

Objective

By the end of this lesson, students will be able to describe why emotions matter in their lives.

Vocabulary

Emotion (n.) a feeling, such as happiness, anger, or fear



Bold—Teacher’s script

Italics—Anticipated student responses

Program Themes

Thoughts and Emotions

Prep

- 60-second timer for the Warm-Up
- Partners

Lesson Note

Have students save their written work or handouts. They’ll need them to complete the Activity in Lesson 19.

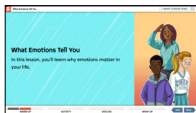
CASEL Core Competencies

Self-Awareness

Warm-Up (3 min.)



Set the purpose for Unit 3.



Set the purpose for today’s lesson.



Let’s start by looking at the definition of “emotion.” Select the Definition button and read the definition aloud.

Set a timer for 60 seconds. Have students write their responses to the prompt on the screen.

Call on each student to name an emotion from their list. Choose one student to keep count of the total number of emotions the class wrote down. As each emotion is said, have students put a check mark next to any emotion they also have on their own list. Continue going until all emotions students named have been counted.

As you can see, we have lots of different emotions. You named _____ emotions!

Activity (15 min.)



Now we’ll discuss some scenarios that show the different kinds of information that emotions can give you.

Give students time to think about the questions on the screen. Then call on students to share their responses. Select the Possible Answers button to show example answers.

Activity (cont.)



Give students time to write their answers to the questions on the screen. When they're finished, call on pairs at random to share their responses. Select the Possible Answers button to show example answers.



Give students time to write their answers to the questions. When they're finished, call on pairs at random to share their responses. Select the Possible Answers button to show example answers.

Discuss (3 min.)



Give students time to discuss the questions on the screen. Call on pairs at random to share their responses.

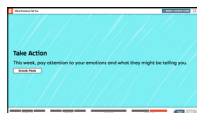
All emotions—even unpleasant ones—give us useful information and can guide us in situations.

Wrap-Up (4 min.)



Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

Objective

By the end of this lesson, students will be able to describe what happens in their brains when they feel a strong emotion.

Vocabulary

- **Sensory input** (n.) information the brain receives from our five senses
- **Amygdala** (n.) the part of the brain that's involved in experiencing emotions
- **Cortex** (n.) the part of the brain that's most involved in making decisions

Program Themes

Conflicts, Resilience, Staying Calm, Thoughts and Emotions

Prep

Partners

Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 19.



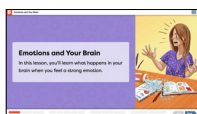
Bold—Teacher's script

Italics—Anticipated student responses

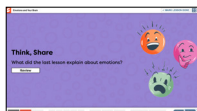
CASEL Core Competencies

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (3 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

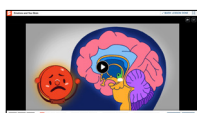
Select the Review button for a summary of what was learned.



Have students write their responses to the questions on the screen. Call on students at random to share their responses. As each answer is mentioned, have students give a thumbs up if they have a similar answer.

While we wouldn't all respond to this situation the same way, there are some similarities in how it would make us feel.

Video (10 min.)



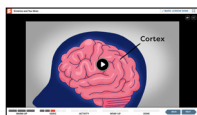
Introduce the video. **We're going to watch a video that explains how emotions communicate with the brain. As you watch, pay attention to what's happening in your brain and body when you experience strong emotions.**

Play the video.

Video (cont.)



Read the prompt on the screen and give students time to discuss with a partner. Then call on pairs at random to share their responses. Select the Possible Answers button to show example responses.



Introduce the video. **Now we’re going to watch how another part of the brain, called the cortex, works with the amygdala. As you watch, pay special attention to what happens if the emotion is really strong and the cortex gets overwhelmed.**

Play the video.



Have students work with a partner to write their responses on a piece of paper or fill out the table in the handout. Then have the class vote on whether each phrase describes the amygdala or cortex. Drag the appropriate label on the screen and place it next to the phrase. Select the Check button to show the correct answers.

Correct answers:

1. cortex
2. amygdala
3. cortex
4. cortex
5. amygdala

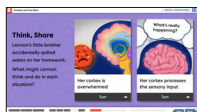


Give students time to think about the first question on the screen. Call on students at random to discuss their ideas. Select the Answer button to show the correct answer.

Give students time to think about the second question on the screen. Call on volunteers to discuss their responses. Repeat for the third question.

