

Unit Title: Emotions: Connecting SEL to Dance

Grade Level: 3rd grade

Unit Duration: 7 class sessions total

Standards Addressed:

- DA:Cr1.1.3
- DA:Re8.13
- DA:Pr4.1.3c
- DA:Cn10.1.3
- DA:Cr2.1.3
- DA:Pr5.1.3

Essential Questions (guiding questions):

- *What are emotions?*
- *How can emotions be expressed through movement?*
- *What are some self-management techniques to use when we need to feel calm on the inside (self-control)?*
- *Students will know how to treat themselves and their classmates with respect and empathy.*

Goal Statements/Big Idea(s):

- Students will understand emotions and how to express them through movement.
- Students will learn how to control and self regulate their emotions.
- Students will know how to be empathetic towards themselves and others.

Objectives:

- Students will be able to decipher various emotions, through *The Color Monster*, identifying at all 6 of the emotions.
- Students will be able to take internal emotions and **express** them externally, through movement, by clearly identifying **all 6 emotions** and conveying them, as well as their **opposites**, through the body.
- Students will be able to regulate their emotions, by distinguishing when it is appropriate to use **self-control**, through the use of both self-management skills learned in lesson 3.
- Students should be able to apply their differentiations of emotions, in a group setting, through the inclusion of **teamwork**, **empathy**, and respect.

Unit Summary: Students will begin the unit by reading the book “The Color Monster.” They will become familiar with most common emotions, and transition into learning about what opposite emotions look and feel like. Once students are comfortable and can accurately describe different emotions both vocally and physically they will begin to learn how to control such emotions. Students will dig a little deeper into uncomfortable feelings and they will learn new coping skills with how to manage those feelings. By the very end of the unit, students will be able to show empathy towards one another and be able to identify when one of their peers might be experiencing a strong emotion so that they can best support each other.

Assessment Plan:

- **Formative:**
 - Lesson 1 - students are being assessed on their ability to use a movement or a pose to portray any given emotion (used in class) well enough for their classmates to know which emotion it is.
 - Lesson 2 - students are being assessed on their ability to connect opposite emotions to locomotor movements. As well as, their ability to work in pairs and create a dance.
 - Lesson 3 - Students will be assessed on the completion of the worksheet. Each element (circling emotions, drawing pictures, and associated movements) are each worth 1 point. Assessment is a total of 4 points. Students must score 3/4 to pass. Students will be assessed on their proficiency in self-management strategies with a rubric.
 - Lesson 4 - Dancers are asked to simply answer 5 questions in the form of an exit slip, reflecting on their own dance ability and their feelings towards working in groups. They will receive a participation point if all questions are answered.
- **Summative:** Lesson four - students are asked to create a short dance phrase as a group. They must portray their 2 opposite assigned emotions clearly, and work completely collaboratively to receive full credit.

connect emotions to locomotor movements. As well as if the students show opposite emotions in their dances. Aside from just identifying the emotions and their oppositions students should be able to work collaboratively with a partner in creating a dance.

Title of lesson 1: Introduction to Our Emotions

Standards: DA:Cr1.1.3

Grade: 3rd Grade

Time: Two class periods

Materials:

- *The Color Monster* by Anna Llenas
- Flash cards with emotions written on them
- Music playlist on Spotify for meditation
<https://open.spotify.com/track/2Qmg0oyUxivJVhVxbXEZcO?si=aR9TmFC2SOGq6K73-mLK6Q>
- Polly dots
- Folded paper with different feelings on them.

Objectives:

- By the end of class students will be able to identify at least 3 out of the 5 emotions shown in the, *The Color Monster* book.
- Students will be able to individually translate emotions (happy, sad, angry, fear, and calm) into a movement or pose after practicing as a class.

