



Teaching Social Skills Lesson: Recognizing Emotions

TARGETED STANDARDS/SOCIAL EMOTIONAL COMPETENCIES: Emotional Development - Self-Management - PK-5K: Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. 1st-3rd: Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.

SUPPLIES NEEDED:
Mad pose and facial expression

STEP 1: INTRODUCE THE CONCEPT/SKILL

Share with the class that today they will be talking about feelings. Say, “Did you know that by looking at other people’s bodies and faces, we can make guesses about how they are feeling? Display a mad face and body. Ask students to guess how you are pretending to feel. After allowing students to take a guess, state the following, “I was pretending to be mad. My eyebrows were slanted inward, my eyes were smaller, my mouth was straight and tight. I had my arms crossed (or on my hips) and my muscles were all tight like uncooked spaghetti. I bet that noticing these things is how some people guessed that I was pretending to be mad.”

SUPPLIES NEEDED:
None

STEP 2: REINFORCE THE CONCEPT/SKILL THROUGH MULTIPLE MODES

Play pass the face game. Tell students that you are going to start with a face and pass it to the person next to you. Each person will take turns looking at the person next to them. They will then turn to the person on the other side of them and “pass the face” (similar to the game telephone). When you get to the end of the circle you will see if the class was able to end with the same face they started with.

Ask the students what they noticed about the facial expressions. Have them turn and talk to their partner about their noticing. Ask the students to think about what feeling they thought the face was portraying. Give 30 seconds of wait time. Share the feeling the face was portraying. Ask the students to stand up if they had correct feeling.

SUPPLIES NEEDED:
Example poster
4 posters of character pictures on the walls, spaced out appropriately in a circle around the room.
The following sentence stems: “I think the characters are feeling ____.” “I think that because ____.”

STEP 3: GENERALIZE/PRACTICE THE CONCEPT/SKILL (To develop a deep understanding of a word or its meaning students need to think and talk about the word in different contexts.)

Gallery Walk: Tell the students they are going to have time to practice looking at more facial expressions and bodies so they can guess feelings. Divide the class into four equal groups. Tell the students they have posters on the wall of characters from books they may have read. Let them know that they will be looking at the posters and talking in their groups to answer the following questions: “What emotion do you think the characters are feeling?” “Why do you think that?”

Show the students the example poster. With the teacher, model looking at the picture and using the sentence stems to answer the questions. Assign groups to each poster. Rotate groups clockwise every 3 minutes until each group rotates through each poster.

TARGETED STANDARDS/SOCIAL EMOTIONAL COMPETENCIES: Emotional Development - Self-Management - PK-5K: Learners will be able to, with adult guidance, use verbal and nonverbal language to demonstrate a variety of emotions. 1st-3rd: Learners will be able to use verbal and nonverbal language to demonstrate a variety of increasingly complex emotions.

SUPPLIES NEEDED:

STEP 4: REFLECT UPON USE OF THE CONCEPT/SKILL

After all students return from the gallery walk, give each group a poster. Allow each group to share out with the class about what feeling they guessed the characters were feeling and why they thought it was that feeling.

SUPPLIES NEEDED:

Give each teacher the following website address:
<https://listverse.com/2013/07/05/ten-compelling-origins-of-our-facial-expressions/>

STEP 5: MAINTAIN THE CONCEPT/SKILL

Use the following emotional literacy prompts during read alouds with the class:

“I notice (describe nonverbal cues in detail). This makes me think the character is (name feeling). I’m going to make my face/body look like that! (Model). I wonder how ____ is feeling. Make your face/body like that. It seems like ____ is _____. I know this because_____.