

LESSON 4 - EMOTIONS AS PERSPECTIVES

Timing	This lesson is designed to be conducted over two days with a 25-30 minute framework each day.
Materials	<ul style="list-style-type: none">• Bell or chime• Chart paper and markers• Book: Visiting Feelings by Lauren Rubenstein• A Letter to an Emotion Reflection Worksheet (printed double sided)• Examples of student letters• List of Bodily Sensations Worksheet
Outcome	Students will learn how to understand emotions as perspectives.
Sequence	This is the fourth lesson in the self curiosity pillar. This leads into lesson five where students will learn about the Core Tool called Self Scientist: The Fascinating Five.

Notes:

Lesson Summary for Teachers

This lesson is an opportunity for students to explore that all feelings matter, and to delve into their emotional experiences more intimately through literature and self-curiosity. We will use a book as an entryway into the enduring understanding that when emotions arise they only stay for a bit, and so we can make use of their “visit” by attending to them with curiosity. When you have this stance of curiosity, then you can accept that all feelings are okay.

Students may notice that welcoming their emotion brings a lightheartedness about the emotion that they might not otherwise feel. On the other hand, when we are actively pushing away our emotions they can feel more like uninvited intruders. Students will probably be unfamiliar with welcoming all emotions in this way.

After reading the text, students will each choose one emotion to welcome and explore through an art and letter writing activity.

Outcome Overview

Students will know:

- Students will know that we can be curious about all emotions in an accepting and playful way.

Students will be able to (skills):

- Apply their five senses to an emotion.
- Label emotions with body sensations.
- Ask questions in an open way about pleasant or unpleasant emotions. Formulate and identify open and closed questions.

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Touching Base on Self Curiosity Practice

Has anyone practiced being really curious about themselves? Is there anything you've wondered about yourself lately?

Lesson for Students

Day 1:

Begin this lesson with the Mindful Breathing practice. See the Mindful Breathing card for cues.

Literature connection: Visiting Feelings, a book by Lauren Rubenstein.

This will be a whole class read aloud to build background knowledge for the second day. Read the book aloud to the class.

Form a list questions that we might ask an emotion.

This can be brainstormed using the many examples in the text. Encourage students to be like scientists and use the five senses.

Example: *What do you look like, anger/fear/wonder/joy/depression/meanness/sorrow? What do you feel like, joy/sadness/shame?*

Keep in mind that day one is preparing students to write a letter to one emotion of their choice on day two. Have a list of emotions handy on day 2, so you can have students brainstorm emotions encountered in the book that you record and can add to the list as needed to make it complete.

You'll also want to have the list of body sensations (see bodily sensations worksheet - same as Mindfulness, Lesson 7) handy to discuss where emotions might settle in the body, for example a lump in the throat or butterflies in your stomach when you are nervous or tight fists or clenched jaw when you are angry, etc.

Sample questions to consider asking during read aloud:

- *When something "comes for a visit" what does that mean?*
- *What does it mean to be "welcoming?" How does it feel to be welcomed?*
- *What does it feel like to push something away?*
- *When unpleasant feelings visit, do you sometimes wish they would go away? Look around the room at raised hands. This is normal. Today we'll learn to feel more comfortable with letting them stay for a minute or two. (Review the words "curiosity" and "open curiosity" from lessons 1 and 2.)*
- *How did this feeling get inside me?*
- *Where in my body did my feelings settle?*

Day 2:

Begin this lesson with the Mindful Breathing practice. See the Mindful Breathing card for cues.

Have all the charts from Day 1 at hand for reference.

We'll be writing letters to our emotions today. You can choose any emotion that interests you. Our job will be to get really curious by asking similar questions as the character in Visiting Feelings asked.

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Lesson for Students (Cont.)

Take a moment to think of an emotion that interests you, it's probably an emotion that comes for a visit often.

Once you know which emotion you'll get really curious about today, put a thumb on your heart.

Turn and tell a partner why you are choosing this emotion to get curious about.

Pass out the Letter to an Emotion Reflection Sheet (print this double sided). Have students fold the paper in half so the outside of the paper resembles an envelope. On the inside, on one half of the paper students will write a letter to a chosen emotion from the chart.

Emphasize that students can pick pleasant or unpleasant emotions, difficult or comfortable. Either way, the idea is to get curious! Use the questions from the question chart created on Day One, but encourage students to come up with their own questions and get creative! See 'examples of student letters' included in this lesson.

Remind students that although some questions may naturally be answered (such as what color is the emotion), many won't. Answering all of the questions isn't the purpose; the purpose is to practice being curious.

