



## PURPOSE

To teach the emotions and the role they play in humans and animals responding to the world around them.

## LEARNING OBJECTIVES

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

1. Recognize how emotions play an essential role in how they respond to the world around them.
2. Understand the different kinds of emotions.

## MATERIALS & RESOURCES

- *Emotions Charades* flashcards (see Materials)
- *Faces of Emotion* images
  - Henri Matisse, “Dance II” (1909-1910); Roy Lichtenstein, “Frighten Girl” (1966); Pablo Picasso, “The Weeping Woman” (1937); Marc Chagall, “Birthday” (1915); Roy Lichtenstein, “Grrrrrrrrrrrr!!” (1965); Marc Chagall, “The Promenade” (1917); Grant Wood, “American Gothic” (1930)
- *Emotions Chart* worksheet (see Materials)
- Supplementary materials:
  - *Sorrow, The National* audio
  - *Beethoven 9<sup>th</sup> Symphony 4<sup>th</sup> Movement (Ode to Joy)* audio

## VOCABULARY

- **emotions:** automatic responses to either the body or the world
- **bodily:** these emotions are responding to some state of our body, i.e. hunger, pain
- **automatic:** we are not in control of our emotions, so they are neither good or bad; we do, however, control the way we express them
- **directional:** these emotions are responding to things out in the world

## PROCEDURE

**Step 1:** Review the previous lessons. Explain: In the last lesson, we learned about our internal senses, with which we learn about and relate to the world.

Have student think of their favorite memory. It can be a special birthday, a day at the beach, a family vacation, or anything else that comes to mind. Then have the students close their eyes and spend a few moments imagining the moment.

Ask: How can memory and imagination work together like this to help us become excellent?

**Step 2:** Introduce emotions with a class exercise. Call up student volunteers one-by-one and ask them to portray an emotion listed on the *Emotions Charades* flashcards. If the class doesn't guess the emotion within a minute, rotate students.

With each correct guess, ask: How did you make the guess you made?

**Step 3:** Teach emotions.

Explain: We know that our external senses pick up data about the world and learned that our internal senses help us process and use that data in different ways. In our bodies, as we gather and process sense information, we also *feel* reactions to the things we learn. These reactions are called our emotions. They guide our existence in the world, and for humans especially, they affect the choices we make and how we understand our lives.

Write on the board:

- **emotions:** automatic responses to either the body or the world
- **bodily:** these emotions are responding to some state of our body, i.e. hunger, pain
- **automatic:** we are not in control of our emotions, so they are neither good or bad; we do, however, control the way we express them
- **directional:** these emotions are responding to things out in the world

Some emotions are responding to things we experience in our bodies, whereas other emotions are responding to things we experience in the world. Write the emotion charts on the board:

bodily emotions	directional emotions
pain	fear
pleasure	joy

Bodily emotions give us important information to help us keep our bodies healthy. For example, hunger tells us that our body is hungry, and we need to eat something. Pain tells us that our body is hurt or ill and we need to go to the doctor. Without these it would be much harder to keep our body in excellent shape.

Directional emotions, on the other hand, respond to things in the world outside of our bodies. For example, when we see a tiger while alone in the middle of the jungle, we feel fear. We are afraid that the tiger might attack us. On the other hand, when we get our test back and discover we got an A+, we feel great happiness and joy. These emotions help us to automatically relate to things in the world in a particular way.

Ask:

- When have you felt pain?
  - Why did you feel it in that moment?
  - How did you respond to it?
- When have you felt pleasure?
  - Why did you feel it in that moment?
  - How did you respond to it?
- When have you felt joy?
  - Why did you feel it in that moment?
  - How did you respond to it?
- When have you felt fear?
  - Why did you feel it in that moment?
  - How did you respond to it?

**Step 4:** Introduce how human beings respond to emotions

Explain: Emotions themselves are not good or bad. They are neutral in themselves. What can be good or bad is *how* we respond to our emotions. Take the example of fear. There are some things that we fear for good reason. For example, the above example of the tiger. In this case it makes sense to listen to our fear and try to get away from a dangerous animal in order to keep ourselves safe. However, there are other cases where fear could prevent us from doing something we should do, like if we are afraid to make new friends in a new place. In this case we should act to overcome our fear because it is good to make new friends, even if it can be scary sometimes.

Search for the *Faces of Emotion* images. Print or project them images for the students.

For each image, ask:

- What is the emotion felt or expressed?
- How do you know? What signs in the painting indicate this emotion?

Finally, ask students to choose one of the faces shown, and to imagine themselves in the place of a character portrayed. Have them write a short paragraph describing the situation surrounding this emotional response and the relevant details. Then, drawing upon this paragraph, students should write a letter from the perspective of this character, to articulate the emotion felt, possible reasons for it and what would be the best way to act in response.

**Step 5:** Summarize: In the past lessons, we have begun to learn about the human person—who he is, and what he can do. We have seen that the human person shares certain powers with all living things. Now we have also seen excellent ways of using our internal senses,

and excellent ways of demonstrating emotions.

## **FOLLOW-UP & HOMEWORK**

Give students the *Emotions Chart* worksheet. Ask them to identify the positive and negative emotion they experience the most, to track when they experience it, and to reflect on whether they express it in a way that respects their own and others' human dignity.

## **SUPPLEMENTS**

**Supplement 1:** Prompt in the students an emotional reaction, then discuss with the following questions. Play the *Sorrow, The National* audio or the *Beethoven* audio, asking students to close their eyes and listen.

Note: Teacher should customize music selection as necessary.

### **Discussion questions:**

- What do you think of the music? What emotion did you feel? How did your body react?
- What experience of value does the song express? What emotions?
- Will the emotions that you're experiencing last forever?

Summarize: With the *Sorrow, The National* audio, we may have felt sadness. This sadness, like every other emotion felt, indicates something about the world. Here, the National singers are expressing their sorrow about lost love. They took their emotion and poured it out into a piece of art in order to express it. With the *Beethoven* audio, we may have felt great joy and happiness. The sequence is called Ode to Joy because of how it testifies to those special moments when we are very happy.

charades:

love

charades:

joy

charades:

hate

charades:

sadness

charades:

anger

charades:

despair

charades:

hope

charades:

fear



Name: \_\_\_\_\_

## Emotions Chart

**Directions:** Circle below one “positive” and one “negative” emotion which you experience most often. Then, track the next three instances in which you feel either emotion. For each instance, explain what triggered the emotion, what you thought about, and whether you expressed your emotion in a way that respected the dignity of all the persons involved.

love   joy   hope   hate   sadness   despair   anger   fear

What happened to trigger the emotion?	What did you do about or with the emotion?
<b>Example:</b> <b>Joy:</b> <i>My grandma called me to wish me happy birthday.</i>	<i>I felt a lot of adrenaline, and a lot of peace. And I laughed so hard that my belly hurt. Afterwards, I thanked my grandma for calling me and told my mom about it.</i>
1.	
2.	
3.	
4.	
5.	