It’s natural if you sometimes react to your emotions without thinking. It’s a normal part of being human. Managing your emotions is also part of being human and, luckily, your brain has built-in ways to do that and control your actions.

Activity (8 min.)



Let’s look at two different ways a person might respond to the same scenario, depending on what’s happening in their brain. Read the scenario on the screen aloud.

In the first example, Lennon’s cortex is overwhelmed and her emotions take over. What might she say and do? Call on students at random to share their responses. Select the first card and read the possible answers aloud.

In the second example, her cortex is able to manage her emotions, allowing her to think through the situation and make a positive decision. What might she say or do? Call on students at random to share their responses. Select the second card and read the possible answers aloud.

Activity (cont.)



Now let's look at a different scenario.

Read the scenario on the screen aloud. Give students time to complete the activity. Remind them to use vocabulary from the Video section to help describe what's happening. When they're finished, call on pairs at random to discuss their responses.



Give students time to complete the activity. When they're finished, call on pairs at random to share their responses.

Wrap-Up (4 min.)



Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

This page intentionally left blank.

Objective

By the end of this lesson, students will be able to describe how strong emotions can influence the decisions they make.

Prep

Partners or small groups



Bold—Teacher's script

Italics—Anticipated student responses

Lesson Notes

- **Warning about this lesson:** Discussing emotion-management strategies may bring up destructive coping mechanisms, such as self-harm or harm to others. If a student discloses that they have harmed or want to harm themselves, or have been harmed by someone else, follow your school's or district's mandated reporter policy.
- The video in this lesson does mention the use of inappropriate language and physical responses. Support students in navigating the emotions that lead to these actions.
- Have students save their handouts. They'll need them to complete the Activity in Lesson 19.

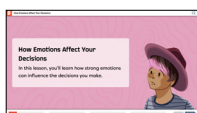
Program Themes

Conflicts, Resilience, Staying Calm, Thoughts and Emotions

CASEL Core Competencies

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (7 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Emotions can play a big role in how you respond to situations. Sometimes they can lead you to do things you might regret. Share an example from your own life, or use the following example:

For example, I was making lasagna and forgot to set the timer. I left it in the oven too long, and the edges burned. I was so disappointed and embarrassed that I threw the whole thing away, even though I could have just cut off the burned parts. Afterward, I felt even more embarrassed for throwing the whole thing away and ruining dinner.

Now that you've heard my example, I'd like you to think of an example from your own life. Have students write their responses to the prompts on the screen. Call on volunteers to share their responses.

Warm-Up (cont.)



Now let's think about what we learned in the last lesson about the brain and emotions.

Give students time to think about the question on the screen. Then call on volunteers to share their responses. Select the Possible Answers button to show possible answers.

You've already learned that emotional information goes to the amygdala, or the "feelings alarm," first, and then gets sent to the "thinking brain," the cortex. This process shows how all emotions influence decision-making.

You also learned that the cortex works slower than the amygdala, which means sometimes emotions are so strong that the cortex gets overwhelmed. When this happens, the amygdala doesn't have time to think things through, so we just decide and act on the spot.

Video (6 min.)



Introduce the video: **Now we're going to watch a video of students describing what they did when they got really upset or angry. As you watch, notice the emotions they felt and the decisions they made as a result.**

Play the video.

These students described their reactions to different scenarios. What did you notice about the emotions they felt and the decisions they made? Call on students at random to discuss their ideas. *They got angry. They got annoyed. Things escalated quickly.*



Now let's think about the stories in the video, the decisions the students made, and the consequences of their decisions. Give students four minutes to discuss the prompts on the screen. Call on pairs at random to share their responses. Select the Consequences button to show possible answers.

Activity (6 min.)



We've talked about what happens when the cortex gets overwhelmed and emotions take over. Now think about what could happen if you slow down and have time to think things through.

Return to the example from your own life you presented in the Warm-Up section and describe how the outcome might have changed if you had thought things through, or use the following example:

Remember the burned lasagna I told you about at the beginning of this lesson? If I had really thought things through, I would have just cut off the burnt parts and served it in a different dish. And I would've told myself that everyone makes mistakes and I shouldn't expect perfection when I'm still learning to cook new meals.

Okay, now it's your turn. Read the scenario and questions on the screen aloud. Give students time to write their responses. Call on pairs at random to discuss their ideas with the class.

Wrap-Up (6 min.)



