peaceful, calm, and focused can be used routinely to prepare students for learning. A great time to practice these strategies is after lunch or recess. This activity can also act as a link to creating a class community agreement about social responsibilities of community members.