



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

- **Pause Game** situations (see Materials)
- **Hatchi: A Dog's Tale – HD Trailer – Coming Soon** video (<https://www.youtube.com/watch?v=Y6U7mAnPtW4>)
- **My Emotions Diary** worksheet (see Materials)

VOCABULARY

- **emotions**: the body's automatic, temporary responses to the world
- **bodily**: emotions are responses we feel in our body
- **automatic**: we don't control the feeling of emotions in our bodies; we do control the way we express them
- **temporary**: emotions last a limited amount of time

PROCEDURE

Step 1: Review the previous lessons.

Explain: We've learned about human dignity, which is our unique value as human persons. We've also learned about the powers that all living beings—plants, animals, and humans—share: the powers to eat, grow, and reproduce. We also learned about external and internal senses, which are a power shared by animals and humans, and not by plants. Ask: Who can recall the five external senses? And the three internal senses we learned?

Step 2: Identify for students 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, so too in our bodies both animals and humans *feel* reactions to things learned. These reactions are called our emotions.

Start with a hook, and show the [Hatchi: A Dog's Tale – HD Trailer – Coming Soon](#) video.

Discussion questions:

1. What do you feel after watching the video? How do you know?
2. Where do you experience/show this emotion?
3. Why are you experiencing this emotion?

Step 3: Teach the fundamental emotions.

Explain: Our emotions are reactions we feel to things happening around us, and regardless of the specific emotion felt, emotions always have certain characteristics.

Write on the board:

- **bodily:** emotions are responses we feel in our body
- **automatic:** we don't control the feeling of emotions in our bodies; we do control the way we express them
- **temporary:** emotions last a limited amount of time

Discuss: Our emotions have the following characteristics. We feel emotions because they are responses from our body. It's one of the ways our bodies let us know whether or not something is good or bad for us.

Write the emotion charts on the board:

emotions indicating something good	emotions indicating something bad
love	sadness
joy	envy
hope	anger

Discuss: Another characteristic is that our emotions are temporary, meaning they only last a limited amount of time. You have probably encountered a time when you felt so mad when your mom asked you to do your chores only to forget that you felt that way a few hours or day later.

Lastly, our emotions are also automatic. We don't control how we feel them but the good news is, we do control the way we express them.

Step 4: 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.

Begin with an example: One of your siblings or classmates borrows one of the books you got for your birthday, and tears a page while reading it.

Break students into pairs, and ask them to role-play with each other what would happen in this situation: what emotion each of the two people would feel, and what they would say to each other in order to resolve the situation in an excellent way.

Discussion questions:

- What emotion did 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 ruin your book. 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. You could say something like, "Please be careful with my book. I am happy to share, as long as you ask and are careful. I forgive you for tearing a page of my book."

Play the **Pause Game** using the scenarios: Let the class stand in a circle and get two volunteers to stand in the middle. Read a situation out loud and have the two volunteers act out the emotions in a non-excellent manner. When you say "Pause," both will pause and a new student volunteer from the circle should tap one volunteer to replace him. Once you say "Unpause," the old volunteer and the new student volunteer should act the situation out in a version where emotions were expressed in an excellent manner.

Step 5: 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

Students should record a daily emotional reaction and its expression for the next week on their **My Emotions Diary** worksheet.



PAUSE GAME

One of you just spilled juice on your shirt in public.

One of you is watching a funny video
at a computer in the public library.

One of you accidentally bumped into the other.

One of you left your lunch at home.

Your best friend received a 20/20 on last week's spelling test,
but you made some spelling errors and got a 6/20.



Name: _____

MY EMOTIONS DIARY

Directions: For each day, select an emotion you felt, and explain the most excellent way to show it: a way that respects the human dignity of everyone involved.

love joy sadness hope anger envy

DAY	AN EMOTION I FELT TODAY	AN EXCELLENT WAY TO SHOW IT
1		
2		
3		
4		
5		
6		
7		