

# FAB 5 PEACE Program



Physical Education Activity-based  
Character Education



# **FAB 5 Physical Education & Activity-based Character Education Program**

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When considering all that encompasses the spectrum of health and wellness, so often social and emotional awareness is overlooked. Without assistance, a child cannot learn the skills needed to understand, recognize and cope with their emotions; they need to be taught.

In a society where both parents work, children receive much of their education from daycares, schools, after school organizations and recreational activities. Today's youth face complex social and emotional issues; therefore, we have an obligation to teach them not only about their emotions, but also healthy ways to express them.

This curriculum covers the Eight Basic Emotions that are common to everyone. In six modules and ten lessons, students will move from awareness of their emotions, to understanding the effects of their emotions to coping with their emotions. Specifically, the Lessons cover: identifying emotions, recognizing emotions, recognizing facial and body cues, comparing emotions, translating self-talk, responding to emotions, understanding trigger events and coping with emotions.

While engaging in the fun activities throughout this curriculum, students will learn how their emotions and choices affect their everyday lives.



# To the Teacher

Welcome to the **FAB 5 Physical Education & Activity-based Character Education Program!** This curriculum enables counselors and classroom, health and PE teachers to teach their students social and emotional concepts creatively and effectively. The activity-oriented lessons will keep students moving and improving their fitness while mastering the knowledge and skills they need to be socially and emotionally fit for life!

The **FAB 5 PEACE Program** begins with a Lesson introducing the FAB 5 characters – B.C., Max, Maddy, Cardio Kid and Flexy. Modules of one or two Lessons with daily Lesson Plans follow. **Module Guidelines** provide the teacher with the following tools to ensure that the delivery of the Lessons is successful:

- Number of Lessons in the Module
- Social and Emotional Goals
- Essential Questions
- Key Vocabulary
- Methods of Assessment
- Subject Integration
- NASPE Standards

Each Lesson includes:

- Objective
- Lesson Plan
- Key Vocabulary Words
- Methods of Assessment
- Equipment lists

Each Lesson Plan includes:

- Instructions to the Teacher (to do prior to lesson)
- Lesson Focus activity
- Wrap-Up/Cool Down activity
- Warm-Up activity
- Content Introduction to Student
- Introduction activity

The Introduction activity for each lesson is specifically designed for either the classroom or the gym. This allows the classroom teacher or counselor to introduce the concept and the PE teacher to then reinforce the concept through movement.

Since the Modules and Lessons build upon each other, they should be taught in order. The following is a list of the Modules with a short explanation of the content:

- **Module 1:** Cardio Kid Introduces the Eight Basic Emotions in a fun and exciting way to get students moving while learning.
- **Module 2:** Maddy begins showing the students how to recognize body and facial cues.
- **Module 3:** Max explains emotional triggers and the importance of using positive self-talk.
- **Module 4:** Flexy describes the choices we have in responding to the emotions we feel.
- **Module 5:** B.C. helps us understand how we choose to deal with our emotions will lead to positive or negative consequences.
- **Module 6:** The FAB 5 assists students to put into practice the social and emotional information they have learned.

Students will love learning social and emotional concepts through activities! They will leave the classroom or gym prepared with the knowledge and skills needed to make better choices regarding how they react to emotions.



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## Module 1

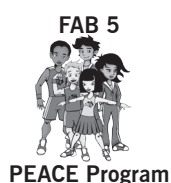
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**Acceptance:** realizing something is true and therefore agreeing with it

**Anger:** a feeling of extreme annoyance

**Anticipation:** a feeling of looking forward to something that is going to happen, usually eager and can be uneasy

**B.C.:** FAB 5 character who represents Body Composition

**Body Cues:** the emotional information we show without speaking by the way we move or hold our body.

**Cardio Kid:** FAB 5 character who represents Cardiorespiratory Endurance

**Closed Body Posture:** a closed body is displayed by a tight body position with folded arms and slumped chest

**Coping Skills:** skill needed to deal with a difficult problem or situation

**Consequence:** the positive or negative result of an action

**Disgust:** a feeling of strong disapproval

**Emotions:** feelings that affect our thoughts and the way our body feels

**Emotional Awareness:** being aware of our feelings during a situation

**FAB 5 Characters:** the characters in this manual: B.C., Max, Maddy, Cardio Kid and Flexy

**Facial Cues:** the emotional information we show on our faces without saying anything

**Fear:** a feeling of discomfort caused by the presence or anticipation of danger

**Flexy:** FAB 5 character who represents Flexibility

**Joy:** a feeling of great happiness

**Maddy:** FAB 5 character who represents Musclar Endurance--fraternal twin of Max

**Max:** FAB 5 character who represents Musclar Strength--fraternal twin of Maddy

**Negative Emotions:** a feeling that results in unhappy or discouraging thoughts or actions

**Open Body Posture:** an open posture is displayed by a relaxed body position with open arms and chest

**Positive Emotions:** a feeling that results in happy or encouraging thoughts or actions

**Sadness:** a feeling of unhappiness or sorrow

**Self-Talk:** positive or negative thoughts that explain our feelings about a situation

**Surprise:** a feeling of unexpected happiness

**Trigger Event:** a situation that causes an emotional reaction





# Equipment and Resources

In Order of Use

Equipment	Lesson
Foam Balls	Introduction Lesson, 3, 6
Cones	1, 2, 3, 4, 5, 7, 8, 9, 10
Small Containers to hold cards	1, 2
Writing and Drawing Utensils---Markers, Crayons, or Pencils	2, 3, 4, 8, 9
Poly Spots	2, 8
Balloons	2
Stop Watch	2
Butcher Paper	3, 4, 8
Paper	4
Hula Hoops	4, 7, 10
Flag Belts	5, 8
Container for Foam Balls	6
Envelopes	7
One Large Foam Ball	8
Music	8
Containers for Writing Utensils	8
Tennis Balls or Whiffle balls	10

