

Lesson Plan: Emotional Vocabulary and the Purpose of Emotions

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SCP 601: School Counseling and Trauma Sensitive Practices

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Lesson Plan

School Counselor:	Elementary School Counselor(s)
Lesson Plan Title:	Emotional Vocabulary and the Purpose of Emotions: What are they? Why do we have them? What words or vocabulary can we use to describe them? How do we manage them in a healthy way?
	<input type="checkbox"/> Single Classroom Lesson <input checked="" type="checkbox"/> Unit of Classroom Lessons: Lesson 1 of 2 <input type="checkbox"/> Small-Group Session Lessons: Lesson ____ of ____
Target Audience:	Grades 3-4
Evidence Base:	
<input checked="" type="checkbox"/> Best Practice (<i>commonly used and believed to be of high quality</i>) <input type="checkbox"/> Action Research (<i>individual investigates own practice to improve content/delivery</i>) <input type="checkbox"/> Research-Informed (<i>a review of research provides foundation for content/delivery</i>) <input type="checkbox"/> Evidence-Based (<i>highest level of evidence, results published in peer-reviewed journal</i>)	


ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: (<i>Best practice = select one</i>)		For each of the selected student standards, write or select 1–2 learning objectives
<i>M&B#</i>	<i>Mindsets & Behaviors Statement</i>	<i>Student Learning Objectives</i>
M 1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical wellbeing	Student(s) will: <ul style="list-style-type: none"> ● Be able to identify and name the 6 main emotions (Sadness, Fear, Anger, Happiness, Surprise, and Disgust), working towards being able to name more from the 2nd level of the Emotional Vocabulary Wheel. ● Be able to understand what emotions are, how to describe them, and their purpose. ● List ways to manage emotions in a healthy way.
B-SS 2	Create positive and supportive relationships with other students	
B SS 3	Create relationships with adults that support success	

Materials:

- Beach Ball with “Would You Rather” questions for icebreaker
- [Emotions Lesson Slideshow](#) to accompany presentation
- Screen or electronic whiteboard to play [Emotions Lesson Slideshow](#) and video:
 Books about BIG Feelings - Read Aloud (My Feelings and Me)
- Glue Sticks, scissors
- Magazines or newspapers
- Markers/stickers (optional, for decorating collages)
- Emotion Wheel Collage Worksheet (see attached)

Describe how you will:

Introduce Lesson Topic/Focus:	<p>Today we are going to learn about our emotions, how to describe them using correct vocabulary, why they are important, and how we can deal with them in a healthy manner.</p> <p>Topic/Focus: Emotional Vocabulary and the Purpose of Emotions</p> <p>Skills for Resilience- Emotion Control and Assertiveness</p>
Communicate the Lesson Objective:	<p>Today we are going to do a quick icebreaker, read a book together, and introduce you to an emotional vocabulary wheel. We'll answer some questions throughout, do a fun collage project in groups, report back on some healthy ways to express and/or manage your emotions and then</p>

	<p>wrap-up. We will revisit more about this the following week when we come back again.</p>
Teach Content:	<ol style="list-style-type: none"> 1) Lead the class in an icebreaker. Play “Would You Rather” beach ball game. Keep the questions light so as to encourage openness and build camaraderie, and keep in mind your demographics. This icebreaker can be substituted with any you prefer. The idea is to foster positive relationships between peers and adults, bolstering students’ protective factors. 2) Lead a mindful moment to bring down energy levels and help students to recenter. 3) Read 1-2-3 Emotions and Me (Youtube read along video) <div data-bbox="597 1024 1421 1066" style="background-color: #e0e0e0; padding: 2px; border: 1px solid #ccc;">  Books about BIG Feelings - Read Aloud (My Feelings an... </div> Pause at appropriate points in the video to engage in discussion. 4) Introduce the Emotional Vocabulary Wheel. 5) Hand out Emotion Wheel Collage Worksheets (attached) either to each student or one per group of 3-4 students. Regardless of whether each student works on their own collage or a group collage, divide the class into small groups with shared supplies. Explain the directions.
Practice Content:	<p>Students will create a collage by finding different faces showing various emotions and pasting them onto a feelings wheel pie chart. Counselor(s) circulate while the students are working, talking with them about the</p>