On the other half of the letter students will get playful and draw their emotion. Certain questions may be answered via their drawing (shape, size, color etc). We like this because it makes the project less cerebral! This is also a great time to label body sensations that connect with the emotion such as tight, soft, hard, loose, stuck, etc.

Invite students to use the body sensation chart for a reference.

Reflection Questions & Assessment

- *Has this curiosity activity offered you a new way to think about your emotions?*
- *Is there another emotion you could imagine exploring like this?*
- *Can you think of other people you'd like to share this activity with?*

Weekly Practice

Between now and the next time we practice together, see if you can get curious about other emotions in the same way and start asking your emotions questions.

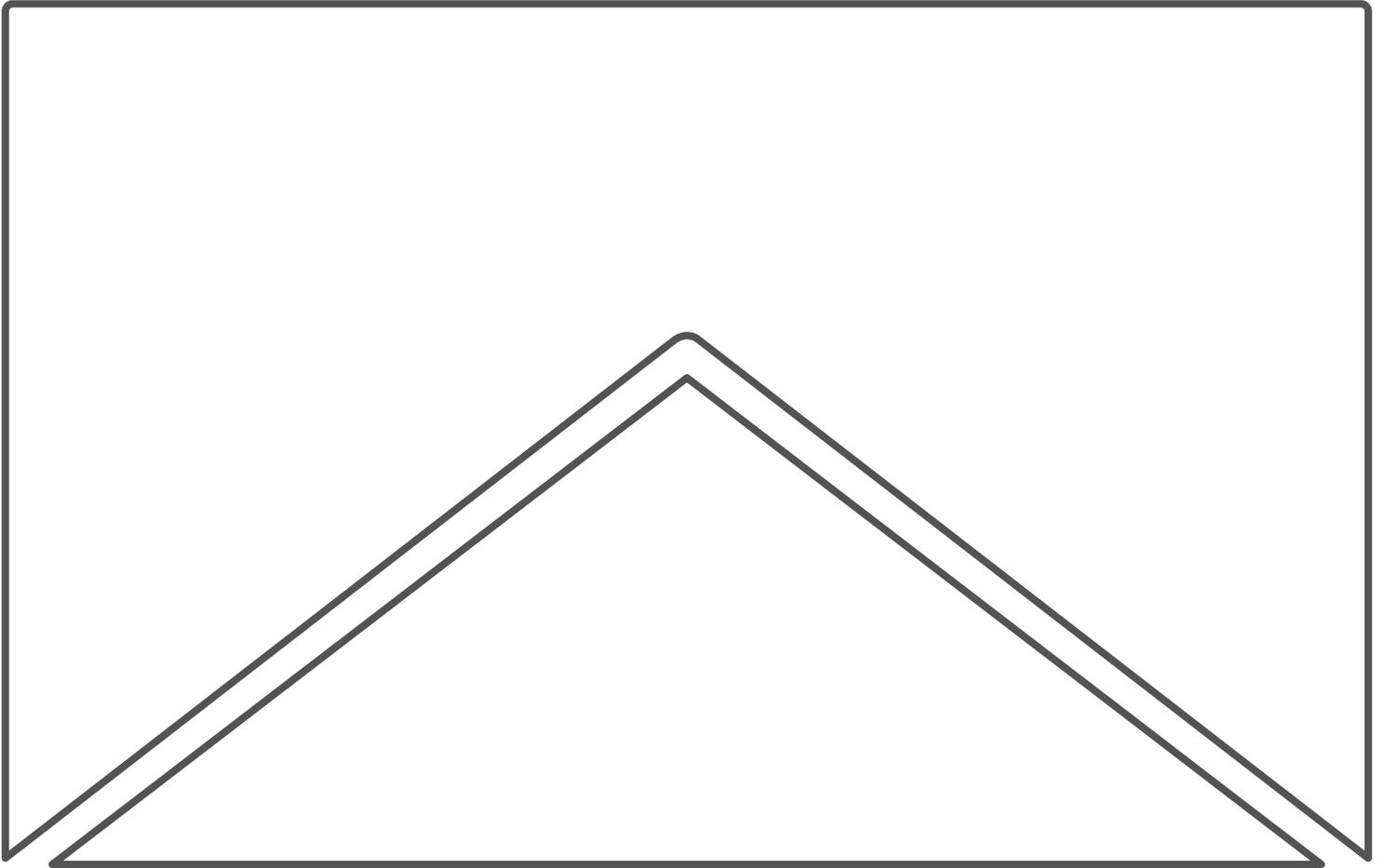
Teacher to Teacher Commentary

- As the teacher, you'll inspire your students by writing a letter to one of your own emotions and sharing that with your students. Additionally, giving students the opportunity to share their questions and curiosity with a partner prior to writing may help them to be more successful during the actual writing of the letter.
- This lesson resonated so powerfully with our students! They loved the opportunity to have fun being curious and it truly helped them gain a better understanding of how to be curious about both pleasant and unpleasant emotions.
- Giving personification to an emotion helped them think more deeply about their emotion. They were able to ask questions of it as if it were a friend.
- Students appreciated sharing their letters with a partner or the whole class.

