



Lesson MS.23

DEALING WITH A RANGE OF EMOTIONS

Unit. Stage One of Development-ME

Problem Area. What Foundational Skills Do I Need for Leadership?

Precepts. **K1:** Cope with Life's Trials

K4: Embrace the emotional development process

National Standards. NPH-H5-8.1--Describe the interrelationship of mental, emotional, social, and physical health during adolescence.



Student Learning Objectives. As a result of this lesson, the student will ...

1. Define the term "range of emotions."
2. Identify various human emotions.
3. Identify situations that require emotional coping.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ Scenario sheets
- ✓ Finger paints, crayons, markers, or colored pencils
- ✓ "Goldilocks and the Three Bears"
- ✓ MS.23.TM.A
- ✓ MS.23.TM.B
- ✓ MS.23.AS.A—one per student
- ✓ MS.23.AS.B—one per student
- ✓ MS.23.Assess—one per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ ***Emotion***
- ▶ ***Range of emotions***
- ▶ ***Cope***
- ▶ ***Coping***



Interest Approach

Ask for four volunteers. Have them come to the front of the room and sit in four chairs facing the rest of the class. You will be reading "Goldilocks and the Three Bears." Assign each student to play an appropriate character from the story. Tell them that whenever their name is read, they must act out how they think the character would look and behave in the current situation.



Listen to the following story. Throughout the story, volunteer one, volunteer two, volunteer three, and volunteer four will become the story's characters. Everyone else's job will be to record what feelings your classmates are portraying as the story unfolds.

Begin reading the story, with the students acting out the parts. Pause when necessary, allowing time for the volunteers to act.



Great work, actors! Let's review what just took place. Let's examine the characters' feelings.

What feelings did Goldilocks exhibit throughout the story? How could you tell?



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What did (insert acting student's name) do to demonstrate her feelings?

What different feelings did Baby Bear exhibit throughout the story?

What did (insert acting student's name) do to demonstrate his feelings?

What about Mama Bear?

What feelings did she reveal throughout the story?

What did (insert acting student's name) do to demonstrate her feelings?

Lastly, what feelings did Papa Bear display throughout the story?

How could you tell?

What did (insert acting student's name) do to demonstrate his feelings?

Good job!

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define the term "range of emotions."



- We were able to identify many personal feelings from the children's story, Goldilocks and the Three Bears. What words can be used to collectively describe these individual feelings? When we talk about the feelings we experience daily, we can term that as what?

Lead students to the answer: emotion.



Right! "Emotion" is the word we use to sum up our feelings. Let's look at this word to give it further meaning. To fully capture the meaning of the word, open your notebooks and listen carefully.

Use the MS.23.TM.A transparency provided or transfer the following information to a clean writing surface.

I. Emotion

- A. **Emotion:** is a short-term reaction to an event happening in an individual's life that is felt internally and displayed externally through his or her outward behavior. It is a feeling or a state of mind.
- B. **Range of emotions:** is the full extent of feelings that can be experienced in response to an event or happening in an individual's life. This range, or variety, of emotions can run the gamut from happy to sad and hopeful to despairing; that is, positive and pleasurable or negative and painful. We deal with a variety of emotions daily.



Objective 2. Identify various human emotions.



There are many human emotions. Think hard of the daily encounters you have had lately. What are some emotions you have experienced as a result? Let's each create a list of emotions we have experienced within the past week. Make the list quietly on over the next few minutes.

Solicit student responses to the range of emotions experienced and create a list on your classroom's writing surface. Have the learners demonstrate what the emotions look like to their neighbors by making facial expressions as you go along. You may add to the list using the examples below.



Let's create a class list of emotions from the lists we just made. As we write them on the board, show your neighbor what a person's face would look like if they were experiencing that emotion.

II. What are some of the emotions you experienced?

- A. Love
- B. Hatred
- C. Happiness
- D. Sadness
- E. Joy
- F. Anger
- G. Fear
- H. Excitement
- I. Anticipation
- J. Sorrow
- K. Surprise
- L. Compassion
- M. Guilt
- N. Jealousy
- O. Hope
- P. Disgust
- Q. Grief

Pass out the MS.23.AS.A worksheet to the students.



We showed each other what each emotion looked like through your facial expressions. Quickly choose your ten favorite emotions from the list. Using the blank paper provided, list your emotions in the boxes labeled one through ten. Next to these pictures, carefully use the finger paint provided to show what the emotions look like. In the next box, provide a situation in which the emotion may be evoked or expressed. Take the next few minutes to illustrate your emotions.

Have the students share their emotion paintings with a partner. Then have them share with another pair. You may also collect and exhibit the paintings.



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Great--let's share our artwork with a neighbor. See if they can guess the emotion by only looking at the painting!

Objective 3. Identify situations that require emotional coping.

Discuss the following questions as a group.



We have identified many emotions. We have also shown what these emotions look like. What else can we determine from our emotions? Can we determine how our emotions make us feel? Do some emotions feel better than others? What are emotions that make us feel good?

Examples: happiness; joy; excitement; hope; love; surprise.



On your list of emotions, place a happy face next to the emotions that make you feel good. What about emotions that we associate with bad feelings?

Examples: sorrow; sadness; anger; jealousy; grief; guilt.



Place a frown face next to the emotions that make you feel bad. Can our emotions ever become unhealthy? What types of emotions could become unhealthy? Why?

Solicit similar responses for the positive emotions.



One way to deal with our emotions is to cope with them. Let's define the word "cope" and look at ways in which we may cope with our unhealthy emotions.

