

Lesson 3	The Science of Managing Emotions
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Time	45-60 minutes
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<u>Materials</u>	<ul style="list-style-type: none"> ● Pen or pencil ● SEL Journal ● Lesson 3 Slides ● Lesson 3 Worksheet ● Teacher model of volcano activity completed before class ● Writing/coloring utensils ● Green Our Planet Studios video link ● SEL + Science Adventures Manual (Green Our Planet Studios) ● Internet access ● Resources to play videos for students
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<u>Vocabulary</u>	<ul style="list-style-type: none"> ● <i>body clue</i>: something a person does or feels when starting to experience emotional discomfort ● <i>trigger</i>: an event or encounter that causes a person to experience an emotional reaction ● <i>prefrontal cortex</i>: a part of the brain that turns thoughts into actions and is located in the frontal lobe ● <i>hippocampus</i>: a part in the brain in the temporal lobe that turns new learning into a memory
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	<ul style="list-style-type: none"> • <i>amygdala</i>: a part of the brain that triggers fight, flight, or freeze response, associates emotions with memories, and recognizes and interprets facial expressions • <i>coping strategy</i>: a thought or action aimed to lessen the effect of an undesired emotion
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<p><u>Overview</u></p>	<p><u>Lesson Description:</u> Students will explore the physiology of how emotions are created and identify how they apply to their own emotions and experiences. Students will also explore various coping strategies and identify some that they can use as needed.</p>
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<p><u>Agenda</u></p>	<ul style="list-style-type: none"> • Introduction • Green Our Planet Studios Video • Activity: Worksheets, Quizzes, or Cutouts • Reflection & Sharing • Closure
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<p><u>Learning Objectives</u></p>	<ul style="list-style-type: none"> • Identify emotions using the emotions wheel. • Draw a volcano to represent the relationship between triggers, body clues, and coping strategies. • Practice journaling as a coping strategy to ground ourselves and control our emotions.
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<p><u>Dimensions of Learning</u></p>	<ul style="list-style-type: none"> • Mindsets & Behaviors • SEL Competencies
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	<ul style="list-style-type: none"> ● Science Standards ● Math Standards <p>Mindsets & Behaviors: For the full list of ASCA (American School Counselor Association) Student Standards, please see the “ASCA Student Standards” section of the manual.</p> <p><u>SEL Competencies:</u> For the full list of CASEL (Collaborative for Academic, Social, Emotional Learning) Competencies, please see the “SEL Competencies” section of the manual.</p> <p>Self-awareness Self-management</p> <p><u>Next Generation Science Standards:</u> DCI: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions (MS-LS1-3). SEP: Developing and Using Models CCC: Structure and Function</p> <p><u>Health Standards:</u> For the full list of National Health Education Standards, please see the “Health Standards” section of the manual.</p>
<p><u>Procedures</u></p>	<ul style="list-style-type: none"> ● Engage

- Explore
- Explain
- Elaborate
- Evaluate

ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions: (10-15 minutes)

1. Pass out [Lesson 3 Worksheet](#). Present [Lesson 3 Slides](#).
2. Say to students: *Hello, students! Today we're going to be talking a lot about emotions. Before we get started let's check in with ourselves and how we are feeling at this moment.*
3. Have students turn to a partner and share how they're feeling today. It's okay if students do not want to share why they're feeling the way they do.
4. As students: *Has anybody here ever let an emotion get the best of them? Raged after a loss? Sobbed because they were overwhelmed? Or maybe just wish you could make yourself stop feeling the way you were? Don't worry! It happens to all of us! Does anyone want to share a story of when this happened to you? Remember, if the story involves another person do not use their real name. I will get us started!*
5. Disclose a story of a time an emotion caused you to act in a way you wish you had not and then call on volunteers to share.
6. Say to students: *You see this kind of stuff happens to all of us, so don't be too hard on yourself if you're still*

learning to manage your emotions. It's important to learn how to manage our emotions because as our stories have shown, when our emotions control our actions we can do things we wish we had not!

EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions: (10-15 minutes)

1. Say to students: *Today, we're going to hear more about emotions and better understand the process of recognizing when they are building up. We'll also learn some coping strategies that help to manage them more effectively.*
2. Show Green our Planet Studios video.

EXPLAIN: Concepts Explained: (5-10 minutes)

1. Review [slides 5-10](#).
 - **Slide 5:** Review vocabulary
 - **Slide 6:** Review the emotions wheel. Say: *We're going to revisit the emotions wheel from the beginning of the lesson. Take a moment to review the range of emotions a person can feel. Before we can manage our emotions we need to make sure we can identify how we are feeling. It's always good practice to check in throughout the day with yourself or someone else.*
 - **Slides 7-8:** Recap science from video
 - **Slide 9:** Review what a body clue is.
 - **Slide 10:** Review what a trigger is.

- i. Say to students: *As you saw in the video, the amygdala can be triggered by a memory.*
- ii. Say to students: (Recap example from the video.) *As you watched it, what are some of your triggers and body clues that came to mind?*
- iii. Ask for student volunteers to share out loud.

ELABORATE: Applications and Extensions: (10–15 minutes)

1. Ask students: *When you feel triggered what is one thing you can do to help you calm down and feel more comfortable? Do deep breaths work? Laying down? Cuddling your pet or favorite blanket? Putting on that big comfy sweatshirt? Feel free to turn and talk with one another to see if you can get some new ideas from your classmates as well!*
2. Ask for student volunteers to share out loud.
3. Say to students: *One coping strategy that you can add to your list is journaling.*
4. Review [slides 11 and 12](#).
5. Say to students to take out their SEL journal. Review directions for journaling practice on [slide 13](#).

EVALUATE: Formative Monitoring (Questioning & Discussion): (10–15 min.)

1. Say to students: *On the back of your worksheet you have a volcano. In the bottom part of the volcano, in*

orange, write down as many of your triggers that have you identified.

2. Say to students: *Now, above the orange words inside the volcano, write down in red body clues you may demonstrate or ways you may think when you are around those triggers. These are the things that let you know you are releasing adrenaline.*
3. Say to students: *Finally, above the red words, write down some coping strategies you think may help you calm down in blue. These might be coping strategies you've learned over the three lessons together or other ones you know of.*
4. Say to students: *When you're done, your volcano should look similar to this. (Show students the teacher model of your volcano.)*
5. Say to students: *Ok go ahead and get started!*
Walk around and help students come up with ideas as needed.

ELABORATE FURTHER/REFLECT: Enrichment: (0-5 min.)

Exit Ticket to end class and to encourage students to think critically and express their thoughts:

- Ask students: *As you leave this class, is there a chance you might encounter one of your triggers? If so, will you recognize your body clues and utilize one of your coping strategies so that you can better manage your emotions?*

<u>Independent Practice</u>	<ul style="list-style-type: none">• Encourage students to keep a score for how many times they can avoid their volcano erupting. Ask them to take note of the trigger or triggers that cause them to explode most frequently.• Encourage students to identify triggers in others and practice intentionally avoiding sensitive situations with others.• Encourage students to practice the various coping strategies they have learned up until this point (box breathing, 5 senses, and journaling).
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<u>Pre-teaching Review for Educator</u>	Digital Recourse: Article: Understanding the chemicals controlling your mood
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<u>Inspirational quote</u>	"Mastering others is strength. Mastering yourself is true power." - Lao Tzu (5th century, B.C.)
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