The cortex doesn't always have to get overwhelmed. As the last lesson explained, the brain has built-in ways to manage emotions and make thoughtful decisions. Have students write their responses to the questions on the screen. Call on volunteers to share their responses.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

This page intentionally left blank.

Objective

By the end of this lesson, students will be able to demonstrate and evaluate strategies for managing their emotions.

Prep

Large piece of paper to record and display student responses



Bold—Teacher's script

Italics—Anticipated student responses

Lesson Notes

- This lesson asks students to discuss emotion-management strategies. Should a student share with you or the class that they have engaged in hurtful coping mechanisms, such as self harm or harm to others, or have been harmed by someone else, follow your school or district's mandated reporter policy.
- Make sure to save the list of emotion-management strategies the class creates in the Warm-Up. You'll need it for the Activity in Lesson 18.
- Have students save their written work. They'll need it to complete the Activity in Lesson 19.
- References for the research-based benefits of slow breathing are provided at the end of the lesson plan.

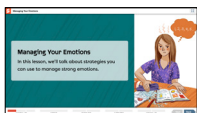
Program Themes

Conflicts, Resilience, Staying Calm, Thoughts and Emotions

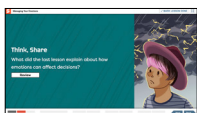
CASEL Core Competencies

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (7 min.)



Set the purpose for today's lesson.



Review the last lesson.

Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



So far in this unit, you've learned that the amygdala, or the "feelings alarm" in the brain, works faster than the cortex, which is the "thinking part" of the brain. You also learned that your emotions affect your decisions. When emotions are really strong, the cortex can become overwhelmed and you might react quickly and make decisions you might regret later.

Have students write their responses to the question on the screen. Call on volunteers to share their responses.

Let's see if we included some of the research-based Second Step strategies for calming down. Select the Strategies button to show possible strategies. Add any missing strategies to the list on the paper if needed.

Video (4 min.)



Research shows that slow breathing helps shift your nervous system toward a calmer and more relaxed state. This can help to lower your heart rate and blood pressure.

Introduce the video. You'll listen to a video that will teach you the practice of slow breathing. You can close your eyes if you want to. Make sure to follow along and be respectful of your peers. As you're practicing, pay attention to how you feel before and after breathing slowly. Let's start by giving each other a little more room.

Have students move their desks or chairs about six feet apart. **Now close your eyes and listen carefully to the instructions in the video.**

Play the video. If possible, practice slow breathing along with students.

Discuss (3 min.)



Have students write their responses to the question on the screen. Call on volunteers to share their responses.

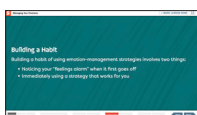
You just tried slow breathing. Now let's think about some other emotion-management strategies.



Give students time to think about the questions on the screen.

Using Fist to Five, show me how easy you think it is to use these strategies. Five means very easy. A fist or one means very hard. Call on students at random to discuss their ideas with the class. Select the Possible Answer button to show an example answer.

Activity (6 min.)



Using emotion management strategies is a habit you can build. What other habits have you built in your daily life? Call on students at random to discuss their ideas with the class. *Brushing teeth. Handing in homework. Exercising.*

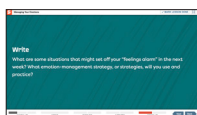
Read the steps on the screen aloud. **The more you practice doing these two things, the more you build a habit of using them to calm down.**



What sets off your "feelings alarm" is going to be different for each one of you, because not everybody gets upset about the same thing.

Give students time to answer the prompt and question on the screen.

Wrap-Up (5 min.)



Now that you've identified the kinds of situations that set off your "feelings alarm," you can start building a habit of practicing emotion-management strategies.

Read the questions on the screen aloud. Give students time to write their responses. Call on volunteers to discuss their ideas with the class.

Remind students to save their written work.

Wrap-Up (cont.)



Conclude the lesson by encouraging students to take action on what they learned. Select the Sneak Peek button to introduce the next lesson's topic.

References for the research-based benefits of slow breathing:

1. Laborde, S., Hosang, T., Mosley, E., & Dosseville, F. (2019). Influence of a 30-Day Slow-Paced Breathing Intervention Compared to Social Media Use on Subjective Sleep Quality and Cardiac Vagal Activity. *Journal of Clinical Medicine*, 8(2), 193. <https://doi.org/10.3390/jcm8020193>
2. Van Diest, I., Verstappen, K., Aubert, A. E., Widjaja, D., Vansteenhoven, D., & Vlemincx, E. (2014). Inhalation/Exhalation Ratio Modulates the Effect of Slow Breathing on Heart Rate Variability and Relaxation. *Applied Psychophysiology and Biofeedback*, 39(3-4), 171-180. <https://doi.org/10.1007/s10484-014-9253-x>



This page intentionally left blank.

