

# From the Inside Out

This lesson reviews the basic difference between emotions and feelings, while giving students an opportunity to practice recognizing emotions in others through a game of charades. The lesson also highlights the fact that it is natural to have emotional experiences and that, even though it may be difficult, we are able to control how we feel and respond to those emotions.

## Respect Sub-Concept(s)

Self-care, Kindness

## Lesson Timeframe

25-30 minutes

## Required Materials

- Hat, bag, or box (something from which to draw emotion slips)
- The emotions listed in Inspire, cut into strips for students to draw from some kind of container.

## 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:

- Identify different emotions and explore how our emotions are influenced by others.
- Understand the universal nature of emotions and feelings.
- Empower themselves to take control of their emotional responses.

## Teacher Connection/Self-Care

It is extremely important to be kind to yourself as a teacher before you can expect to share that same level of respect within your classroom. How do you practice self-respect personally? Fueling your body, ensuring proper sleep and carving out some quiet time each day are all terrific options to be kind to yourself in preparation for your classroom each day.

### Tips for Diverse Learners

- This is a discussion-heavy lesson, so students with limited language capabilities might benefit from working in smaller groups or writing/drawing their ideas.
- If you have students who are highly emotional or who have experienced trauma, it might be difficult to discuss emotions; the share section focuses on describing a happy emotion but the “empower” questions could trigger memories of negative emotional experiences. Tailor and select the questions based on your students.



## Share

7-10 minutes

Welcome to the Respect Unit! Respect is very important, not only in our classroom, but in life! I know you have all heard this term before. Can someone share their definition of respect with us?

(Invite student response)

Good! The essence of respect is kindness. We are going to look at respect through three lenses: 1) How we respect ourselves. 2) How we respect others. 3) How we respect places and things. Meaning, how do we treat all of these areas with kindness?

Before we begin, though, let's talk about where our ability to be kind comes from. It comes largely from our emotional self: how we are responding to things happening around us. Our emotions are automatic and unconscious responses. We don't plan our emotions; we just experience them. Just like we don't plan to blink or breathe, we simply do them.

Our feelings, on the other hand, are a little more controllable; these are the outward expressions of our emotions. So, if we are experiencing the emotion of sadness, then our feeling is likely expressed through crying or a sad look on our face or a slumped posture. The pit in our stomach when we experience nervousness is how we feel that nervous emotion. The racing heart and sweating palms is how we feel the emotion of excitement.

Similarly, when we experience the emotion of personal gratitude or contentment or peace, we are able to feel those feelings through expressions of self-respect and self-care. We are better able to take care of ourselves when we experience the emotions of safety, happiness, and fulfillment. We want to smile, laugh, be active when we experience these positive emotions. We feel warm inside and like we belong. It's a wonderful feeling!

Turn to the person next to you and tell them about something that makes you experience the emotion of happiness and contentment. What makes you feel warm and safe and at home inside?



## Inspire

### Emotion Charades

7-10 minutes

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.

*\*\*Determine how students get to guess; raise hands, first to shout the answer, etc. Allow students to pick an emotion out of a hat, bag, box, etc., and act out the emotion for other students and have them guess. Play as many rounds as you like.*

Before we begin, let's review some of the emotions that humans often experience - if you aren't sure, think about the movie Inside Out:

- Joy
- Anger
- Disgust
- Fear
- Sadness
- Loneliness
- Happiness
- Satisfaction
- Determination
- Defeat
- Hope
- Hopelessness



## Empower

7-10 minutes

I wanted to start with that simple game so that we can identify some emotions. Clearly we are all familiar with the outward expressions that tell us which emotions are being experienced: crying usually signals sadness; clenched fists or a scowl often means anger; a big smile means joy.

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 think about this silently. Then answer the following question(s) in your journal (or, this could be converted to a worksheet that students complete) Ask as many questions from the following as you have time for/want to:

- 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?
- 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 better respect ourselves and others?



## Reflect

5-7 minutes

It is important to recognize that we all experience similar emotions and we also express these emotions in similar ways. If any of us had to get up in front of the entire school and sing a solo, we would probably all get butterflies in our stomach and experience nervousness or fear; these are universal emotions and feelings. Our capacity to feel and express emotion is natural and is what makes us human.

It is important to recognize these emotions for what they are and to realize that it is normal to experience emotion and to express it. It is also important to recognize what is making you feel a certain way. If you feel scared, what is triggering this emotion for you and is there something you can do to change it? If you feel embarrassed, why? What can you do?

It is important to realize that we are in charge of our own bodies, minds, and hearts. Eleanor Roosevelt, wife of Franklin D. Roosevelt, who was the 26th president of the United States, once said, "No one can make you feel inferior without your consent." That means no one has the power on their own to make you feel bad or excluded or "less than" someone else. Only you can decide if you are going to let yourself feel this way. Granted, people can treat us poorly, which leads us to feel bad, but we can choose not to give in to that emotional experience. We can always choose to feel another way. Don't ever give someone that kind of power over you. This can be very difficult to do - especially if you feel the other person is stronger than you are - but if you respect yourself first, it gets easier. And you can always ask others for help so that you remain strong and kind to yourself and to others.

In our next lesson, we'll talk more about self-respect. Until then, pay close attention to your emotional experiences and how they make you feel. Are you controlling your emotions and feelings, or are they controlling you? I will ask you about this during our next lesson, so pay attention this week!



## Extension Ideas

- Have students do some research on Eleanor Roosevelt and the impact she had on American life in the early 1900s.
- Have students write other inspirational quotes about emotions, self-respect, and emotional health, or have students locate other inspirational quotes and present them to the class.



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AND EMOTIONAL  
LEARNING.

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.

<https://casel.org/guide/kindness-in-the-classroom/>

**RANDOM ACTS OF KINDNESS**  
FOUNDATION®

Joy

Anger

Disgust

Fear

Sadness

Loneliness

Happiness

Satisfaction

Determination

Defeat

Hope

Hopelessness