

Character and Life Skills: **Helpfulness**

SEL Focus: **Self-Awareness**

Lesson Title: **Emotional Effects**

Grade Level: **3-5**



Project and Purpose

Students describe powerful emotions they have experienced and reflect on how those emotions influence their behaviors.

Essential Question

Why is it important to think about the ways our emotions impact our behaviors? How do our emotions affect our abilities to be helpful or our need for help?

Materials

- **Emotional Effects** sheets
- Writing tools

Introduction

1. Review the core competency definition of self-awareness. If you have done the deconstruction lesson, remind them of the hard work they did to break down all the skills that are a part of self-awareness.

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

2. Emphasize how today's lesson will concentrate on the ability to recognize their own emotions, how those emotions influence behavior, and which emotions effect how helpful you can be.

Direct Instruction (I do)

1. Self-narrate how you are feeling today. Talk about how you felt when you woke up, what your tasks are for the day and how you feel about those tasks. Are you nervous? Excited? Determined? Angry? Model high-level vocabulary.
2. Ask students to confirm your statement by commenting on how your facial expressions and body language reflect the emotions you mentioned.
3. Talk about how it's important to be aware of your emotions because it affects your behaviors which will affect the class. For example, if you come to school angry and don't stop to think about it, chances are you will be snippy and lose your temper no matter what anyone does. How would that affect the class?
4. Will it be helpful to everyone in the class if the teacher is in a bad mood? Why or why not?

Guided Exploration (We do)

1. As a group, create a master list of emotions on the board or chart paper. Encourage students to list powerful vocabulary words that really get to the core of an emotion. Examples:
 - Instead of sad, pick a more powerful emotion word that zeros in on the kind of sad: depressed, despondent, crushed, blue, dismal, hurting, sorrowful (etc.).
 - Instead of happy pick a more powerful emotion word that zeros in on the kind of happy: joyful, ecstatic, wonderful, giggly, content (etc.).
2. Ask students to think about a time they felt any of the emotions on the chart. Have them turn and talk with a partner about the experience and how it affected the way they behaved. How did their feelings affect the way they worked and played? Did they stop and think about it at the time? Why or why not?
3. Which of the emotions would they characterize as helpful emotions? Why?

Independent Practice (You do)

1. Distribute the **Emotional Effects** sheets and tell students that they may work with a partner to think through the exercise but each person must complete his/her own worksheet.
2. On the first line of the box, write a powerful emotion word.
3. In the space after "What I do when I feel this way:" have students write the typical actions and behaviors they tend to exhibit for that emotion. Ask: How do you act? What are your "go-to" actions?
4. In the space after "Helpfulness" write something about your ability to BE helpful when you feel this emotion or if you NEED help to get out of this emotion. They may also include examples to support their responses.
5. When students have finished their charts, encourage them to share their responses with a trusted partner.

Conclusion

Summarize the activity and ask students if they have ever stopped to think and write about their emotions and how they affect their behaviors. Why is this an important thing to do? How is this part of self-awareness? How do your emotions affect your ability to be helpful? When do you need help to change your emotions?

Notes

Character and Life Skills: Helpfulness

SEL Focus: Self-Awareness

Activity: Emotional Effects

Grade Level: 3-5

Directions

Write a powerful emotion in the appropriate line. Then write what you usually do or say when you experience this emotion in the space provided. After the word 'Helpfulness,' write down what helps you manage this powerful emotion or write about what you need that helps you manage this strong emotion.

Emotion #1: _____

What I do or say when I feel this way:

Helpfulness:

Emotion #2: _____

What I do or say when I feel this way:

Helpfulness:

Emotion #3: _____

What I do or say when I feel this way:

Helpfulness:

Emotion #4: _____

What I do or say when I feel this way:

Helpfulness:
