



## Taking Care of Ourselves Unit

Grade 5 • Ages 10-12

### TIME FRAME

Preparation: 5 minutes  
Instruction: 30 minutes

### MATERIALS

Emotions written on note cards or paper and put in a box. You can make the emotions simple (i.e. happy, sad, angry, proud, embarrassed, surprised) or complicated (envious, guilty, bored, aggressive, distracted, confused, etc.)

RAK Journals

[Kindness Concept Posters](#): Respect, Self-Care

### LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.SL.5.1; CCSS.ELA-Literacy.W.5.2  
Colorado: Comprehensive Health S.3, GLE.1, EO.c; Reading, Writing and Communicating S.1, GLE.2, EO.a,b,c; S.3, GLE.2, EO.b

[Learning standards key](#)

# Our Emotional Selves

Students will explore what different emotions and how our emotions are influenced by others.

## Lesson Background for Teachers

Feelings and Emotions are two different things, but are often used interchangeably. Feelings, as the word suggests, are our physiological and expressive behaviours or reactions to our emotions. Emotions are automatic and unconscious and occur in the brain and body. The two create a feedback loop as we process what is happening.

For more information on the breadth of emotions, visit <http://www.paulekman.com/atlas-of-emotions/> for a list of emotions.

## Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

**SELF-CARE** Taking care of yourself through kind words, actions and thoughts.

**RESPECT** Treating people, places, and things with kindness.

**FEELINGS OR EMOTIONS** How we feel in our body and our heart when something is happening around us.

## TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Referencing the Feelings Images sheet from Feelings and Behavior, Kindergarten lesson to help identify feelings. Project the chart on a document camera or consider giving students individual copies to keep at their desks.
- Using the kindness meter from the Focusing Strategies during this activity.

## Resources

Defining emotion, feeling and mood:  
<http://www.6seconds.org/2015/01/02/emotion-feeling-mood/>

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

The **Share** step in the first lesson of each unit is intended to set the tone for teaching kindness.



## Share (3 mins)

See how many **feelings** and **emotions** the class can list in 1 minute. Set a timer and write these on the board.

## Inspire

### Emotion Charades (10 mins)

*We have many parts of ourselves: physical, social, mental, and emotional. We will be talking today and for the next few lessons about our emotional selves and what influences that part of who we are. To begin, we are going to play a game where one student acts out an **emotion** that they pick out of the box without saying the **emotion**. The rest of the class has to guess the **emotion** being acted out. Whoever guesses correctly gets to go next.*

Allow student to pick an **emotion** out of the box and act out the **emotion** for other students and have them guess. Play as many rounds as you like.

## Empower

### Discussion (10 mins)

I wanted to start with that simple game so that we can identify some **emotions**. Now I want you to think through the past week. What are some **emotions** you experienced? Do you think any event or person impacted how you felt? Take a minute to do that silently.

Then ask any of the following questions:

- Do you think your feelings are impacted by what happens to you or around you? Why or why not?
- Do you think your feelings are impacted by what you watch on TV the music you listen to, or the computer games you play? Why or why not?
- Do you think your feelings are influenced by your friends and the people you live with? In what ways?
- How do you think being aware of our **emotions** can help us to take better **care of ourselves** and others?

### Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

### Evaluation Questions

- *What are feelings or **emotions**?*
- *How do we know how someone is feeling?*
- *How does knowing what **emotions** someone is feeling help us to be kind?*

### Reflection

- *Do your feelings ever surprise you? Do you think we have control of our feelings?*
- *How do you think knowing how others are feeling can help us get along better with people?*
- *Do you think knowing what our feelings are will help us to respect others? Ourselves?*



The RAK paradigm is the framework for teaching and building kindness skills.



## Summary

Today we started talking about our feelings and **emotions**: what they look like, how they are influenced by the world around us and why we might want to know what people are feeling. Knowing how others and ourselves are feeling allows us to be kind and sensitive to what people need.



## Act (2 mins)

### Kindness Minute

Do a check in with yourself to see how you're feeling right now. Close your eyes, notice how your body feels and what you might be feeling and in your head, just say "I feel..." and then fill in the blank!

### Kindness in Action

Make a feelings word list. See how many different emotions you can list.

