

# Respecting our Emotions

This lesson introduces students to various emotions and connects them to the concept of respect. The lesson also highlights the fact that it is natural to have emotional experiences and that, even though it may be difficult, we are able to respect how we feel and respond to those emotions accordingly.

**Respect Sub-Concept(s)**

Self-care, Kindness

**Lesson Timeframe**

35-35 minutes

**Required Materials**

- ☐ Hat, bag, or box (something from which to draw emotion slips)
- ☐ Emotion Strips (see below)

**Standards Map**

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



DESIGNATED BY CASEL  
AS A RECOMMENDED PROGRAM  
FOR SOCIAL AND EMOTIONAL LEARNING.  
See last page for details.

## Lesson Objective

Students will:

- Identify different emotions and explore how our emotions are influenced by others.
- Understand the universal nature of emotions and feelings.
- Empower themselves to take control of their emotional responses.

## Teacher Connection/Self-Care

Self-care matters! Fill up that water bottle before your students arrive today.

**Tips for Diverse Learners**

- This is a discussion-heavy lesson, so students with limited language capabilities might benefit from working in smaller groups or writing/drawing their ideas.
- If you have students who are highly emotional or who have experienced trauma, it might be difficult to discuss emotions; the share section focuses on describing a happy emotion but the “empower” questions could trigger memories of negative emotional experiences. Tailor and select the questions based on your students.



## Share

7-10 minutes

Invite students to define the word **respect**.

Once students have shared, give them the Random Acts of Kindness Foundation’s definition: *Treating people, places and things with kindness.*

**Ask:** When we are respected by someone or when we respect others, how does that make you feel?



## Inspire

3-5 minutes

We have many parts of ourselves: physical, social, mental, and emotional. Today we are going to talk about our emotional selves and what influences that part of who we are.

**Ask:** What are some of the emotions that humans can feel? *Invite student response.* They may say some or all of the following:

- Joy
- Anger
- Disgust
- Fear
- Sadness
- Loneliness
- Happiness
- Satisfaction
- Determination
- Defeat
- Hope
- Hopelessness
- Envy
- Excitement
- Anxiousness
- Doubt
- Annoyance
- Disappointment

Write the emotions the class thinks of on the board and on a piece of paper.



## Empower

7-10 minutes

### Emotions Charades

Cut out the emotion words you wrote down on a piece of paper from the Inspire activity (*or cut out the emotions printed with this lesson; there are some blank cut-outs that you can fill in with additional emotion words*). Put the cut-outs into a bowl or some other container. Invite students to come up, one at a time, and draw an emotion from the container and act it out. They cannot use words. Invite the class to see if they can guess which emotion the student is acting out.

Students can put the emotion back in the container to be drawn again (so that everyone gets a turn), or have the student leave the emotion out and you simply invite as many students to participate as there are emotions to draw. If two students act out the same emotion, they should choose different actions to make it more interesting/challenging.



## Reflect

5-7 minutes

After Emotions Charades, invite students to think back through the past week. What are some emotions they experienced? Take a minute to think about this silently.

Then invite students to answer the following question(s) in their journal (if you incorporate journaling in your curriculum) or you could discuss these questions as a class. Ask as many questions from the following as you have time for/want to:

- What influences your emotions?
- Can you control your emotions? If yes, how? If no, why not?

- How do you think being aware of our emotions can help us better respect ourselves and others?

If you have time, consider discussing student responses to the final question as a class. Some answer ideas might include:

- If we tell someone is having a hard day or is feeling sad, we can respect them by giving them some extra space or we can check in to let them know we are there for them. Or, if I am having a bad day and feel sad, I can tell myself that it is ok and that everyone has hard days. I can respect the fact that I don't feel great but that I can and will feel better again.
- If we can tell someone is excited and feeling happy, we can respect them by celebrating with them - lifting them up and not tearing them down. Or, if I am feeling happy, I can celebrate that and share it with other people.
- If we can tell that someone is feeling angry, we can respect them by supporting them and helping them calm down or find the positive in the situation. We don't need to dismiss their anger but can help them turn it into something that feels better. Or, if I am angry, I can respect the fact that I am upset and that is ok, but then work on solutions or do things, like deep breathing, that will make me feel calm.



## Extension Ideas

- Have students write inspirational quotes about emotions, respect, and emotional health, or have students find inspirational quotes online and present them to the class.



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LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (**CASEL**) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the [CASEL Guide to Effective Social and Emotional Learning Programs](#).

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

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