



Level 3 Building Resilience	Emotions
<p>Pt 4, No 1, 2006</p>  <p>Level 3, September 2012</p> 	<p>Why do I blush?</p> <p><i>Julia Wall</i></p> <p>Have you ever turned red as a beetroot when you've done something wrong or when you've had to do something difficult in front of strangers? Learn what makes your face go so red when you're nervous in this article.</p> <p>North</p> <p><i>Adrienne Frater</i></p> <p>Jess's family is moving, and she struggles to accept the impending changes.</p>
<p>Health & Physical Education goal</p>	<p>Literacy goal</p>
<p><i>Health & Physical Education</i></p> <p>Identify factors that affect emotional growth and develop skills to manage changes.</p>	<p>Locate, evaluate and summarise information drawn from a small range of texts.</p> <p>Make notes to help generate content relevant to the learning purpose.</p> <p>Explain what has been learned to an audience, using relevant content, appropriate language within a suitable text structure.</p>
<p>Vocabulary:</p> <p>Specialised: blush, breathe, capillaries, heat-release, sensitive, tissues.</p>	

Interest: ancestors, awkward, beech, confused, connected, embarrassment, feeling, forgotten, horrible, leaving, moustache, overheat, papier-mâché, physically, preparing, removal situation, spoils, weightless, woolly mammoth.

Task purpose : To understand what affects our emotions and learn strategies for independently managing them.

Task 1

a) In a small group, **brainstorm** the emotions/feelings you have heard of.
E.g. happy

Record your ideas.

b).**Discuss** what you think causes you to have or show your emotions or feelings. Record your ideas.

2. Now **read** the article: *Why do I blush?* (Pt 4, No. 1, 2006).

Discuss:

- *What causes blushing?*
- *Which emotions mentioned in the article cause blushing?*
- *Could any other emotions cause blushing? If so, which ones?*

Task 2.

Watch the YouTube clip: *Inside out, Meet your Emotions.*

Links

YouTube: Inside out meet your emotions: <https://www.youtube.com/watch?v=pHKQHkoWNYU>

- a) First, **watch** the clip by yourself from start to finish without stopping.
- b) Next, **watch** the clip again as a group and **pause** it after each emotion. While it is paused, **discuss** other words you could use to describe the emotions. **Record** your ideas on **Fig 1. Emotions template:** (link is in right-hand column). Try to think of at least three other words or phrases for each emotion.

- c) Think back to the article about blushing. *Which of the 5 emotions in the clip could cause blushing?*

Task 3

1. Being aware of your own emotions is important because it helps you take control over how you are feeling.

- a) Use **Fig 2. Tracking my emotions** to track your emotions over one day. *You may like to add more columns if you feel other emotions.*

If you're not sure about the cause of the emotion have a think about what

Fig 1. Emotions template:

<https://docs.google.com/presentation/d/1ls1CJII98ZO8XsAyVHkg9NEli1AP7OomalBcFoPQTGI/edit?usp=sharing>

You or your teacher will need to make a copy of the slide and share it with your group first.

Fig 2. Tracking my emotions

<i>Time and possible cause of emotion</i>	Happy	Sad	Angry	Excited	Frustrated
E.g. 8.30am Raining on my way to school. I got soaking wet!					

happened right before you felt the emotion.

2). **Write** a short, one paragraph summary about your day. You could include information like:

a). *What emotions did you experience today?*

Did you do something to change how you felt? E.g. If you felt angry, what made you feel happy again?

b). Review the chart: *Were there times during the day when you felt sad or angry or frustrated?*

Think about ways you could have turned your sad, angry, and frustrated moments into happier moments.

Add this information to your paragraph.

Managing your emotions like this can help you build resilience or bounce back when things get tough.

(For more information on resilience, have a look at the other level 3 and 4 ENRICH Tasks.

Task 4

Tips for writing your paragraph.

- A paragraph should be between 3 and 5 sentences long.
- The first sentence should be a topic sentence.
- The last sentence should summarise what you have talked about.

1a).Choose the emotion that came up most often during the day you tracked in Task 3. If no emotions stand out, choose the emotion that interests you the most.

b).Explain this emotion. (Refer to the tips in the right hand column).

Research the information using more than one article.

c).**Choose** a way you would like to present your findings.

You could:

- create a poster,
- write a list of facts,
- write an information page,
- create a slide,
- present a speech.

Task 5

Now **read** the story: *North* (Level 3, September 2012).

With a partner, **discuss** the following:

- a) *What are the emotions that Jess is feeling?*
- b) *What is causing her to feel these emotions?*

Tips for completing Task 4:

Think about...

- *What is the definition of this emotion? Can you write it in your own words?*
- *What can cause this emotion?*
- *How does this emotion feel?*
- *Is this a positive or a negative emotion?*
- *If it's a negative emotion, what are some good strategies for dealing with it?*

Research tips to help you find information:

- Use key words. E.g. "emotions, causes, feelings"
- Adding "for kids" to the search terms will help you find easy to understand information.
- Check that the information is reliable by cross-checking your information on other websites.
- Is the information current: Is the website less than five years old?

<p>c) <i>How is her family trying to help her?</i></p> <p>d) <i>What are some of the ways that Jess could manage her emotions to cope better with her situation?</i></p> <p>Record notes to help you with Task 6</p> <p>Task 6</p> <p>a).Using what you have learned about emotions, create a list of your ten top tips for managing your emotions.</p> <p><i>You may like to revisit:</i></p> <ul style="list-style-type: none"> - <i>How you manage your emotions (task 3b)</i> - <i>Your research task (task 4)</i> - <i>How Jess’s family helped her and how you thought Jess could manage her emotions to cope better with her situation.</i> <p>b).Share your top tips with your group.</p>	
<p>Review:</p> <p>How effective was I in achieving my literacy goal?</p> <p><i>What did I do well?</i></p>	<p>Have I located, evaluated and summarised key information about emotions which I have drawn from a small range of texts?</p> <p>Have I made notes to help generate content, relevant to the learning purpose?</p>

<i>What do I still need to work on?</i>	Have I explained what has been learned about emotions to an audience, using relevant content, appropriate language within a suitable text structure?
How effective was I in achieving my Health & Physical Education learning goal?	<p>Have I identified what can cause emotions?</p> <p>Do I know how I can manage my emotions and make changes to them?</p> <p>Have I developed the skills to make these changes myself?</p>