Objectives

By the end of this lesson, students will be able to:

- Determine the emotion-management strategies that work best for them
- Choose the best strategy to use in a situation, given the context

Vocabulary

Norms (n.) guidelines for how people are expected to behave in a particular setting

Program Themes

Conflicts, Resilience, Staying Calm, Thoughts and Emotions

Prep

- Paper from Lesson 17 with the list of emotion-management strategies your students use to calm down
- Partners



Bold—Teacher's script

Italics—Anticipated student responses

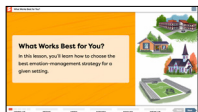
Lesson Note

Have students save their written work. They'll need it to complete the Activity in Lesson 19.

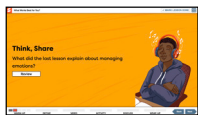
CASEL Core Competencies

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

Warm-Up (5 min.)



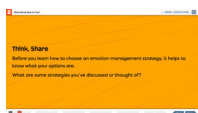
Set the purpose for today's lesson.



Review the last lesson.

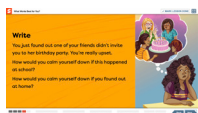
Give students time to think about the question on the screen. Then call on students at random to share their responses.

Select the Review button for a summary of what was learned.



Give students time to talk about the prompt on the screen. Call on students at random to discuss their ideas.

Re-post the list you created in the last lesson.



Have students write their responses to the prompts on the screen.

Give a thumbs-up if you had different strategies for calming down at home versus at school.

Warm-Up (cont.)



Give students time to think about the question on the screen. Call on students at random to share their ideas with the class. Select the Possible Answer button to show an example answer.

We all deal with certain things differently at home than we do at school or other places.

Share an example from your own life of how you manage your emotions differently depending on the context, or use the following example: **For instance, I like to listen to music if I'm really upset, but if I'm in a meeting, and someone says something that makes me mad, I wouldn't get my headphones out and put them on because that would come off as rude.**

Define (1 min.)



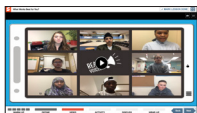
Read the definition on the screen aloud.

What are some norms we have in our classroom? Give students time to think about the question, then call on students at random to respond.

Sometimes norms are said out loud or written down, but most often they're not. They're just assumed or taught over time.

Read the last two sentences on the slide.

Video (3 min.)



Introduce the video: **We're going to watch a video of students describing how and why they use different emotion-management strategies in different places or settings. As you watch, note one norm that's also true for you, and one that's not. Pay attention to the reasons they give.**

Play the video.

Thinking about the examples the students just discussed, now you'll describe some strategies you use when you're with certain groups of people.

Activity (4 min.)



Have students write their responses to the question on the screen. Call on volunteers to share their responses. Select the Possible Norms button to show examples.

Discuss (7 min.)



Read the instructions and questions on the screen aloud.

Show students the list of emotion-management strategies they created in Lesson 17, or select the Strategies button to show example strategies. Select the Settings button to show possible settings.

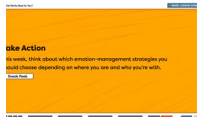
Give students three minutes to discuss the questions on the screen. Call on pairs at random to share their responses.

Wrap-Up (5 min.)



Have students write their responses to the prompts on the screen. Call on a few volunteers to discuss their ideas with the class.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next lesson's topic.

This page intentionally left blank.

Objective

By the end of this lesson, students will be able to apply their knowledge from the unit to promote awareness about emotion-management strategies at school.

Lesson Notes

You may want to allow additional time for this lesson to give students more time to work on their storyboards.

Program Themes

Conflicts, Resilience, Staying Calm, Thoughts and Emotions

Prep

- Completed written work from Lessons 13–18
- Partners or small groups (optional)
- Art supplies (optional)



Bold—Teacher's script

Italics—Anticipated student responses

CASEL Core Competencies

Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

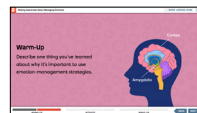
Warm-Up (2 min.)



Set the purpose for today's lesson.



Review what students learned in Unit 3.



