

# What's The Story Behind Your Emotions?

Grade 5 – Health and Physical Education



## Lesson Details

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| <b>Grade Level:</b>          | 5   | <b>Curriculum Links:</b> | Health and Physical Education | <b>Time Needed:</b> | 1 hour |
| <b>Learning Goal</b>         | To understand the connection between experience and emotions, both positive and negative.   |                          |                               |                     |        |
| <b>Success Criteria</b>      | By the end of this lesson, students will have drawn scenes and written stories that portray different emotions. Students will also understand the connection that an experience can have on your emotions, and how those emotions can reoccur during similar experiences.   |                          |                               |                     |        |
| <b>Specific Expectations</b> | <i>Identification and Management of Emotions</i> <ul style="list-style-type: none"> <li>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.</li> </ul> |                          |                               |                     |        |
| <b>Materials Needed</b>      | Worksheet (attached), Pencil, Pencil Crayons, Crayons, Markers.   |                          |                               |                     |        |

## Lesson Description

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| <b>Overview</b>               | By working through an activity sheet, students will try to identify different emotions and create stories based around those emotions.  |
| <b>Activity</b>               | <ol style="list-style-type: none"> <li>Begin by discussing with the class what an emotion is and the different types (E.g. happy, sad, angry, energetic, confused, etc.).</li> <li>Continue the discussion by explaining how emotions can be tied to experiences.</li> <li>Next, distribute the attached worksheet and have the students independently work through it. Students will review scenes where different emotions are occurring and will write a story based on what is occurring in the scene. Students will also reflect on a strong emotion they have felt recently and recognize the story behind that emotion.</li> <li>Finally, have each student share one of their stories from the prompted illustration and discuss the similarities and differences between the stories. Are there any shared themes emerging from the stories, anything that is very different?</li> </ol> |
| <b>Background Information</b> | <p>Emotions are powerful things that can be held onto for a long time and reoccur whenever familiar circumstances are going on – this is due to memories being tied to emotions.</p> <p>Turtles have amazing memories. They will return to the same hibernation site year after year within one metre of where they were before. They also cross the roads in the same places. When turtles feel threatened, they automatically hide or they snap. And when crossing roads, for example, this can be scary for a turtle so they may hide because of their emotional fear tied to cars passing over top of them.</p> <p>Humans also have amazing memories. When something bad has happened to us or has hurt our feelings, just like a turtle, we may hide or we may get angry in order to defend and protect ourselves. The problem is that we may react the same way in new</p>                  |

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|                                      | <p>situations just because the situation is similar. For instance, if Lucy with red hair insulted us, in the future when we meet someone with red hair we may think that the person is mean and we may feel ashamed, even though the person is a totally different character to Lucy.</p> <p>Part of this lesson is taken from skills and training related to Dialectical Behaviour Therapy which was developed by Marsha Lineman.</p>   |
| <b>Blacklist Masters</b>             | <ul style="list-style-type: none"> <li>• Worksheet (attached)</li> <li>• Video Link(s): <a href="#">Mental Health and Turtles</a></li> <li>• For more information, please visit <a href="https://www.turtleguardians.com/">https://www.turtleguardians.com/</a></li> </ul>   |
| <b>Place-Based Learning</b>          | <p>After reviewing scenes and relating emotions to them students may relate certain environments and scenery to specific emotions. Students are encouraged to take a walk through a wildlife area and reflect on their emotions in the moment.</p>   |
| <b>Inquiry-Based Learning</b>        | <p>Using <b>Structured Inquiry</b>, the students will examine scenes and relate emotions to them.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• What is an emotion?</li> <li>• How do emotions and experience relate to one another?</li> <li>• What emotions do you feel in certain situations; like going for a walk in a park, or through a busy crowd at a mall?</li> <li>• How can past experiences affect the way we feel in a new situation? Think of how this might compare to another person who didn't have the same past experiences? Would they feel the same as you in the new situation? How might they feel differently?</li> </ul> |
| <b>Turtle Stories</b>                | <p>Do you feel anxious when in a busy crowd, just how a turtle feels when crossing a road? Share strategies for how you recognize these emotions and how you may calm yourself down. Students are encouraged to share their experience, pictures, and worksheets on the Turtle Stories website, found here <a href="https://www.turtlestories.ca/">https://www.turtlestories.ca/</a></p>   |
| <b>Turtle Guardian Program Links</b> | <p>In <b>Level 1</b> (Ontario Turtle Identification) of the <b>Turtle Guardian Program</b>, students will learn how to identify all 8 species of Ontario's Turtles and learn more about their life. For more information, please visit <a href="https://www.turtleguardians.com/what-is-a-turtle-guardian/">https://www.turtleguardians.com/what-is-a-turtle-guardian/</a></p>   |

