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| Lesson Plan: Emotions |
| Date:  | **Class:** Classroom, level, # of students |
| ALT:  | **Time:** Period, Class time, Time available |
| Lesson Objective: To have students learn and practice saying emotions |
| Notes: For Special Educational Needs students, it is especially useful for them to practice these words for better communication of their feelings and needs. Therefore, tell them how important it is for them to study the expressions about emotions. |

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| Activity | Topic/Vocab/Expressions/Aim | Materials | Types of Intelligence |
| Greetings | **Usual Greetings**e.g., Hello! How are you today? I’m great, hungry, tired, etc. (Do not accept “fine” for *genki*!) | **Nothing**If needed, use **feelings/emotions Flashcards** | **Visual** (flashcards)**Interpersonal** (greeting) |
| Engage | **If You’re Happy And You Know It**Sing the song together. | **Music** (or instrument) | **Visual** (seeing actions with everyone in the group) **Musical** (song)**Kinesthetic** (body movement) |
| Study | **Practice**Have students repeat each emotion word after the teacher/ALT. As each emotion is spoken, try to act it out or make an appropriate facial expression together.Practice building short sentences after each emotion word is learned:“I feel \_\_\_\_\_\_\_.” (e.g. “*I feel angry.*”)“I am \_\_\_\_\_\_\_.” (e.g. “*I am sleepy.*”)  | **Flashcards Powerpoint** | **Visual** (flashcards, PPT, actions/expressions)**Linguistic** (pronunciation)**Kinesthetic** (body movement or expressions)**Interpersonal** (group work) |
| Activate | **Hot Potato Game**Arrange students in a circle and give one student a ball/stuffed animal. Students will pass around ball/stuffed animal as music plays, and when the music stops, student holding the ball/stuffed animal must say a sentence (“I feel \_\_\_\_.”) and act out an emotion as given by a flashcard. | **Ball** **Stuffed Animal****Music****Flashcards** | **Visual** (flashcards)**Musical** (song)**Linguistic** (pronouncing emotion words)**Kinesthetic** (body movement) |
| Wrap-up | **Reflection and Farewell**As a group, have students give their opinion of the class. They can practice saying how they feel. Say good bye. | **Nothing** | **Kinesthetic** (body movement)**Interpersonal** (group work) |

**Detailed Lesson Plan**

**If You’re Happy And You Know It:**

Your students are probably familiar with this song already, so it may be a good idea to introduce a few more variations into the song lyrics. For instance:

1st Verse: If you’re happy and you know it, clap your hands (\*clap twice\*)

 2nd Verse: If you’re angry and you know it, stomp your feet (\*stomp twice\*)

3rd Verse: If you’re sad and you know it, say “boo hoo”

(\*say “boo hoo” while making crying motions with hands\*)

**Practice:**

Have the students repeat each emotion word after the teacher/ALT says them. As each emotion word is spoken, try to act it out or make an appropriate facial expression together. For example, you could close your eyes and yawn for “sleepy.” This will help to solidify the word with its meaning though actions.

Furthermore, practice building simple, short sentences after each emotion word is learned:

“I feel \_\_\_\_\_\_\_.” (e.g. “I feel angry.”)

“I am \_\_\_\_\_\_\_.” (e.g. “I am sleepy.”)

These sentences can be written on a board or displayed in a PPT as reference for the students. Once these sentences are learned, you can enforce their usage when asking “How are you?” at the beginning of each class.

The Face (<http://www.mrprintables.com/learning-about-emotions.html>) would also be a useful tool during practice. The teacher can shift the features on the Face for each emotion, or the teacher can ask students to shift the features.

**Hot Potato Game:**

Arrange students in a circle and give one student a ball. A stuffed animal would work too. Students will pass around the ball/animal as music plays, and when the music stops the teacher must show the student holding the ball/animal an emotion flashcard (e.g. “happy”). The student must then say a sentence with that emotion (“I feel happy!”) and then act it out, as they did in the practice session. Be sure to give hints or help the student if (s)he is struggling. If the student is too shy to act it out (this may happen!), try to call on a volunteer student to act it out instead. Then, resume playing the music and repeat with the rest of the emotion flashcards.

\***Song Recommendation\***: “Happy” by Pharrell Williams

**Resources:**

Making Face <http://www.mrprintables.com/learning-about-emotions.html>

Feelings Flashcards <http://esl-kids.com/pdf/feelings/small-feelings-words.pdf>