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Description automatically generated with medium confidence**Emotion Awareness Lesson Plan: Purpose**

**of Emotions**

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| **SMART Goal** | By [DATE], [educator] will provide explicit instruction on the purpose of emotions for [target student(s)]. [Student(s)] will learn that emotions give important adaptive information about a situation, a person’s thoughts, and a person’s personal values. By the end of the lesson, [student(s)] will be able to identify one purpose for at least three emotions. | |
| **Planning** | Date | [DATE] |
| Context: | 1:1 time with [STUDENT] or group session format  Estimate 20-30 min |
| Materials needed | Depending on instructional strategies to be used, materials may include:   * white board or large paper pad, with pens/markers, * visual supports to depict emotion examples, including pictures, story/books, and videos, * video projection equipment as needed, * emotion examples for instruction and student independent practice, * data collection form. |
| **Instructional Format & Strategies** | Lesson Opening: | Use all the following strategies to open the lesson. Check off as completed:   * Gain student attention/use attention signal. * Review schedule. * Review behavioral expectations. * State lesson goal: *To learn about the purpose of specific emotions*. * Review any prerequisite vocabulary/understanding/skills/strategies. * Define/describe the concept/skill/strategy to be taught: *To learn about emotions as important adaptive experiences in the brain and body; to learn what information specific emotions give about a situation, a person’s thoughts, and a person’s personal values.* |
| Lesson Body: | Use all the following strategies to open the lesson. Check off as completed:   * Teacher provides a model(s)/example(s)/ demonstration(s) of concept (with verbal explanation, pictures, story/book examples, and/or video resources).   + Ex. 1: “Anger helps others know that someone is distressed, mad, or very upset. Anger can tell others, ‘Go away’ or ‘Help me now.’ What do you think this [character’s] anger is doing for them?”   + Ex. 2: “Anxiety tells a person that something is wrong or dangerous, and they should run away, fight, or freeze. Anxiety does not always know what’s *actually* dangerous. I feel a lot of anxiety about going to the dentist. Is that dentist dangerous?”   + Ex. 3: “Happiness tells others ‘Come join me,’ ‘I like it,’ ‘Things are going like I expect.’ This [character] wants others to know they are happy with the party decorations. They show that with smiles, high fives, and kind words. The other characters stay close to them to enjoy the happiness.” * Teacher provides prompted/guided practice opportunities (prompting students to identify the emotion expressed, the outcome of emotion expressions, and the purpose served). * Teacher provides independent practice opportunities using pictures, story/book examples, and/or video resources.   Instructional strategies & supports used:   * + - visual supports\*✝, such as pictures of emotions, story/book examples, video examples of emotions,     - video-Modeling✝ of emotions,     - role-play,     - social stories\*\* or social narratives, and     - other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Lesson Closing with Generalization: | Use all the following strategies to close the lesson. Check off as completed:   * Assess student understanding, as evidenced by independent practice during lessons (can identify emotion and result of emotion expression of at least 3 emotions). * Quick review of what was learned. * Assign independent practice/homework, such as bringing examples of emotions from favorite media to next meeting, bringing personal examples of both comfortable and uncomfortable emotions to next meeting, or bringing observed examples of emotions to next meeting. * Other practice opportunities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Behavior Management\*** | Choice of reinforcement for student engagement: | * Individual reinforcement✝ * Group reinforcement * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Data Collection** | Measurement Method: | Percentage of correct answers during independent practice opportunities (# correct answers / total # of questions) |
| Collection Procedure: | Recorded live during student independent practice |
| **Data-based evaluation and adjustment** | Mastery Criteria: | Student(s) can identify the purpose of at least 3 emotions |
| Adjustment Criteria: | Student(s) can identify 0-2 purposes of emotions. |

For further Information:

\*A detailed review of these strategies can be found online by registering for a free account at [triad.vkclearning.org](https://triad.vkclearning.org/en-us/) and accessing the information in the School-Age Services folder, with special attention to resources related to Academic Instruction, Classroom Supports, and Reinforcement in the Classroom.

\*\*Visit <https://carolgraysocialstories.com/social-stories/> for more information on Social StoriesTM

✝These topics and strategies are comprehensively addressed in the following AFIRM modules (<https://afirm.fpg.unc.edu/afirm-modules>):

* *Modeling*
* *Video modeling*
* *Prompting*
* *Peer-mediated Instruction and Intervention*
* *Social Narratives*
* *Visual Supports*
* *Reinforcement*