

Compassion Connection: Everyday Emotions

This lesson provides students with the opportunity to build skills surrounding compassion and being kind towards how others are feeling. This lesson is the first part of two parts.

Caring Sub-Concept(s)

Compassion, Kindness

Lesson Timeframe

30-40 minutes

Required Materials

- ❑ Interesting articles to read to prepare for questions related to the science of emotions:

<https://www.verywell.com/how-many-emotions-are-there-2795179>

and

<https://www.verywell.com/understand-body-language-and-facial-expressions-4147228>

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:

- Apply their understanding of feelings and emotions and predict how others may feel in response to different situations.

Teacher Connection/Self-Care

The act of compassion for others often seems easy for us adults when we are watching a moving documentary or a news broadcast. However, the struggle to show compassion within our own community is at times a bit more difficult. We become immune to the homeless person with the sign or the single mother struggling with the packages. This week take a concentrated look around your community, your school, and even your classroom. Who might be in need that you may have overlooked in the past? Dialing in your compassion to your immediate surroundings can really increase the connectivity with your students, your peers and your community as a whole. When we are connected, we are present, so take a look around. Who has fallen through the cracks? How can your compassion help you remain connected with your school?

Tips for Diverse Learners

- Children on the autism spectrum may have a difficult time recognizing emotions in people's facial expressions. If you have students who will find this lesson difficult, you could complete the activity in a large group (vs. pairs) or work with this student (or group of students) yourself (or with a classroom helper) to help guide the conversation.
- For the wrap-up, you could let students in this group study the picture further and give them specific emotions to work on recognizing based on the picture. What does happiness seem to look like? What does sadness seem to look like? Give these students specific things to look for (frown, smile, furrowed brow, big eyes) and relate to an emotion.



Share

5-7 minutes

When you hear the word emotions, what do you think of?

Invite student response.

Show a picture of Disney's Inside Out characters: Joy, Sadness, Anger, Disgust, and Fear.



Source: http://disney.wikia.com/wiki/The_Emotions

Who recognizes these characters? What do they represent?

Invite student response.

Often we think of emotions like joy (or happiness), sadness, fear, or anger. Some scientists think humans have eight universal emotions; this means that all humans, no matter who you are or where you come from, experience these eight emotions: joy, sadness, fear, anger, disgust, trust, surprise, and anticipation.

Write these emotions on the board or project them on the smartboard.

Which words on that list are new words for you?

Invite student response; they may need help working through disgust, anticipation, and maybe trust.



Inspire

5-7 minutes

Scientists have also told us that we have about 42 muscles in our faces that create facial expressions that show emotion. Isn't that amazing? Scientists also tell us that most of how we communicate with other people (remember when we learned about communication?) happens not with what we say, but through what we do, our body language! Our facial expressions make up a good portion of that body language.

Everyone, let's practice making faces that show the eight universal emotions (note if students also naturally use their hands to help express the emotion):

1. Ok, on "3," make a happy face. 1 - 2 - 3!
2. On "3," make a sad face. 1 - 2 - 3!
3. On "3," make a scared face. 1 - 2 - 3!
4. On "3," make an angry face. 1 - 2 - 3!
5. Ok, on "3," make a face that shows you are disgusted. 1 - 2 - 3!
6. On "3," make a face that shows trust. 1 - 2 - 3! (This one will be harder! It may be difficult to do or identify, but encourage their effort!)
7. On "3," make a surprised face. 1 - 2 - 3!
8. Ok, on "3," make a face that looks like you are waiting for something good (this is anticipation). 1 - 2 - 3!

Good! I think you all understand what these emotions can look like on the outside. Comment on the use of hands if you noticed it; likely students automatically did this (put hands to face in surprise; put hands up in defense or over their head in fear, etc.)



Empower

12-15 minutes

Now we are going to see how easily we are able to identify emotions when we see them on other people's faces.

Use the attached image or other images you have.

For this activity, have students engage in a [think, pair, share](#). Put students in groups of two and invite both students to take turns sharing with each other what they see in the pictures (1-9) and why those people might be feeling that emotion.

Either walk around with the pictures or put them up on the smartboard. Invite students to talk with their partner about which of the eight emotions they think each person is experiencing and what might be happening to make this person wear this expression and feel this emotion.

1. Look closely at one of the faces.
2. Identify the emotion being expressed.
3. Discuss why this person might be feeling this way.



Reflect

5-7 minutes

What is important to understand from this lesson is that everyone in the world, no matter who you are, feels these emotions. And, we all make very similar expressions when we feel these emotions so it is pretty easy to recognize when someone is sad or scared or upset or happy. Remember how we talked about being a helper before? What do you suppose helpers are really good at seeing in other people?

Invite student response.. Look for students to say “emotions” or “facial expressions that show emotion,” etc.

Yes, helpers are good at seeing when people are scared or upset or sad, and that makes them want to help. There is another emotion inside of us called compassion that we will talk about in our next lesson. Compassion is sort of like a superpower emotion that helps turn us into helpers. We often recognize compassion by what someone does or says vs. by what you see on their face. We will talk about that more in the next lesson, though.

Today, though, spend some time studying people’s faces. See if you can tell, just by what you see, how they are feeling. If you notice someone who looks sad or upset, what can you do to show kindness to that person and show that you care about how they are feeling? Sometimes you can help by simply recognizing that they are sad and you noticed them. Simply saying, “Hey! You look sad. Are you okay?” can make them feel better.



Extension Ideas

- For a science connection, you could do more with the 42 facial muscles. Show an image of these muscles or research the primary muscles that move our eyes and mouth to form expressions and have students mindfully make various expressions and feel the muscles move as they do. It takes more muscles to frown than to smile, so you can tell students to work less and smile more!
- If you have extra time, you could end the lesson by playing a clip from Inside Out when Riley doesn’t have her emotions to help her (the scene when she runs away from home and gets on the bus). You can extend the discussion by talking about how our emotions, even emotions like sadness, anger, and fear, are good for us and help us make good choices.
- It would be fun to do this activity with your own class of faces! If you have the means, repeat the emotion pictures using your own students (taking pictures with a smart phone would work!) and then share the activity with a neighboring 2nd grade class.

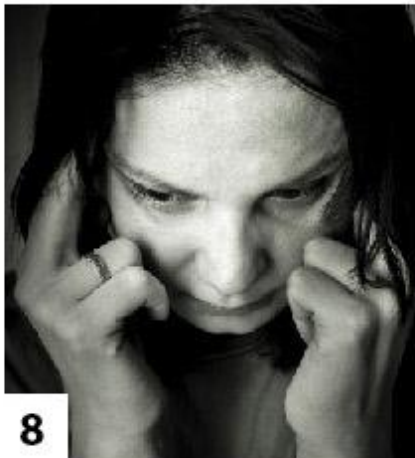


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The Collaborative for Academic, Social, and Emotional Learning (**CASEL**) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL’s SElect Program and is included in the [CASEL Guide to Effective Social and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

RANDOM ACTS OF KINDNESS
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Source: <https://k12.thoughtfullearning.com/minilesson/seeing-emotion-facial-expressions>