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Diving Deeper

This lesson invites students to be curious about their emotions through drawing and writing. You may also wish to invite students to be curious musically and through movement to enhance the playfulness of this concept. For example, if your emotion were a song, how would it sound? Would it be fast or slow? Would it be loud or soft? Students could even create a soundtrack of what they think their emotion sounds like using real instruments or music creating programs like GarageBand utilizing technology.



FOLD ALONG DOTTED LINE

DEAR,



WRITE THE EMOTION

FROM,



WRITE YOUR NAME

A LETTER TO MY EMOTION

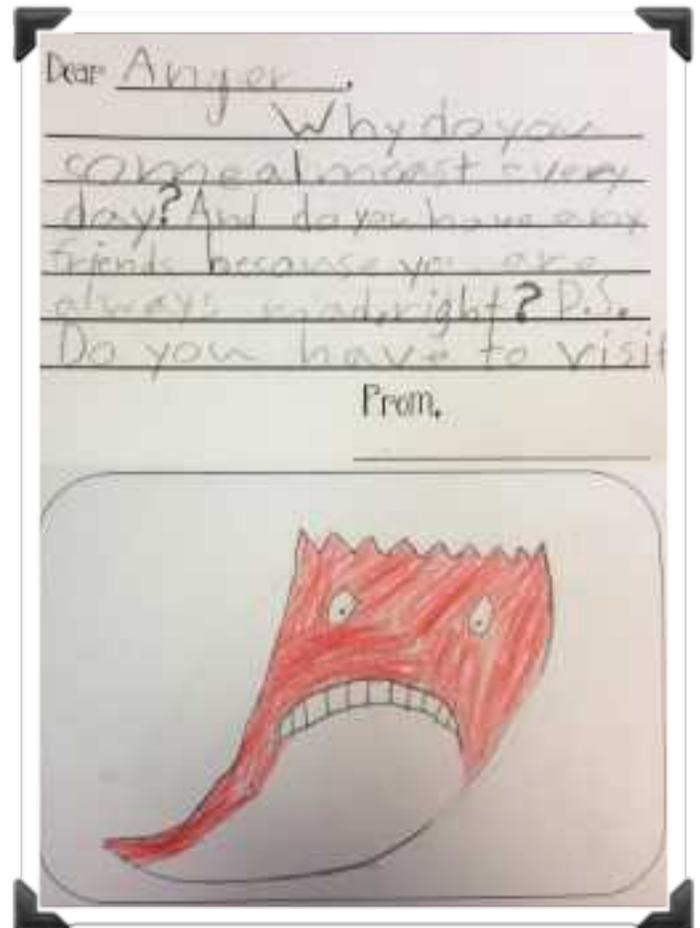
Dear,

From,

Drawing of my emotion

