



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>)
- ***Emotions Faces*** flashcards (see Materials)
- ***Emotions Chant*** 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.

Then draw a human body on the board, and ask students to name the body part they use with each of their five senses.

Step 2: Identify 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, our bodies also help us *feel* reactions to things we experience. 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. What was the last time we laughed so hard our bellies hurt? What happened to make us laugh?

Step 3: Teach the fundamental emotions.

Draw circle on the board. Ask students volunteers to select one of the **Emotions Faces** flashcards and to draw in the circle (a face) the emotion selected.

For each emotion, ask:

- When did you last feel this emotion?
- How did your body show it?

Then apply this recognition of emotions with the **Emotions Chant**. Teach students the first half as a class, then ask student volunteers to come up with scenarios and gestures for the second half of the song. Repeat, until students can sing quickly with the appropriate gestures. [Supplemental activity could include writing the song and drawing gestures on poster paper for the board.]

Step 4: Teach how to choose excellent ways to express emotions.

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.

Discussion questions:

- What emotion might 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:

1. Take deep breaths. [Practice with students.]
2. Take a walk and shake it off. [Practice with students.]
3. Think about your words. Instead of, "I hate you!", you can say, "Please be more careful with my crayons next time. I forgive you for breaking them." [Practice with students.]

Step 6: To conclude, remind students that emotions are our reactions to the world. 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

Human Dignity Curriculum – Grade K | Lesson 3C

Students should bring in a photo of themselves or someone in their family expressing joy, for a class collage.

LOVE

JOY

HOPE

SADNESS

ANGER



EMOTIONS CHANT

Directions: Teach students the appropriate lyrics and gestures for the first half of the chant (rhythmic tune), then work with them to conclude the second half.

LYRICS

Verse 1:

I smile when there are rainbows,
I cry when there are clouds,
I am loving when my mom is said.
Oh, I feel so many emotions!

Verse 2:

I am mad when my brother breaks my toys,
I am hopeful when my team is winning,
I am frightened when it's storming.
Oh, I feel so many emotions!

Verse 3:

I smile when _____!
I cry when _____!
I am loving when _____!
Oh, I feel so many emotions!

Verse 4:

I am mad when _____!
I am hopeful when _____!
I am scared when _____!
Oh, I feel so many emotions!

GESTURES

Verse 1:

"I smile" (fingers on cheeks and smile), "when there are rainbows" (make an arc with hands).
"I cry" (make sad face and motion tears with fingers), "when there are clouds" (put arms in the sky).
"I am loving" (make a heart), "when my mom is sad" (hold hands out).
"Oh, I feel so many emotions!" (spin in a circle with hands out)

Verse 2:

"I am mad" (look angry), "when my brother breaks my toys" (stomp feet).
"I am hopeful" (march ahead), "when my team is winning" (hold up a number 1).
"I am frightened" (hide your face), "when it's storming" (motion rain with hands).
"Oh, I feel so many emotions!" (spin in a circle with hands out)