## My Notes

**Next, dig deeper into the emotions that you are currently experiencing and see how they affect you.**

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| <b>1. Pick an Emotion</b>   | <p>It can be a positive or a negative one. It would be great if students chose to describe an emotion that they are currently feeling unless that emotion is too overwhelming in a negative way. If they can't identify what they are feeling in the moment, students can pick an emotion that they were feeling recently. For example, maybe they had a bad day at school. This situation might have made them feel sad, angry or hurt.</p> <p><b>Example: Annoyed</b></p> |
| <b>2. Draw a Picture of Your Emotion</b>  | <p>Don't worry about how the picture looks, the important thing is that it makes sense to the student. They should do the best they can. For example, if the student is feeling annoyed, they may draw an angry cloud to represent the emotion.</p>   |
| <b>3. Write an Action Suitable for Your Emotion</b>   | <p>Think of an action that is suitable for the emotion. The student should describe it well.</p> <p><b>Example: Complaining about doing chores</b></p>  |
| <b>4. Rate the Intensity of the Emotion on a Scale of 0 – 10 and Use a Creative Description to Convey How Strong It Feels</b> | <p>Describe the intensity of the emotion. Students should use a scale from 0 to 10, with ten being the most intense. They can also use a creative description to convey the nature of your emotion.</p> <p><b>Example: 5 out of 10; Feels like a video stuck on a loop</b></p>  |
| <b>5. Write Your Thoughts Arising from the Emotion</b>  | <p>Students should write down any thoughts that arise as a result of their emotion. Be careful not to confuse the thoughts with another emotion (E.g. anger); try not to use any other words associated with emotions.</p> <p><b>Example: On top of schoolwork, I come home and have chores to do! Every single day!</b></p>  |

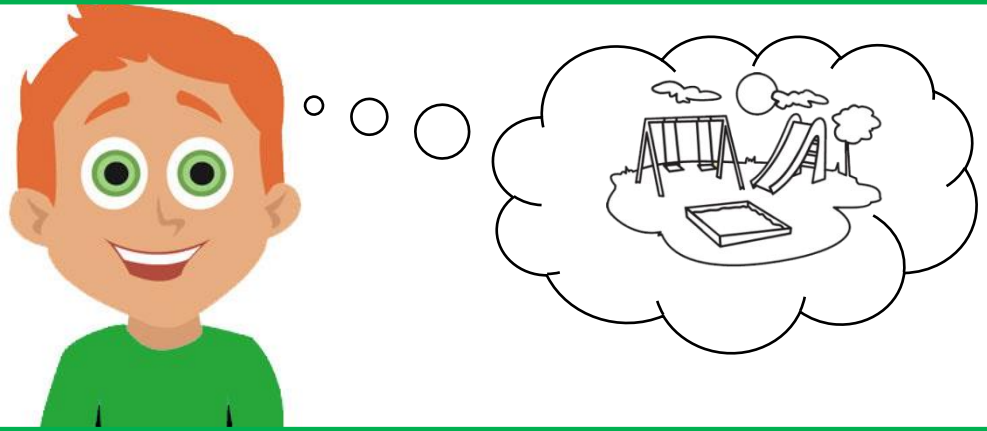


# What's The Story Behind Your Emotions?

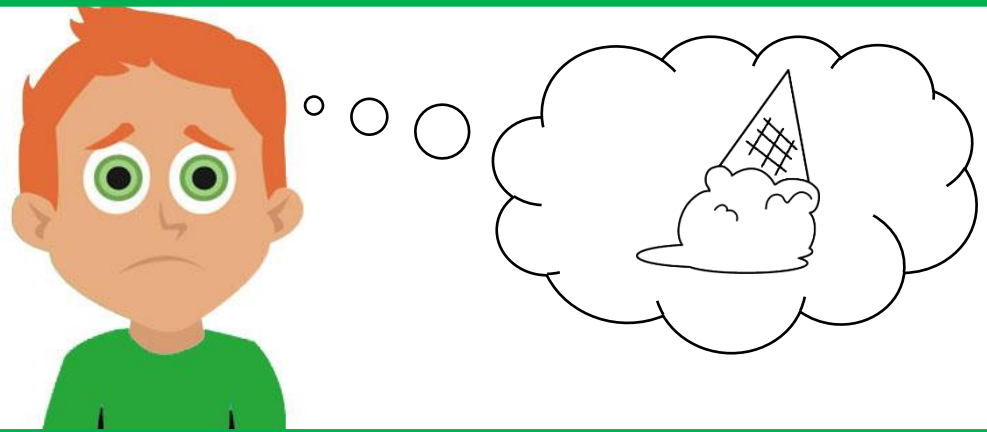
Write a story for each picture below.

In your opinion, what emotions are the characters experiencing and why?

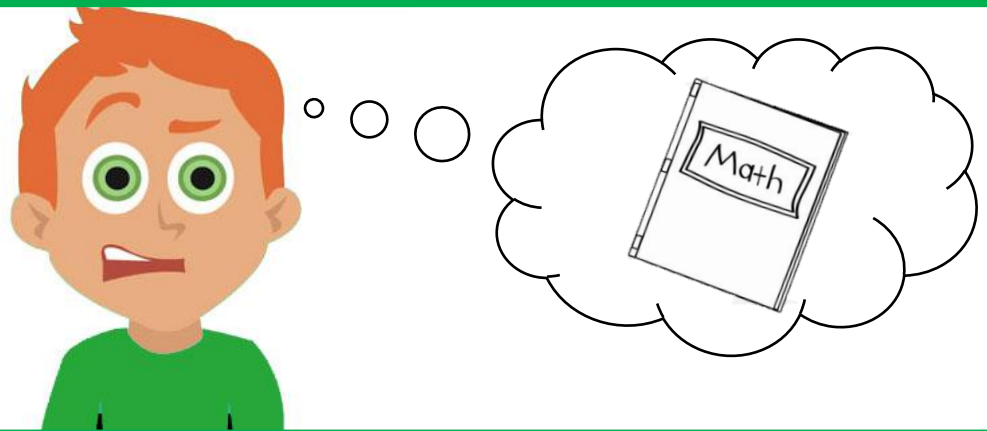
Cartoon #1



Cartoon #2



Cartoon #3





**Cartoon #1:**

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**Cartoon #2:**

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**Cartoon #3:**

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