Lesson:

Warm-up: Students will play a quick warm up game, *Walk The Line* to review some locomotor movements we focused on last class. The actions I'll give are, "**Hop** to the line if you have blue eyes. **Skip** to the line if you have brown eyes. **Jump** to the line if you have green eyes. **Roll** to the line if your favorite food is pizza. **Leap** to the line if your favorite food is ice cream. **March** to the line if you have a dog. **Run, safely,** to the line if you have a cat. **Crawl** to the line if you have a fish. **Gallup** to the line if you have a farm animal. **Slide on your butt** to the line if your favorite holiday is Christmas. **Slide on your feet** if your favorite holiday is Halloween. **Leap** to the line if your favorite holiday is your Birthday." Then I will have students **gather in a circle** to wait for the next activity.

Theme: Students will start by listening closely to the story *The Color Monster*. As they encounter the emotions in the book, students will be asked to show what these emotions look like

on their faces. On page 9 “This is happiness”, ask students “Using your face can you show me what happiness looks like?” On page 13 “This is sadness”, ask students “Using your face can you show me what sadness looks like?” On page 17 “This is anger”, ask students “What does an angry face look like?” On page 21 “This is fear”, ask students “What do you look like when you are fearful?” On page 25 “This is calm” ask students, “What do you do when you’re calm?” Once I’m done reading the book I will hold up **flash cards** that have the emotions used in the book. The dancers then will be asked to show with movement what that emotion looks like to them. We will repeat this a couple of times to make sure all students can identify and separate the emotions.

Centering: I will collect dots from our circle and disperse them around the room. Students will find a dot away from others so they are in their own space. They will sit criss-cross applesauce with their hands on their knees. The dancers will then be asked to **meditate for 3 minutes** to help recenter their emotions that they were exploring today. The song used is *Waves* by Opus Monik. <https://open.spotify.com/track/2Qmg0oyUxivJVhVxbXEZcO?si=aR9TmFC2SOGq6K73-mLK6Q>

Closure: Students will sit in a circle with a **folded piece of paper** on the ground in front of them. Going one by one the students will stand up, open their paper, and express the emotion they were given without using words, only using movement. The other students will raise their hands and try to guess which emotion they are trying to show.

Assessment: Students will be assessed formatively on whether or not they can identify the emotions discussed in the lesson. In addition students will need to show a movement or facial expression to get full points. Students will sit in a circle with a folded piece of paper on the ground in front of them. Going one by one the students will stand up, open their paper, and express the emotion they were given without using words, only using movement. The other students will raise their hands and try to guess which emotion they are trying to show. I will use a rating scale to document students' participation and knowledge obtained from the lesson.

Modifications: The flash cards used in the theme will include 2 languages, english and spanish for my ELL. As well as a picture of an emoji to help my students who are visual learners and students who may be deaf. Students who may have an injury can also use a pose instead of movement to show these emotions.

Title of lesson 2: Opposite Emotions

Standards: DA:Re8.13

Grade: 3rd Grade

Time: One class session

Materials: Paper and pencil for papers to be put up on the wall, the smart board to play music and an apple watch to stop and play the music when needed.

Objectives: Working Collaboratively with a partner students will create a short phrase that clearly shows one form of opposite emotions with at least 2 different movements that show the emotion.

Lesson - Students will work in pairs to show opposition within each other and choose with each other who will be performing what.

Warm-up - Class will begin with the teacher asking the students to demonstrate what opposite emotions look like through movement. Ex: “What does a happy dance look like?” “What does a sad dance look like?” There will be a few like this to get the students interacting then the actual warm up will be the emotion freeze dance. This is when the teacher puts up on the smart board an emotion and a description of the emotion along with a picture and plays music that suits that emotion and students will dance and show what that emotion looks like. When the music stops students will freeze and the teacher will point out nice poses that accurately fit the definition of the emotion on the board.

Theme - Students will be put in pairs and each student will be given an emotion, each pair will have opposites. They must work together to create a small phrase that shows the two emotions and how they are opposite.

Centering - Students will participate in mindful minutes to help them each reach a calm state, this will be set up on the smartboard and students will follow along.

