

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

- **Our Emotions** labels (see Materials)
- **Our Emotions** images (see Materials)
- **Saint Saens: Carnival of the Animals~Poules et Coqs (Hens and Cockerals)** audio
(<https://www.youtube.com/watch?v=IEd7Ovt4cWE>)
- **Emotions Dice Game** cubes (see Materials)
- Supplemental materials:
 - **Feelings Song** lyrics (see Materials)

VOCABULARY

- **emotions**: our reactions to the world

PROCEDURE

Step 1: Review the previous lessons. Repeat the **Dignity Song**. With time constraints, focus on a handful of students before moving on—to call on volunteers that can describe one favorite memory from their memory charts.

Step 2: Teach the fundamental emotions.

Place the **Our Emotions** labels on the board, then show students one **Our Emotions** image at a time, and let them sort out the emotions they see.

Ask:

- What emotion do people experience? How do we know?

Animals & Humans: Power to Feel Emotions

Human Dignity Curriculum – Grade 1 | Lesson 3C

- Choose one image. What does this person's body tell us about the emotion s/he feels?
- Choose one image. Why might this person be experiencing this emotion?

Write the emotion charts on the board:

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

Explain: The different emotions we feel in our bodies help us get a sense of whether or not something is good for us. With love, we know that what we love is good; with sadness, something good has been taken from us, or perhaps there is something good we cannot have.

For context, play the ***Saint Saens: Carnival of the Animals~Poules et Coqs (Hens and Cockerals)*** audio.

Ask:

- What memories or images does the song evoke?
- What emotion did you feel?
- Why did you feel it?
- Why do you think the composer wrote a segment like this to reflect hens?

Step 3: 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.

Break students into groups of 4-6, and hand each group an ***Emotions Dice Game*** cube. Students should roll the cube until every student has had a chance to answer 2-3 questions.

Then, gather the class for a share-out:

- What's one excellent way to show anger?
- What's one excellent way to show sadness?
- Let's say you see a classmate get angry, and hit another classmate. What should you do?
- What are two good ways you can bring joy to someone?

Step 4: 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

Animals & Humans: Power to Feel Emotions

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Students should research and bring in a photograph of a human person expressing strong emotion.

LOVE

JOY

HOPE

SADNESS

ANGER



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1.



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Grade 1, L3C - Emotions

2.







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4.



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Grade 1, L3C - Emotions





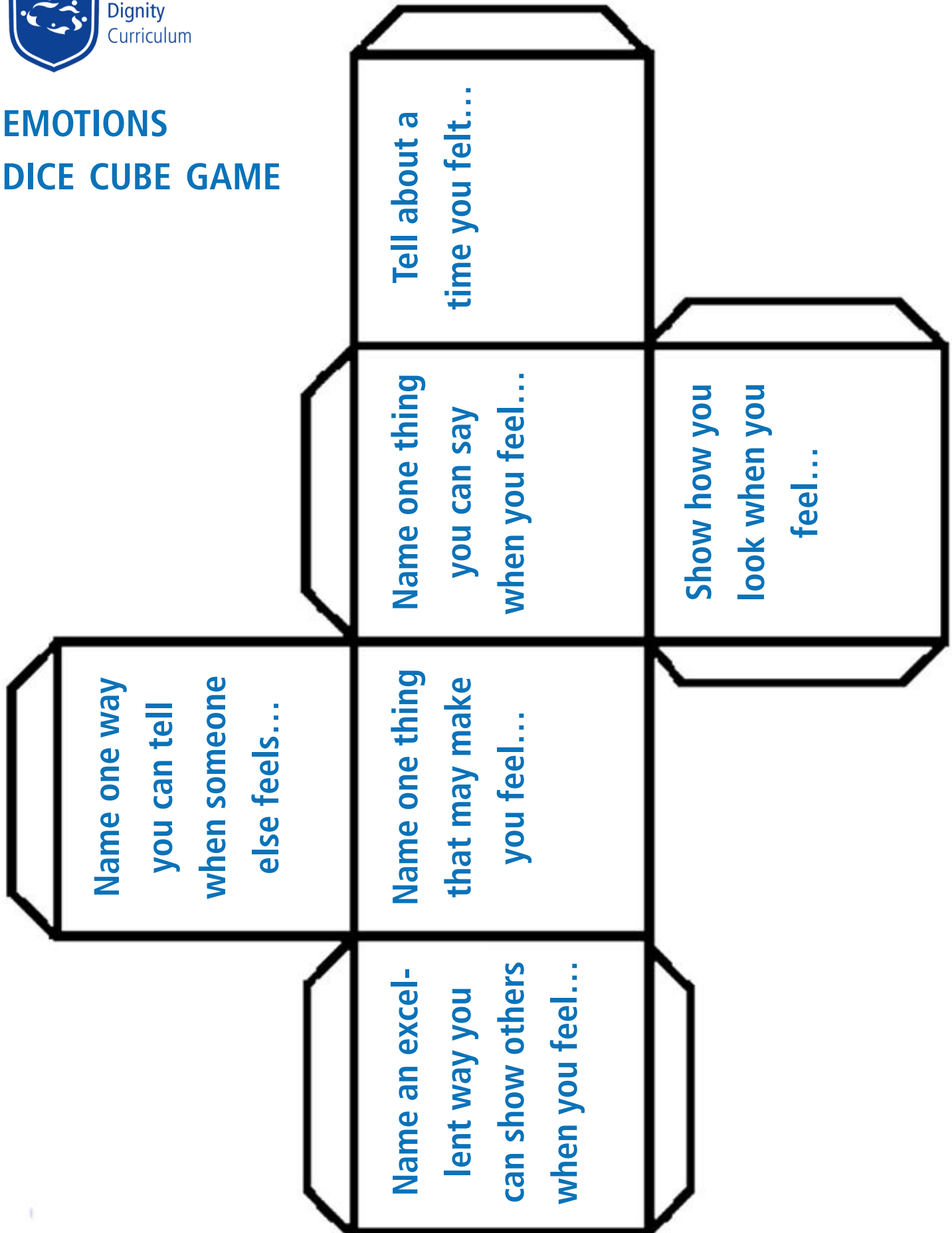
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6.





