

Potential Integration:

ELA

Health

2.ICR.1.2

Interpret feelings of others and how to respond when angry or sad.

Materials:

- Appendix A – Compliment / Feeling Cards
- Book: Stand in My Shoes by Bob Sorenson
- Appendix B – What Emotions Look Like
- Appendix C – Empathy Scenarios
- Appendix D – Reflection Worksheet

Focus:

Talk with students about how every day we experience different emotions. Some days we are happy, sometimes we are sad or angry and other times we can be surprised. We have many different emotions that we feel all the time. Ask students to show what their face looks like when they are angry, sad, happy, surprised.

Divide students into two equal groups. Have each group of students stand and hold hands to form a circle. – one circle should be standing inside of the other circle. Have each student in the outside circle facing a partner in the inside circle. The partners on the inside of the circle will receive a slip of paper with an emotion written on it (Appendix A) and each partner in the outside circle will be given something to say to their partner in the inside circle (Appendix A). Each emotion will be kept a secret and the student will act out the emotion by express it on his/her face after the partner reads the statement. The partner on the outside circle will guess what the emotion is that their partner is expressing.

Ask students if their partner responded the way they expected. How did it feel when their partner responded the way they expected? How did it feel when their partner did not respond the way they expected?

Teacher Input:

Discuss and Define empathy: (n) Being aware of and sharing another person’s feelings, experiences or emotions. Sometimes this is referred to as “putting yourself in someone else’s shoes.” Ask students if they have heard this before. If so, when? Often times this means thinking about how that person might be feel in a particular situation and how you can respond.

Introduce the book, Stand in My Shoes by Bob Sorenson. Preview the book and ask students to make predictions based on the illustrations what they think might happen in the book. Read Stand in My Shoes. Ask students to describe how Emily responded to the different situations and challenges through the book.

Assessment:

Option1

Ask students to identify what kind of clues about a person’s face tell us how they are feeling? What shape are the eyes, mouth and forehead for different emotions. Lead the class through a guided discussion for each expression on the worksheet in Appendix B.

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In groups of 3 ask students to read a scenario (Appendix C) and brainstorm how they would respond. In each group, assign 1 reader, 1 recorder to write down ideas, and 1 monitor to make sure only one person speaks at a time. In each group, each member will share what s/he would say or do to respond with empathy in each situation. The recorder will write down how the group responds.

When it is time for the class to come back together, the reader will read the scenario aloud to the class and the recorder and monitor will share how the group used empathy to put themselves in the person's shoes and decided to respond.

Option2

Have students complete the reflection worksheet (Appendix D) and think about ways that they can appropriately respond when they are feeling happy, sad, or angry. Students may need additional support with thinking through healthy ways to relieve anger or sadness (e.g. take a walk, exercise, hit a pillow or stuffed animal instead of something hard, take deep breaths, talk to a friend or family member, play a game, read a book etc.)

Closing:

Ask students to share with the class the ways they handle their anger in a healthy way and ways they feel better when they are sad. Sharing these ideas will help other students identify ways that they can try to manage their emotions as well. Encourage students to practice empathy by putting themselves in someone else's shoes before reacting to a situation. Practicing empathy is helpful to friendships as discussed in lesson 2.ICR.1.1.

Appendix A

I like your hair.	A
Happy	A
You have good ideas.	B
Sad	B
I like your smile.	C
Surprised	C
You are a good friend.	D
Angry	D
I like to work with you.	E
Scared	E
You look nice today.	F
Angry	F
You are a good friend.	G
Sad	G
I like your hair.	H

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Angry	H
You have good ideas.	I
Happy	I
I like your smile.	J
Happy	J
You are a good friend.	K
Surprised	K
I like to work with you.	L
Sad	L
You look nice today.	M
Happy	M





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Appendix B

Name: _____

Date: _____

Look at each face. Describe the shape of the eyes and mouth and what the forehead and eyebrows look like for each emotion.

Emotion	Eyes	Forehead / Eyebrows	Mouth
<p>Happy</p>  A yellow emoji with a wide, open-mouthed smile, showing teeth. Its eyes are squinted and looking upwards. A white-gloved hand is pointing towards the right side of the face.			
<p>Sad</p>  A yellow emoji with a downturned mouth and heavy, drooping eyelids. The eyes are looking downwards.			
<p>Angry</p>  A yellow emoji with a furrowed brow and a downward-curving mouth. The eyes are narrow and looking to the side.			
<p>Surprised</p>  A yellow emoji with wide-open eyes and a large, open mouth. Its hands are raised to its cheeks. There are small blue circles around the head, suggesting motion or surprise.			

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Appendix C

<p>Michael and Paul are playing tag at recess. Kyle asks if he can join the game. Paul laughs at Kyle and tells him he's too slow and to get out of the way. What do you do?</p>	<p>It is Iesha's first day in a new school and seems very nice. A friend sitting next to you tells you she thinks Iesha is weird and dresses funny. At lunch Iesha asks if she can sit at your table and a friend says there is no room. What do you do?</p>
<p>Teresa is riding the bus home and sitting alone when a group of older boys start teasing her about her backpack. What do you do?</p>	<p>When Isaiah arrives in the classroom you say "Good Morning, Isaiah." He looks at you and says "get out of my way!" What do you do?</p>
<p>Mary Lynn's brother is very sick and she tells you that she is worried about him and feels sad. What do you do?</p>	<p>You are playing a board game with your best friend and your friend wins the game. What do you do?</p>
<p>Josh is excited to share his soccer trophy that he won during show and tell. What do you do?</p>	<p>Mariah just found out that she is moving to a new school next month. She is sad to leave her friends. What do you do?</p>

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Appendix D

Name: _____

Date: _____

Complete each sentence below.

1. I feel angry when _____
_____.

2. When I am angry I like to _____
_____.

3. I feel sad when _____
_____.

4. When I am sad I like to _____
_____.

5. I feel happy when _____
_____.

6. When I am happy I like to _____
_____.