

Lesson Plan: Emotions & Mental Health

<p>Warm-up: Conversation circle Time: 10 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Conversation Card: <i>Emotions</i></p>	<ul style="list-style-type: none"> • Show students Conversation Card: <i>Emotions</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ Can you name the emotions the people are showing? ○ Have you ever felt that way? When or why? ○ Are there any cultural taboos regarding emotions in your home countries, such as men not crying, woman not getting angry, etc. ○ What do you do when they feel sad or angry to feel better? ○ What makes you happy? angry?, etc.
<p>Alternate Warm-up: Conversation circle Time: 10 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Color card set</p>	<ul style="list-style-type: none"> • Using color cards, students talk about their favorite color. • Talk about what colors mean. Give students an example such as: “In China, red is for weddings. In America, white is for weddings.” Can students give other examples of what colors mean? Some other meanings for colors in America are: <ul style="list-style-type: none"> ○ Red – Danger or angry ○ Blue – Sad or depressed ○ Yellow – Happy ○ Black – Death, evil ○ Green – Energy, growing things • Are there cultural differences between the meaning of particular colors? • What do colors mean in the students’ home countries? <p><i>Idea adapted from http://clese.org/elder-programs/bright-ideas/esl-curriculum/</i></p>
<p>Activity: Emotion charades Time: 30 minutes Focus points: Introduction to emotional vocabulary, Subject+BE+_____ sentence construction Materials: Emotion card set, Emotions worksheet, Emotions PowerPoint</p>	<ul style="list-style-type: none"> • Using the emotions PowerPoint, show students pictures of feelings, including happy, sad, lonely, angry, excited, depressed, surprised, tired, and afraid. • Demonstrate the feelings on your face, encouraging students to do the same. Write the words on the white board. • Discuss situations when someone might feel that way, or if they have ever felt that way. • Introduce the sentence frame: _____ + is/am/are + _____. i.e., <i>I am lonely, He is excited, She is happy</i>. Write this frame on a sentence strip or white board. Fill in the frame with the emotion words. • Ask a student to come to the front of the class, pick an Emotion Card and show that feeling. The class should shout out what the feeling is. (Charades) Encourage students to use the correct sentence form when guessing. • Have students write the words on the Emotions worksheet and illustrate with simple drawings as you go along.
<p>Activity: How are you feeling? Time: 20 minutes Focus points: Responding appropriately to other’s feelings, showing concern</p>	<ul style="list-style-type: none"> • In this activity, students will learn language to appropriately respond to other people’s feelings. • Using the final slide on the Emotion PowerPoint, discuss with the class an appropriate responses to happy and sad situations. • For example: <i>The woman is happy because it is her birthday</i>. What should you say? The response might be, <i>Congratulations! I am happy for you</i>.

<p>Materials: Emotion Scenarios card set, Emotions PowerPoint</p>	<ul style="list-style-type: none"> • Practice using the appropriate responses. Encourage students to match their facial expression to the words (talk about body language if appropriate). • Pass out the Emotion card set, one to each student. • Write the conversation frame on the board: <ul style="list-style-type: none"> ○ A. <i>How are you?</i> ○ B. <i>I am _____ because _____.</i> ○ A. <i>(Appropriate response)</i> • Ask several students how they are feeling (based on the scenario on their card). For example, <i>I am sad because I miss my family.</i> Model responding appropriately. Do this several times. • Have students stand up and mingle. They should ask each other, <i>How are you?</i>, The student answers by giving an appropriate response. • Have them ask at least three people.
<p>Activity: Conflict resolution role plays Time: 30 minutes Focus points: Conflict resolution Materials: Conflict picture cards</p>	<ul style="list-style-type: none"> • With a teacher or volunteer, pretend to have a disagreement (erase the other persons work on the board, say something like, <i>I don't like your shirt, bump into them rudely, etc.</i>) • Tell the class you are feeling angry, or sad. Brainstorm what you could do, i.e., forget about it, yell, cry, etc. • Explain that if you are feeling angry or your feelings are hurt, it can be good to express that so the other person will realize how you are feeling and have the chance to apologize. There are words and phrases in English for these situations. • Put conversation frame on the whiteboard, <ul style="list-style-type: none"> ○ A. <i>I didn't like it when you _____.</i> <i>and/or Please don't _____.</i> ○ B. <i>I'm sorry.</i> ○ A. <i>That's OK.</i> ○ <i>(Encourage students to practice shaking hands as a sign of good-will after this type of exchange)</i> • After you have practiced, re-act the original scenario, using this language. • Give pairs of students a conflict picture card each. • Have each pair practice acting out their scenario and responding appropriately. Monitor and help each group as they practice. • Have pairs perform their scenario and response for the rest of the class.
<p>Wrap-up: Feelings game Time: 15 minutes Focus Points: Using what they have learned Materials: Write-on/ Wipe off die</p>	<ul style="list-style-type: none"> • Using write-on/wipe off dice with feeling words written on them, have students use each feeling word in a sentence, i.e. <i>I am happy when _____.</i> • Groups of 5-6 are optimal for this activity

Extension Activities	<ul style="list-style-type: none">• Workshop by a local service agency on mental health.
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