

All My Emotions



45-minutes

Elementary - Covid 19 Back to School: Lesson Plan 2



Objectives:

(slide #)

- Build emotional vocabulary
- Introduce the stress-response and how to manage false alarms
- Practise naming, communicating and reflecting on emotions.



I Can Statements:

- I can **communicate** my thoughts and emotions.
- I can notice my **stress-response** and recognize **false alarms**.
- I can think of ways to manage stress.

mindful CHECK-IN

(slide #)



5-minutes

1. Encourage

- **Act** out how you are feeling. Students have 3 chances to guess.
- **Invite** each student to act out their emotions.
- **Ask**, "Why are you feeling this way?"
- **Thank** each student for sharing.



Check-in's help gauge emotions & knowledge; they help develop:

SEL Skills:

- Emotional Awareness



PLAY

(slide #)



15-minutes

1. Explore

- **Watch** [Mo Mindful's "Hand Model of the Brain."](#)
- **Encourage** students to try the hand model.



CQ Skills:

- Creativity
- Communication
- Collaboration
- Critical Thinking

2. Play: "All My Emotions" game

- **Select** an emotion card. Ask, "When is it good to feel ____?"
- Distribute cards. **Challenge** small groups to think of creative and reasonable answers for each emotion.

SEL Skills:

- Emotional Awareness

3. Reflect

- **Invite** volunteers to share with the whole group.
- **Discuss** which emotions go with our **stress-response**.



OTHERS

(slide #)



15-minutes

1. Problem Solve

- **Brainstorm** different **false alarms** that might cause stress.
- **Think, pair, share** strategies for calming down and managing the **stress-response** for each **false alarm**.



CQ Skills:

- Creativity
- Communication
- Collaboration
- Critical Thinking

2. Experiment

- **Challenge** partners to the explore different strategies to see which ones work well for them.
- **Encourage** them to think of ways to help someone who is stressed.

SEL Skills:

- Emotional Awareness
- Social Connection

3. Share

- **Invite** volunteers to share their discoveries.

Emotions Cards		
Happy	Sad	Angry
Excited	Disappointed	Frustrated
Hopeful	Afraid	Worried



DOWNTIME

(slide #)



10-minutes

1. Breathe: Box Breathing

- **Everyone stand** and draw a box in the air.
 1. **Inhale** through your nose as you draw up one side,
 2. **Hold** your breath as you draw the top,
 3. **Exhale** as you draw down the other side,
 4. **Pause** as you draw the bottom of the box.
- Repeat.



Brain Science Fact:

Play, Others, & Downtime let us manage stress:

PLAY

- sports & board games
- arts & crafts

OTHERS

- petting a cat
- visiting with friends

DOWNTIME

- deep breathing
- enjoying nature
- meditating

2. Gratitude Circle

- **Invite** students to share a specific thing about someone in the group for which they are grateful.



Discussion: Use these questions to engage your students further...

- How does my stress-response help me?
- How might my stress-response cause difficulties?
- How might I manage it?

Click the images below to link to a student worksheet or the emotions cards.

Emotions Cards		
Happy	Sad	Angry
Excited	Disappointed	Frustrated
Hopeful	Afraid	Worried