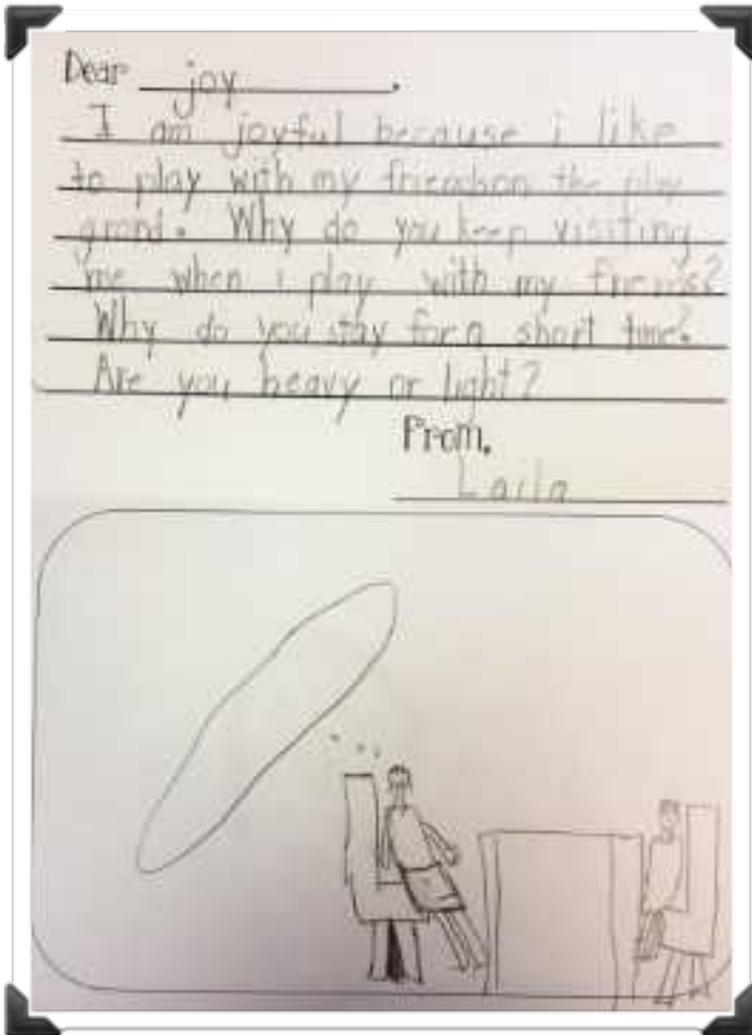


Dear joyful, you make me feel like I am flying through the sky and you make me jump up and down. Do you have friends that make me feel the same way that you do?

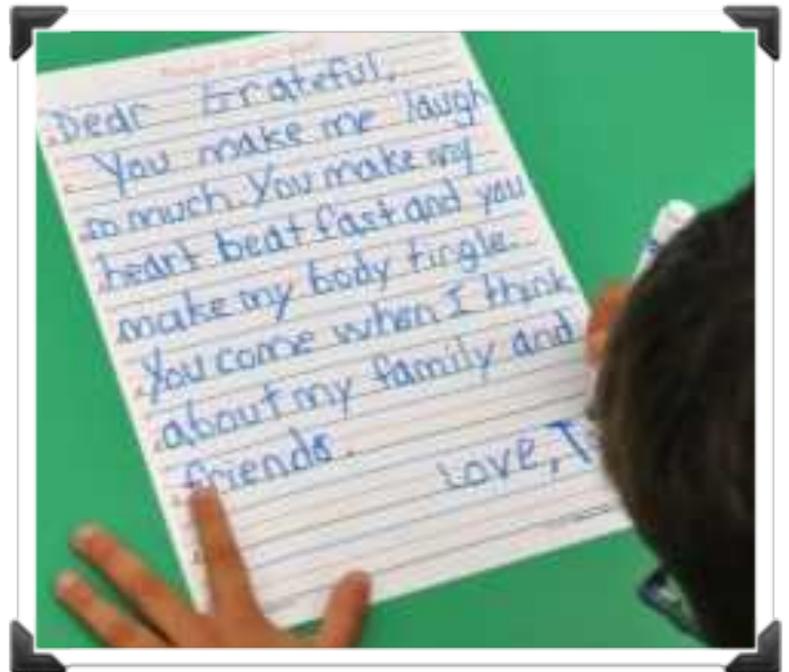


Dear anger, why do you come almost every day and do you have any friends because you are always... right? Ps. do you have to visit?

EXAMPLES OF STUDENT LETTERS - A LETTER TO AN EMOTION - page 2



Dear joy, I am joyful because I like to play with my friends on the play ground. Why do you keep visiting me when I play with my friends? Why do you stay for a short time? Are you heavy or light?



Dear grateful, you make me laugh so much. You make my heart beat fast and you make my body tingle. You come when I think about my family and friends.

