Lesson 4

Reading emotions in social situations

Includes SEL strands: **SocA**   Estimated time: **60-90 minutes**

Lesson overview	Introduction, discussion, discussion, plenary
Learning objectives	**Key question:** How do I recognise the emotions of others? **Students will be able to:** ▶ Identify the emotions of others ▶ Develop a vocabulary to identify and describe emotions in different situations
Materials and preparation	**Leaders will need:** ▶ L4R1 Photographic scenarios (presentation/print/web version
Introduction (10 minutes)	Introduce the lesson and explain its objectives. Remind learners of the learning agreement, and help and support mechanisms.
Ask	Why does behaviour change depending on where we are and who we are with?

Activity One (20-30 minutes): Discussion

Discuss why behaviour changes in different situations, such as:	▶ School ▶ Home ▶ Lunch queue ▶ Changing rooms ▶ Online or offline
You might ask:	▶ How do you behave at school and how is this different from home? ▶ How do you behave differently in the lunch queue to the rest of the school day? ▶ Is there a difference between online and offline behaviour?
Consider the situations with a range of groups such as friends, family, strangers. How would you behave differently with each different group? Which of the above situations can be the most difficult?	▶ Who feels got at/intimidated/anxious? ▶ What roles do different people take?

A set of 10 Social and Emotional Learning (SEL) lessons aimed at combatting bullying in a school environment by developing the social and emotional skills of young people aged 11-14.

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Activity Two (20-30 minutes): Discussion – reading emotions in social situations

Either

- ▶ Divide the students into groups of 4 and:
  - ▸ Provide each group with copies of the photos (L4R1 print), or
  - ▸ Show the photos in the presentation (L4R1)
- ▶ Ask the students to discuss what emotions the individuals in the images are experiencing
- ▶ Ask the students to categorise each emotion into positive or negative
- ▶ Bring the group together again and discuss the decisions made by the students - how good are you at reading the emotions of others?

Or

- ▶ Show the class as a whole group the Body Language Quiz from *http://greatergood.berkeley.edu/ei_quiz/*
- ▶ Ask the class to individually write their answer on a piece of paper (or use a class voting system) and note if they were correct
- ▶ Note the majority answer for each slide
- ▶ After the 20 questions ask the class members 'how good are you at reading the emotions of others?'

Closing (5 minutes) Review the learning Ask	What have you learnt today? Have you enjoyed the session? What have students learned about how their own emotions affect the behaviour of others?
Progression	Where next? Advise students that the next lesson will look at emotions and bullying specifically. We will discuss the excuses people use to excuse their behaviour.
Take-away task	Using any form you prefer (apps, notes, paper, blogs) keep a diary and record the situations you find yourself in, your emotions and the emotions of others. Be honest and try to record the impact your mood may have had on others. Some useful apps for your mobile device may include Evernote, Padlet, Socrative, TitanPad or StickyMoose.
Supporting activities	MEDIA. Students create their own digital images demonstrating mood. Use images to create a game or quiz for other students. Appropriate photo imaging apps may be *Enlight*, *SnapSeed*, *Google Image Edit*, *Brushstroke*
	ART. Create a collage to add to the class portfolio. If creating digital collage then apps may include *Capcam*, *PhotoCollage*, *Fotor*.
	TECHNOLOGY. Use a series of profile pictures from an image search engine (e.g. Google search: Profile Picture) and explore emotions expressed in images.
	WRITING. Create a diamante poem using image and words (*Diamante Poetry*)
Links	Apps: see table in national implementation toolkit
	L4R1 alternative for English speakers: *http://greatergood.berkeley.edu/ei_quiz/*