Use MS.23.TM.B or transfer onto a clean writing surface to share with students what it means to cope and the methods they may use in coping.

III. What does it mean to cope?

- A. To **cope**: means to handle or manage a situation in order to produce a stable or favorable outcome.
- B. How do you deal with your negative emotions? Do you identify with one of the coping methods below?
1. Offensive--fighting off your emotions
 2. Ignoring--not letting your feelings bother you
 3. Seeking counsel--asking others for advice
 4. Running away--hoping your feelings will just go away
 5. Planning change--learning from your feelings and making a switch
 6. Proactive--positively re-examining your situation; taking a hands-on approach.



Pass out the MS.23.AS.B to the learners.



Each of us will act as an advisor or counselor for the following situations. Using the scenario sheets provided, determine how the character is coping with his or her emotions. At what level is he or she currently coping?

Provide recommendations as to how the character can better resolve his or her emotional situation. Be sure to provide a complete analysis and recommendation for each scenario.

We have seven minutes to analyze and be ready to report. What questions are there? Oh, we may also complete this activity with a partner! Go.

Allow several groups to share their scenarios and recommendations with the class.



Review/Summary

Using the six coping mechanisms that were identified in class, create a list of positive and negative elements of each. Identify emotions that may give rise to each coping mechanism.



Application

►Extended Classroom Activity:

Students should describe a recent experience they encountered that evoked negative emotions and their response to it. Then they should outline steps they could have taken to cope with their negative emotions.

►FFA Activity:

Students should participate in community service projects. Have them visit residents at a nursing home or even help them decorate for the current season. They can also collect and distribute gifts for children at a local hospital.

-Or-

They can volunteer at a local teen crisis help-line or center.

►SAE Activity:

Students should generate a list of positive and negative experiences they had within their SAE program. With each item, have them explain what emotions they felt as a result of their specific experience. Were they excited? Were they frustrated? Were they anxious?

✓ Evaluation

MS.23.Assess

Answers to Assessment:

1. e
2. Joy, happiness, hope, love, surprise, etc.
3. Sadness, grief, anxiety, anger, fear, etc.
4. a
5. a
6. Planning change or becoming proactive would be most appropriate responses.



MS.23.Assess Name: _____

DEALING WITH A RANGE OF EMOTIONS

Instructions: Please answer the following multiple choice and short-answer questions.

1. Which of the following describes an emotion?
 - a. Short-term reaction to environmental factors
 - b. Seen through outward behaviors
 - c. Feeling or state of mind
 - d. Both a and c
 - e. All of the above
2. List two positive emotions.
3. List two negative emotions.
4. The category of coping in which you positively re-examine your situation
 - a. Proactive
 - b. Offensive
 - c. Ignoring
 - d. Running away

5. The category of coping in which you try to learn from your negative situations and feelings
 - a. Planning change
 - b. Offensive
 - c. Ignoring
 - d. Running away
6. Describe a healthy method to use when coping with your emotions. Provide an example.



MS.23.TM.A

EMOTION

◆ ***Emotion*** is a short-term reaction to an event or happening in an individual's life felt that is internally and displayed externally through his or her outward behavior. It is a feeling or a state of mind.

◆ ***Range of emotions*** is the full extent of feelings that can be experienced in response to an event or happening in an individual's life. This range, or variety, of emotions can run the gamut from happy to sad and hopeful to despairing; that is, positive and pleasurable or negative and painful. We deal

with a variety of emotions daily.



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MS.23.TM.B

WHAT DOES IT MEAN TO COPE?

◆ **To *cope* means to handle or manage a situation in order to produce a stable or favorable outcome.**

◆ **How do you deal with your negative emotions? Do you identify with one of the methods below?**

- ➔ **Offensive—fighting off your emotions**
- ➔ **Ignoring—not letting your feelings bother you**
- ➔ **Seeking counsel—asking others for advice**
- ➔ **Running away—hoping your feelings will just go away**
- ➔ **Planning change—learning from your feelings and making a switch**
- ➔ **Proactive—positively re-examining your situation; taking a hands-on approach**



MS.23.AS.A Name: _____

	My Top Ten Emotions--The Emotions I Feel Most Often	Emotional Fingerprint
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



MS.23.AS.B Name: _____

1. Aaron had always been extremely close to his grandfather. He spent nearly every weekend with him. Aaron's grandfather has recently passed away, and Aaron feels extreme sadness and grief. However, Aaron insists he is okay. He refused to go to his grandfather's funeral and will not go see how his grandmother is doing. Aaron thinks eventually his feelings will just go away.

A. At what current level is Aaron coping?

B. What recommendations can you make to help Aaron cope with his emotions?

2. Margaret is easily angered by the actions of her family and friends. She often takes offense when they simply offer her help and advice. Margaret denies that she is ever angry or has a bad temper. Often, she tries to fight off her emotions, but still appears to be angry and hateful to others.

A. At what level is Margaret coping?

B. What recommendations can you make to help Margaret cope with her emotions?

3. Paul's older brother seems to do well at everything he attempts. He gets good grades, is the star of the basketball team, and has many friends. Paul feels as though his parents are constantly comparing him to his brother and that they are never satisfied with Paul's performance. Often, Paul is jealous of his brother. Instead of letting his jealousy turn into anger, Paul becomes motivated to improve his own grades and find a talent that he, too, can be good at.

A. At what level is Paul coping?

B. What recommendations can you make to help Paul cope with his emotions?