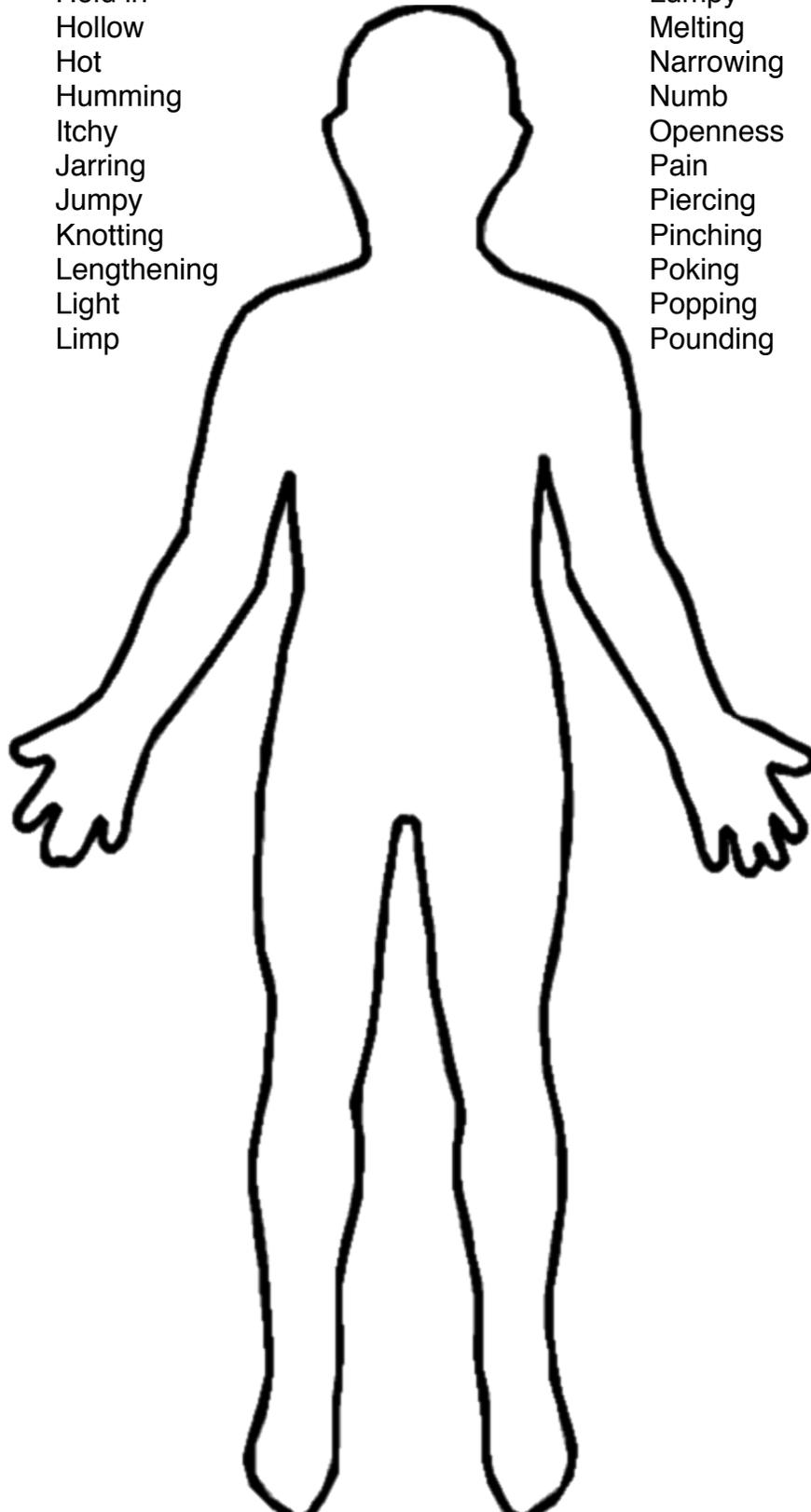


Dear 'ecstatic', in my heart it beats fast when you visit my face brights up and my smile comes...how do you come?

Partial List of Sensation Words

Aching
Alive
Blocky
Bubbling
Bunched
Burning
Butterflies
Buzzy
Calm
Chills
Clammy
Clenched
Closed in
Cold
Compressed
Congested
Constricted
Cool
Cord-like
Crackling
Creaking
Dancing
Dense
Dissolving
Dragging
Dry
Dull
Ease
Electric
Expanding
Fast
Fidgety
Floating
Flowing
Fluid
Fluttering
Foggy
Frozen
Fuzzy
Glowing
Goosebumps
Grating
Gyrating
Heat
Hard
Heartbeat

Heavy
Held in
Hollow
Hot
Humming
Itchy
Jarring
Jumpy
Knotting
Lengthening
Light
Limp



Loose
Lumpy
Melting
Narrowing
Numb
Openness
Pain
Piercing
Pinching
Poking
Popping
Pounding

Pressing
Pressure
Pricking
Prickly
Pulling
Pulsing
Queasy
Racy
Relaxed
Searing
Shaking
Shaky
Sharp
Shortening
Sleepy
Slow
Smooth
Soft
Solid
Spacious
Spreading
Steely
Stiff
Stinging
Stretching
Sweaty
Teary
Tense
Throbbing
Tickling
Tight
Tightening
Tingling
Touch-tender
Trembling
Twinkling
Twisted
Twisting
Twitch
Vibrating
Warm
Waving
Whirling
Wiggling
Zapping
Zinging