

Identity

Emotions

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Grades: 1-3

Core Standard (grade 2):

- Reading/Literature Standard 3: Describe how characters in a story respond to major events and challenges.
- Dance Standard 2.D.P.6: Demonstrate a variety of movement qualities while dancing.

Learning Objective: In a 30 minute class, students will identify and experience a variety of energy qualities and body shapes (free flow/open, collapse/internal, vibratory/closed, explosive/sharp, bound/twisted) in relation to common emotions (joy, sadness, fear, anger, disgust) through movement and emotional exploration.

Materials:

Access to YouTube for music
Projector or large screen for videos
Open space to dance in

Class Expectations:

Be attentive to the videos
Participate in movement activities
Have an enthusiastic attitude!

Identify/experience:

Read Page 1 and watch video 1: "Joy is an Emotion. Her job is to keep Riley happy. Joy wants Riley to have happy core memories. Happy memories are yellow." Discuss

Read Page 2 then watch video 2: "Fear is another Emotion. He makes sure Riley is safe. Disgust keeps Riley away from gross things" Discuss

Read Page 3 then watch video 3: "Anger stands up for Riley. Nobody knows what Sadness does. Sadness is gloomy and slow. Riley is always unhappy when Sadness is

in control.”

This is Headquarters.
It is in Riley’s mind.
Riley is eleven years old.
Her mind is filled
with different Emotions.
They take care of her.

Joy is an Emotion.
Her job is
to keep Riley happy.
Joy wants Riley
to have happy core memories.
Happy memories are yellow.





Fear is another Emotion.
He makes sure Riley is safe.
Disgust keeps Riley away
from gross things.



Anger stands up for Riley.
Nobody knows what Sadness does.
Sadness is gloomy and slow.
Riley is always unhappy
when Sadness is in control.



What does Sadness do? Watch video 4. Discuss how we can balance sadness and joy in our own lives?

Explore/investigate:

How do we express and feel our emotions?

- Joy (yellow)
- Fear (purple)
- Disgust (green)
- Anger (red)
- Sadness (blue)

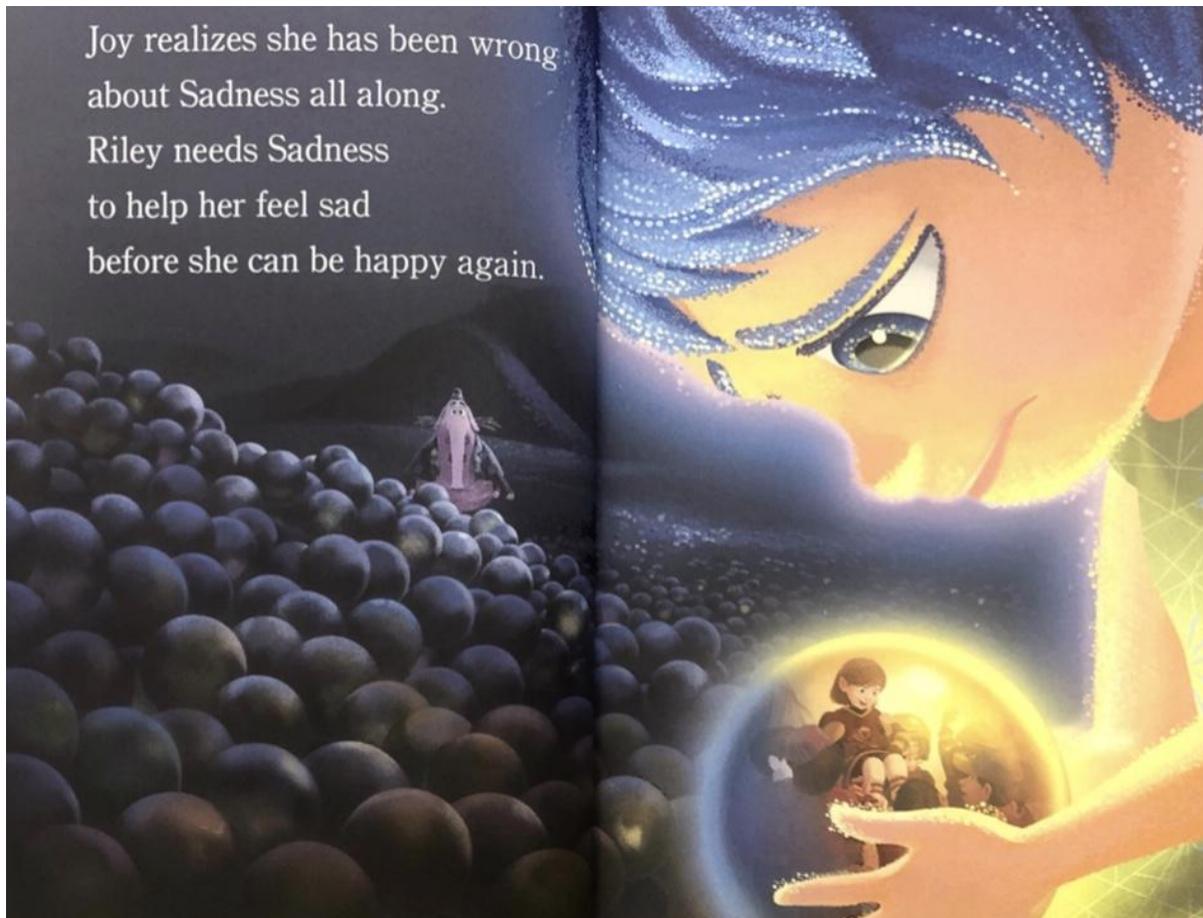
Create/perform:

Students will be able to demonstrate emotions with movement. You can have the students perform for each other by asking each student to pick an emotion that was their favorite. Play music while having each group of emotions perform in front of their other classmates.

Connect/analyze:

Page 4: "Joy realizes she has been wrong about Sadness all along. Riley needs Sadness to help her feel sad before she can be happy again." How do we balance our emotions in our daily lives?

Page 5: "Riley tells her parents that she misses her old home. Her parents let her know that it is okay to feel sad. They hug." Ask students to think of someone they can talk to when they are feeling sad, angry, or hurt.





Joy lets Sadness take control.
Sadness helps Riley
feel really sad.
Riley realizes she does not
want to run away.
She goes back to her parents.



Riley tells her parents
that she misses her old home.
Her parents let her know
that it is okay to feel sad.
They hug.



Now all the Emotions work
together in Headquarters
to help Riley.