

Name Your Emotions

Grade 3 – Health and Physical Education



Lesson Details

Grade Level:	3	Curriculum Links:	Health and Physical Education	Time Needed:	45 minutes
Learning Goal	To understand the complexity of emotions, how to identify them, and for students to learn how to share their feelings with others.				
Success Criteria	By the end of this lesson, students will understand the different emotions that a person can feel, be able to recognize an emotion by looking at a picture, and write a story about significant events in their life when they felt certain emotions.				
Specific Expectations	<p><i>Identification and Management of Emotions</i></p> <ul style="list-style-type: none"> Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others. <p><i>Positive Motivation and Perseverance</i></p> <ul style="list-style-type: none"> Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope. 				
Materials Needed	Worksheet (Attached), Pencil, Crayons, Pencil Crayons, Markers.				

Lesson Description

Overview	Students will work through an activity about emotions and describe the emotions that are seeing. Students will also outline significant events in their life and describe the emotions they felt during such event.
Activity	<ol style="list-style-type: none"> To begin, discuss with the student's what emotions are. What are the different types of emotions (sad, happy, mad, upset, scared, etc.)? Also, explain that sometimes emotions can be hard to understand and that's okay. Distribute the attached worksheet and have the students work through it either independently or in groups. The students will look at pictures of turtles and name the emotion the turtle is experiencing. Students will also outline different significant events that have happened during their lives (e.g. moving, losing teeth, passing a test, getting a pet, winning or losing a competition, etc.) and draw this event on their worksheet. They will also name the emotions they felt during the event. Students will also be given prompts to read and have to write down the emotion that the person in the prompt might be feeling.
Background Information	Turtles are very private – they tend to hide away from people. Sometimes our emotions are also difficult to understand because there may be more than one – we are shy and angry because someone disturbed us, or we are sad but also happy because we are leaving someone we love but we are going on an adventure. Emotions are therefore difficult to identify, express and share with others too. It helps when we can give a name to all our different emotions because then we can express them more effectively to get the support we need.

Lesson Description

	Part of this lesson is taken from skills and training related to Dialectical Behaviour Therapy which was developed by Marsha Lineman.
Blacklist Masters	<ul style="list-style-type: none">• Worksheet (attached)• Video Link(s): Mental Health and Turtles• For more information, please visit https://www.turtleguardians.com/
Place-Based Learning	Emotions can sometimes be tied to environment. Discuss with the students the importance of a happy environment; discuss the benefits of being outside in nature and how this can change their emotions.
Inquiry-Based Learning	Using Structured Inquiry , the students will complete the attached worksheet and reflect upon their emotions. Ask the students: <ul style="list-style-type: none">• What are the different types of emotions?• How can my environment impact my emotions?
Turtle Stories	After the lesson, have the students go on a walk around their community and make note of the emotions they are feeling. Why are they feeling these emotions? Students are encouraged to share their experience, pictures, and worksheets on the Turtle Stories website, found here: https://www.turtlestories.ca/
Turtle Guardian Program Links	In Level 1 (Ontario Turtle Identification) of the Turtle Guardian Program , students will learn how to identify all 8 species of Ontario's turtles. For more information, please visit https://www.turtleguardians.com/what-is-a-turtle-guardian/

My Notes



Name Your Emotions

Name/describe the emotion that each turtle is expressing.



Angry



Happy



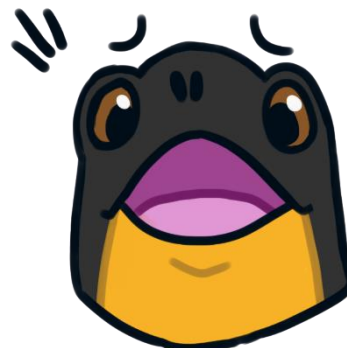
Confused



Tired



Sad



Scared

Word Bank

Scared

Tired

Happy

Sad

Angry

Confused

Read the sentence and write down the emotion that the person might be feeling from the word bank.

1. Sam fell down and hurt her knee.

Sam is feeling Sad

2. Daniel is going to buy ice cream after school.

Daniel is feeling Happy

3. Leora stayed up too late last night.

Leora is feeling Tired

4. Jamie is on a roller coaster. She loves roller coasters!

Jamie is feeling Excited

5. Victoria won an award in school.

Victoria is feeling Proud

6. Xavier just walked through a haunted house.

Xavier is feeling Scared

Word Bank

Scared

Tired

Sad

Excited

Proud

Happy



Name Your Emotions

Name/describe the emotion that each turtle is expressing.



Word Bank

Scared

Tired

Happy

Sad

Angry

Confused

**Draw and write about 3 events in your life
and the emotions you felt during them.**







Read the sentence and write down the emotion that the person might be feeling from the word bank.

1. Sam fell down and hurt her knee.

Sam is feeling _____

2. Daniel is going to buy ice cream after school.

Daniel is feeling _____

3. Leora stayed up too late last night.

Leora is feeling _____

4. Jamie is on a roller coaster. She loves roller coasters!

Jamie is feeling _____

5. Victoria won an award in school.

Victoria is feeling _____

6. Xavier just walked through a haunted house.

Xavier is feeling _____

Word Bank

Scared

Tired

Sad

Excited

Proud

Happy