Closure - To close off the class the teacher will ask students to put their shows in a sad state and then line up for class in a happy way. To really connect the opposition of emotions to their everyday life.

Assessment: Students will be assessed formatively, it will be based on whether the students can accurately connect emotions to locomotor movements. As well as if the students show opposite emotions in their dances. Aside from just identifying the emotions and their oppositions students should be able to work collaboratively with a partner in creating a dance.

Modifications: If students are injured or do not feel well they can use gestures instead of a dance showing how emotions can connect to a simple gesture, this can apply to facial expressions as well.

Title of lesson 3: Expressing and Controlling Emotions

Standards: DA:Cn10.1.3 & DA:Pr4.1.3c

Grade: 3rd Grade

Time: Two class periods

Materials:

- Poly Dots
- Pencils
- Emotion worksheet:
<https://docs.google.com/document/d/1cPKjIUzusQ0Kl5i7loj334TlDsdga5pLwo5YTvDcJrE/edit?usp=sharing>
- Screen for video: <https://www.youtube.com/watch?v=O29e4rRMrV4&t=100s>
- Instrumental music

Objectives:

- Students will be able to take what they are feeling on the inside and **express** it externally through movement, focusing on current emotion identified in the worksheet, utilizing at least 3 different movements.
- Students will be able to exhibit **self-control**, utilizing at least 1 of the 2 calming self-management techniques, identifying when it is appropriate to control emotions.

Lesson:

Warm-up:

Happy, sad, controlled: Spread green, blue, and red poly dots throughout the room. Assign students a locomotor movement to perform throughout the room (walk, skip, chasse, hop, etc.). *When you come across a green dot, you freeze and do a happy face/movement! When you come across a blue dot, you freeze and do a sad face/movement. When you come across a red dot, you stop, close your eyes, and take a deep breath, finding control.* Change locomotor movement frequently. Music on.

Theme:

Introduction (HOOK): Students form a circle. Q: *Okay friends! We've already done happy (say with happy face) and sad (sad face) emotions today in our warm up, but can I have at least 3*

hands raised to tell the class some of the emotions we've been working on? Go over the emotions, with faces and movements.

Emotion Worksheet Activity:

- Q: *What are emotions?* Emotions are what we feel on the inside. Take out emotion worksheet, review all of the emotions on paper. Tell students that we are doing one step at a time. Students will first circle how they are feeling. Then they will sketch 3 quick drawings that match how they're feeling (i.e. sun for happy, rain for sad, etc.).
- Stop and talk: *Now we're going to take our emotions and flip them inside out! Let's take what's on the inside and express it on the outside!*
- Students each choose one drawing and brainstorm and write or draw movements that match their emotion and image
- *Let's stand up!* Give students time to put their movements together (at least 3 movements). Remind students to always think about using different levels. Light instrumental music is playing in the background.

Self-Control Activity: Circle up. *It feels so good to express our emotions on the outside! However, there are some times when we have to control our emotions; this is called self-control. Can you think of when we might want to keep our emotions on the inside?* (Discuss examples: *Maybe you're sitting on the bus and are feeling a bit worried, or you're angry because mom is on the phone and you want to talk to her.*) *Let's learn some self-management tools that we can use to make us feel calm inside!*

- **Rainbow Breathing:** Follow along with the video. Remind students to utilize the whole rainbow, taking deep slow breaths. *Don't you feel so much better already?*
- **5 Finger Breathing:** Demonstrate and have students follow along; inhale in as you trace up the finger, exhale out as you trace down the other side of the finger. Ensure student's go slowly and take deep breaths.

Centering: *Now you choose!* Have students pick one of the self-management techniques to practice on their own. Assess students with rubric.