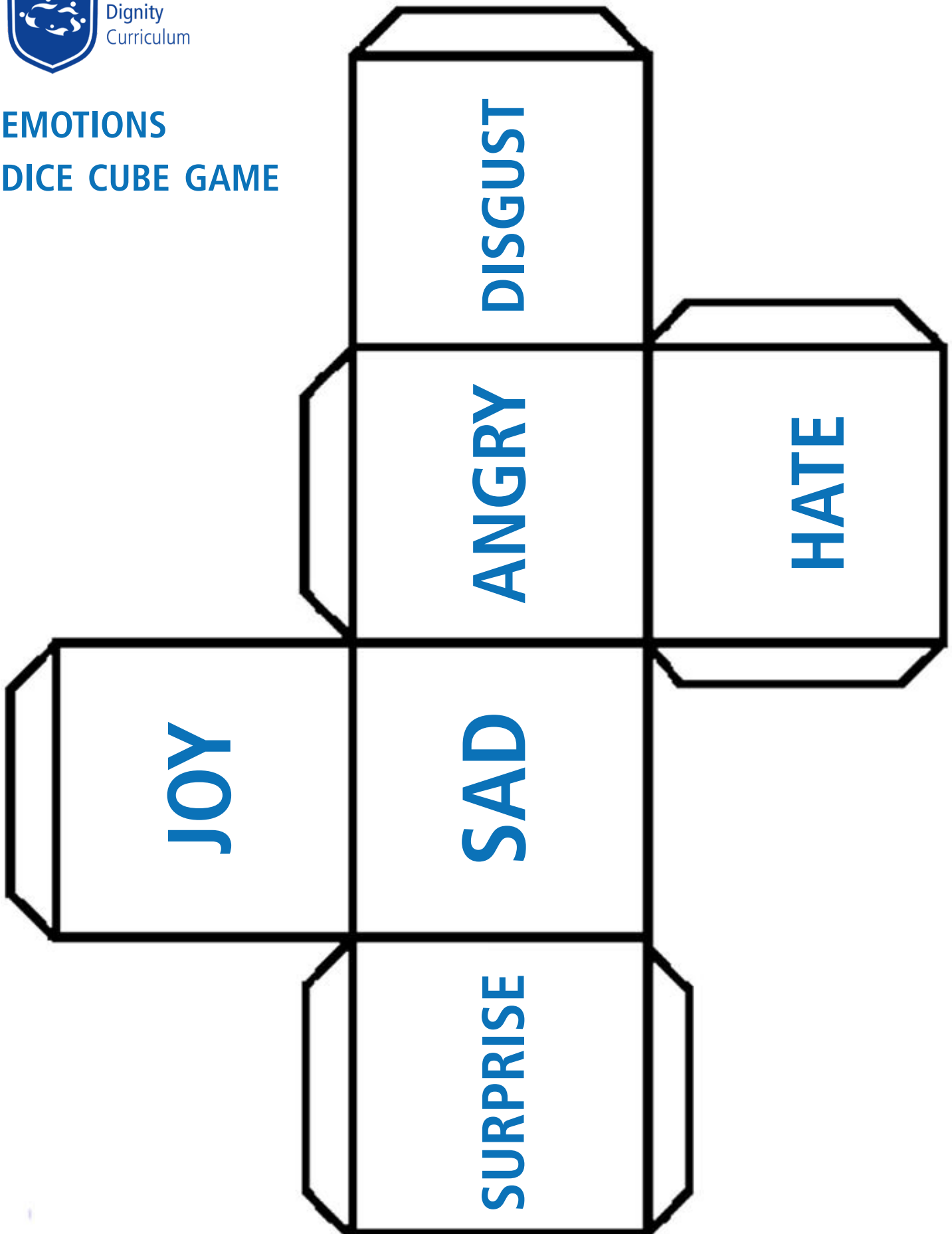
EMOTIONS DICE CUBE GAME





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EMOTIONS DICE CUBE GAME





FEELINGS SONG

I have feelings (point to self).
So do you (point to children).
Let's all sing about a few.

I am happy (smile).
I am sad (frown).
I get scared (wrap arms around self
& make scared face).
I get mad (make a fist
& shake it or stomp feet).
I am proud of being me (hands on hips,
shoulders straight, smile).
That's a feeling too, you see.

I have feelings (point to self).
You do, too (point to children).
We just sang about a few!