	<p>process. Is it harder to find pictures of angry or sad faces? Are most faces happy? Why do you think that is? Which emotions do you feel very often? Which ones do you feel only rarely? Notice students who are not participating - encourage collaboration and model kindness and acceptance and joy in the process. The idea here is to be identifying and learning about emotions while also building supportive relationships with each other. If there is time you could also have students write a list of things that could cause those emotions? Or save that for the 2nd lesson.</p>
Summarize/Close:	<p>Ask questions as to what they learned, what they still have questions about, and present an overview of what the next lesson will be about.</p> <p>Key Takeaways:</p> <ul style="list-style-type: none"> - Emotions influence our thoughts and behaviors. No emotions are “bad” and if we learn to recognize and accept them, they can help us make decisions. - What are some ways to cope with large emotions? Some examples: Take a deep breath; Cry; Give yourself some space; Exercise or move your body; Listen to music, Get outside, etc.

Data Collection Plan – For multiple lessons in a unit, complete this section only once for the unit.

Participation Data Plan:

Anticipated number of students:	Full classroom (20-25)
Planned length of lesson(s):	Class block (45 minutes)

ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

Pre-/Post-Assessment items are:

1. Pre-Assessment: Ask what they already know about emotions (Reflections slide). Use collage worksheets to demonstrate mastery. Have students discuss what they learned at the end (Wrap up slide). Take note of students who are struggling or not demonstrating mastery - see below for a plan.
2. Post-Assessment: [Kahoot!](#): Day 2 of the Unit Lesson

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:

Achievement: School counselors will compare reading levels of students before and after delivery of lesson.

Attendance: School counselors will compare the number of absences last year to this year.

Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

☐ Achievement (describe):

☐ Attendance (describe):

- ☒ Discipline (describe): Teachers report high incidences of behavior-related disturbances in class. School counselors will compare the reported number of behavior-related disturbances for the first quarter compared to the quarter following the lessons.

Follow-Up Plans

Explain your plan for students who missed the lesson.

Counselors will meet individually or in a small group with students who missed the lesson and will cover the concepts and abbreviated activities from the lesson.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

For students who do not demonstrate mastery, counselors will provide either small group or individual counseling sessions (not to exceed 6 weeks), or both, depending on the needs of the student(s). Referrals may be provided to students if counselors deem necessary.

Accommodations: Counselors will meet with the classroom general education and/or special education teacher prior to the lesson to discuss and address any accommodations students may need (ie: proximal seating, assistive technology, prompting, modeling, etc.). The school counselor will also use visual and auditory aides to help every student learn, varied delivery of instruction (written, oral, video), and will provide differentiated instruction as they walk around throughout the smaller group time to answer any questions and/or help any students that may need assistance.

Emotions Wheel Collage Worksheet (enlarge and print on 11x17 paper if available)

Make a Collage!

- 1) Look in magazine or newspaper to find faces that show the emotions shown in this emotion wheel.
- 2) Cut them out.
- 3) Paste them in the section where they belong.

The Emotions Wheel is divided into four main quadrants, each with a color-coded background and a central emotion label. The segments are as follows:

- Sad (Blue Quadrant):** SAD, LONELY, BORED, DISAPPOINTED, ANGRY, DISGUSTED.
- Angry (Red Quadrant):** ANGRY, HURT, THREATENED, CONFUSED, STARTLED, AMAZED.
- Happy (Yellow Quadrant):** HAPPY, EXCITED, JOYFUL, PROUD, OPTIMISTIC, ENTHUSIASTIC.
- Surprised (Blue Quadrant):** SURPRISED, FEAR, SHOCKED, WORRIED, NERVOUS, CONFUSED.