Closure: Circle up: Qs for discussion: *What are emotions? How do we turn our emotions inside out (EXPRESSION)? What is self control? When might we need to have self-control? What are some self-managment techniques to use when we need to feel calm on the inside?*

Assessment:

- Students will be assessed on the completion of the worksheet. Each element (circling emotions, drawing pictures, and associated movements) are each worth 1 point. Assessment is a total of 4 points. Students must score 3/4 to pass.
- Students will be assessed on their proficiency in self-management strategies with the following rubric:

1	3	3
Student demonstrates little self control through not taking the self-managment strategies seriously, put in little effort, and do not perform movements correctly.	Student demonstrates some self-control through proficiency in at least one of the 2 self-management techniques through good effort, but room for improvement in execution of movements.	Student demonstrates self-control through proficiency in at least 1 of the 2 self-managmenet techniques through full, serious effort, and correct demonstration of movements.
		Total: /3

Modifications:

- Bilingual translation of worksheets for ELL students
- Visual aids of emotions for hard of hearing students and visual learners (multiple intelligences)
- Self-management technique movments can be performed sitting

Title of lesson 4: Empathy and Teamwork

Standards: DA:Cn10.1.3, DA:Cr2.1.3, and DA:Pr5.1.3

Grade: 3rd Grade

Time: Two classes sessions

Materials:

- Rubric
- Polly Dots
- Exit Slip
- Pencils

Objectives: Students will be able to apply knowledge of **emotions**, including **opposites**, **expression**, **self-control**, and **empathetic teamwork**, through creating and performing a dance based on emotions.

Lesson:

Warm-up: Dancers will do a circuit activity. Each circuit will incorporate one of the emotions discussed in earlier lessons. One circuit will be **happy jumping jacks**. The second circuit will be **sad butterfly stretches**. The third circuit will be **angry marches**. The fourth circuit will be **fearful leg stretches** (feet together, touch your toes, then crouch to the ground in fear). The fifth circuit will be **calm crunches**. There will be a 2 minute long timer on the screen so dancers know when to switch groups.

Theme: Students will pick a **number out of a bin**, numbers 1, 2, or 3. Once they have their numbers they will meet with either group 1, 2, or 3. **One person** from the group will then pick another paper from the bin. These papers will have the **opposite emotions** each group will be assigned (happy and sad, angry and calm, and fear and silliness). They will then be asked to work as a group to create a dance phrase, focusing on the first emotion for the first half, and for the second half, they will focus on the opposite emotion. Students will have two class periods to work on this. They will then as a **group, perform** these dance phrases for their classmates during the second class period.

Centering: Students will gather in a circle and do our two self-management techniques to work on self-control.

- Rainbow breathing
- 5 finger breathing

Closure: Students will do an exit slip to quickly self-assess and to reflect on their experience working in a group.

https://docs.google.com/document/d/1D0hnppRBc9F0bYgFbTwHjdxVBYPL0Rnf_w4nCwZOsDw/edit

Assessment: Students will have a summative assessment based on their ability to work together effectively to create and perform a dance that correlates to their assigned emotion. This summative assessment assesses the key elements of the entire unit, and will be graded through a rating scale below, to make grading effective. No music will be used. The formative assessment, dancers are asked to simply answer 5 questions in the form of an exit slip, reflecting on their own dance ability and their feelings towards working in groups. They will receive a participation point if all questions are answered.

Key Elements:	1	2	3
<u>Teamwork:</u> Students exhibit empathy and teamwork throughout the creative process, utilizing polite manners, language, and compassion through taking turns, listening, and self-control .			
<u>Choreography:</u> Students utilize different locomotor and axial movements, as well as levels, to create a dance that depicts intended emotion. Opposite emotions are clear and juxtaposing.			
<u>Performance:</u> Students' intended expression is clear to the audience through use of gestures and facial expressions. Students exemplify full effort, energy, and showmanship.			

	Total: /9
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Modifications: Students who are sick or injured can draw what the feelings look and feel like. Using paper, and colored pencils. Students who have a language barrier may work in groups together to make sure they can communicate properly.