Have students write their responses to the prompt on the screen. Call on students at random to share their responses.

Activity (21 min.)



Middle school is full of physical, emotional, and social changes that can produce strong emotions. Your task is to encourage your peers to manage their strong emotions so they can make positive decisions.

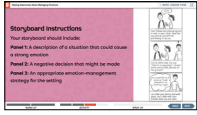
Read the scenario on the screen aloud.

Raise your hand if you know what a storyboard is. Give students time to respond. Call on students to tell the class what they think a storyboard is.



Read the definition on the screen aloud. **Notice how the storyboard has a drawing with words along the bottom of each panel that describe what's happening.**

Activity (cont.)



Read the activity instructions aloud. Refer to the example storyboard on the screen and point out how it addresses each of the three parts of the assignment.

Remind students that their storyboards are not art projects. **Your storyboard needs to meet all three criteria, but it's important to note that it doesn't have to be an artistic masterpiece. Most storyboards are quick sketches used by directors to get a sense of the flow of a scene. They aren't fully painted illustrations.**

Give students 15 minutes to create their storyboards. Encourage students to refer to their written work from previous lessons if needed.

After 15 minutes, have students check that their storyboards meet the criteria on the screen.

Wrap-Up (2 min.)



Give students time to think about the questions on the screen. Call on volunteers to discuss their responses.

If time allows, call on volunteers to share their storyboards with the class.

Looking at your storyboards, it's clear that you've thought through all the emotion management strategies we discussed. Now when you have a strong emotion, remember to take a moment and use the strategy that's best for you.

Remind students to save their written work.



Conclude the lesson by encouraging students to take action on what they learned.

Select the Sneak Peek button to introduce the next unit's topic.

In this performance task, students create a three-panel storyboard for a video to persuade their peers to use emotion-management strategies when they're feeling a strong emotion.

Instructions to Teachers

This performance task is an opportunity for students to demonstrate the skills and knowledge they acquired throughout **Unit 3: Thoughts, Emotions, and Decisions**. The rubric below can be used as a tool to guide you as you observe and listen to your students during the performance task. If you're uncertain that students are meeting criteria, you can check their understanding by asking questions that encourage further elaboration or clarification. If students are struggling with criteria, you can provide support as needed. In addition, there are suggested resources for ways to reinforce or continue to practice the skills and knowledge.

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Assess when and why they are feeling a strong emotion	Identifying situations that can cause strong emotions	The first panel of the storyboard depicts and describes a typical situation that might be experienced by peers, but it is not clear from the drawing or the description that it caused a strong emotion.	The first panel of the storyboard depicts and describes a typical situation that might be experienced by peers, and the strong emotion elicited is clearly shown.	Lessons L14: What Emotions Tell You L15: Emotions and Your Brain Advisory Class Meetings: • Recognizing Emotions • Thought Connector Class Challenge: • How Are You?
Recognize that all emotions are okay, and that how they decide to respond can have positive or negative impacts on their lives	Knowing that negative decisions can result from a strong emotion	The second panel does not clearly depict or describe a negative decision that is likely to be made by a person in the above situation.	The second panel clearly depicts and describes a negative decision that is likely to be made by a person in the above situation.	Lesson L16: How Emotions Affect Your Decisions
	Knowing that positive decisions can result from managing a strong emotion	The third panel does not clearly depict or describe a positive decision that would likely result from successfully managing a strong emotion.	The third panel clearly depicts and describes a positive decision that would likely result from successfully managing a strong emotion.	



Performance Task: Raising Awareness About Managing Emotions

Performance Task Rubric
GRADE 6 | Unit 3 | Lesson 19

UNIT GOAL	SKILL OR KNOWLEDGE TO BE DEMONSTRATED	EVALUATION CRITERIA		UNIT RESOURCES FOR REINFORCEMENT AND CONTINUING PRACTICE
		Approaching	Meeting	
Apply a strategy for emotion management that is best for them, based on context	Choosing an appropriate emotion-management strategy for the context	The third panel depicts or describes an emotion-management strategy that is either inappropriate or not clearly appropriate for the context.	The third panel depicts and describes an emotion-management strategy that is appropriate for the context.	Lessons L17: Managing Your Emotions L18: What Works Best for You? Advisory Class Meetings: <ul style="list-style-type: none">• Coping with Emotions• Getting Calm• Overcoming Difficulties Class Challenge: <ul style="list-style-type: none">• Emotion Kabuki

Additional Observation Notes