

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

Emotion regulation module 1: Emotions/Feelings A

KS 2 (also possible to adapt for KS3)

The aim of this module is to help children understand and elaborate the **concept of emotion** in general, in order to be able to work on the development of emotion regulation skills next. In several tasks within this module (two mandatory, one of which is a homework, and two optional) children are allowed to clarify to themselves the concept of emotion/feelings and to grasp the width of emotional phenomena.

The module can be stretched over two or more weeks, depending on teacher's preferences. Complete time required for the module in classroom settings is estimated to 45 minutes or more.

Present slides 1 & 2

The first two slides provide a general context and several examples of emotional reactions. The content of the slides has to be presented gradually, line by line, so that children can try answering each question, which is then substantiated by an answer or additional examples in the next line.

After presenting the first slides children are given task 1.

Slides duration: up to 5 minutes.

Task 1 (Mandatory): each child gets a task to relate emotion words with emoticons. This here is just an example of the most important / basic emotions; the full list can be found in the **Appendix, tool A**. It is suggested that teachers always cover all the basic emotions presented here and then, optionally, to pick some of the remaining emotions. When children finish the task, teacher presents emoticons in the ppt presentation (has to be created by the teacher, in accordance with emoticons selected for the task) and children (in a

large group) are prompted to answer which emotion(s)/feeling(s) each emoticon is expressing.

Task duration: up to 15 minutes; 5 minutes for explanation/instruction; 5 minutes for drawing lines; 5 minutes for reporting

(TASK: Teacher gives a paper with the list of words/emoticons to each child (Every child gets the same list). Children should try to draw lines that connect each word with the right picture; (!) the order of either words or pictures is to be shuffled/randomized; these combinations here represent the correct answers; Instruction to children: “Your task is to draw lines between corresponding words and emoticons.”):

Angry / Annoyed	
Happy / Enjoys	
Afraid / Scared	
Worried / Anxious	

Disgusted / Yucky	
Surprised	
Sad / Depressed	
Ashamed	

Power point Example

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Feelings / emotions

What does it mean to feel an emotion/to have feelings?

(Do you know any examples of an emotion / feeling?)

→ It means that we are, for example, happy, sad, or scared.

What other emotions/feelings do we know?

→ There are many, for example, anger, shame, surprise, disgust, etc.



Where in our bodies do we have these feelings?

- Anger
- Fear
- Disgust
- Happy
- Sadness
- Surprise
- Shame



Homework project

(We can select in advance or we can let teachers select among up to four options below):

Option (a) – children ask parents about feelings during a situation; more demanding task

Ask one of your family members (mother, father, grandmother, grandfather, brother, sister...) how he or she felt during events from the list you will take home. You can also pick some other event if you like.

Ask them why did they feel so.

For example, in situation:

just before you have lunch or dinner,

- you ask:

Mum, how do you feel now? What emotion do you feel? Why do you feel so?

Try to remember the story and share that with us the next time. It is also good to write down a small reminder.

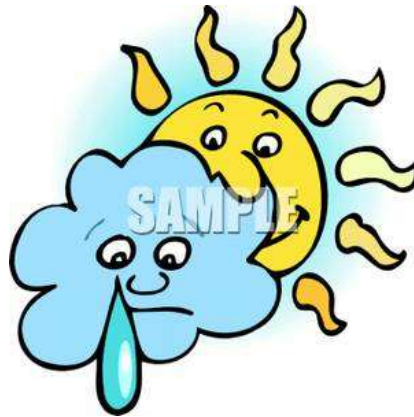
In which situations do feelings (or emotions) occur to us?

There are some situations that can evoke feelings in each and everyone of us.

→ Do you have an example of a situation when you were:

- Happy ?
- Scared?
- Angry?
- Sad?

Bonus question: Is there a situation that can make one person happy, while the same situation can make another person sad? Your example?



What about the feelings in this story?

George and Lucy have made a plan/rules for how to play a game; Harry does not follow the rules and even after Lucy has warned him, he breaks a rule again.

How does Lucy feel?

Is she angry? Annoyed?

Instruction:

- Read your short story in silence;

- Try to guess which feelings (emotions) the main character has, and write it down;
- Tell your story to your colleague, together with your answer;
- Do you both agree about the answer?
- Listen to a story and the answer from your colleague and see whether you agree.

Teachers Evaluation and Handouts