Resource CD	Lesson
FAB 5 Group Poster	Introduction Lesson
FAB 5 Character Sketches	Introduction Lesson
Emotion Face Posters with Words	1, 2, 3, 4, 7, 8
Emotion Bingo Cards with Words	1
Emotion Spinner with Words	1, 2
Locomotion Spinner	1
How to Make Spinners	1
Emotion Exercise Signs	1, 3, 8
Emotion Face Cards	1
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Emotion Charade Cards	2
Emotion Spinner with Faces	3
Trigger Event Cards	4
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# Introduction Lesson Meet the FAB 5

## Introduction Lesson Guidelines

### Introductory Lesson:

One detailed Lesson Plan that introduces the FAB 5 characters in *FAB 5 Physical Education Activity-based Character Education Program*

### Social and Emotional Goals:

Understand the five characters that are an integral part of the *FAB 5 Physical Education Activity-based Character Education Program* lessons.

### Essential Questions:

- Who are the members of the FAB 5?
- What does the FAB 5 have to do with Social and Emotional health?

### Key Vocabulary:

FAB 5, B.C., Max, Maddy, Cardio Kid, Flexy

### Methods of Assessment:

- Reflective Questions
- Group Discussion

### Subject Integration – Creative Arts, Math, Reading, Writing

- **Creative Arts** – Lesson Focus: *Act Out the FAB 5*
- **Reading** – Lesson Focus: *Act Out the FAB 5*



FAB 5



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## Character Introduction

Lesson Focus

### Lesson Focus

#### Objective:

Students will work in a small group to act out and describe the FAB 5 characters.

#### Equipment:

- FAB 5 Group Poster
- FAB 5 Character Sketches

### Act Out the FAB 5

#### Explanation:

The FAB 5 wants all kids to be fit. They want everyone to have physical, social and emotional health. There are five members of the FAB 5: B.C., Max, Maddy, Cardio Kid and Flexy.



ACTIVITY

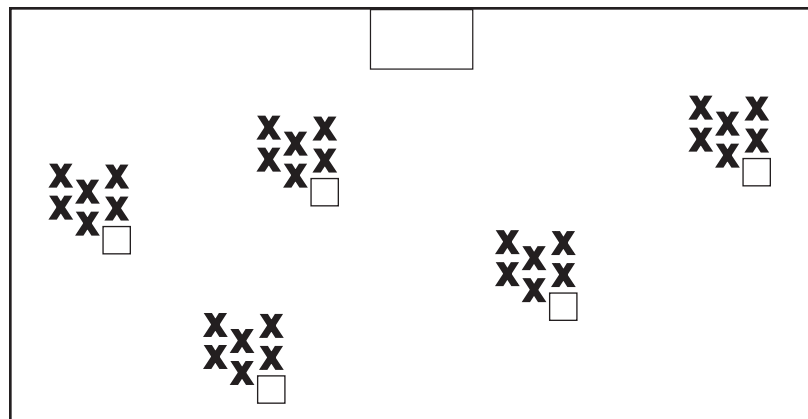
#### Directions:



1. Post the FAB 5 Group Poster.
2. Divide the class into six groups and assign each group a FAB 5 character. Give each group the appropriate character sketch.
3. Each group reads their character's description and prepares a presentation to introduce their FAB 5 character to the rest of the class. The students will act out their character's story. For example: one student can read the story aloud as the other group members show the character during the stages of the story, as in charades.
4. After the groups have had time to prepare their presentation, each group will present to the rest of the class. Before the presentations begin, review good listening skills with the whole class.

#### Assessment – Group Discussion:

After each group's presentation, have other students compliment the presenting students on their presentation.

#### Diagram:



 = FAB 5 Group Poster    **X** = Students     = Character Sketches





# Cardio Kid Gets Emotion into Motion

## Module 1 Guidelines

**Module One:**

One detailed Lesson Plan that focuses on the Eight Basic Emotions.

**Social and Emotional Goals:**

Understand that everyone has the same Eight Basic Emotions

**Essential Questions:**

Why are emotions important to understand?

**Key Vocabulary:**

Emotions, Acceptance, Anger, Anticipation, Disgust, Fear, Joy, Sadness, Surprise

**Methods of Assessment:**

- Observations
- Reflective Questions
- Think-Pair-Share

**Subject Integration – Creative Arts:, Math, Reading, Writing**

- **Creative Arts** – Lesson 1, Warm-Up: *Animal Sounds*
- **Reading** – Lesson 1, Lesson Focus: *Know Your Emotions Bingo*

**NASPE Standards:**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.





# Cardio Kid Gets Emotion into Motion

## Lesson 1

### Identify the Eight Basic Emotions

#### Lesson Plan

#### Objective:

Students will be able to identify the Eight Basic Emotions while participating in fitness activities.

#### Lesson Plan:

- **Introductions to Teacher (to do prior to lesson)**
- **Content Introduction to Students**
- **Introduction:** *Emotions Scramble*
- **Warm-Up:** *Animal Sounds*
- **Lesson Focus:** *Know Your Emotions*
- **Wrap-Up/Cool Down:** *Toss Around the Emotions*



#### Key Vocabulary Words:

Emotions, Acceptance, Anger, Anticipation, Disgust, Fear, Joy, Sadness, Surprise

#### Method of Assessment – Reflective Questions:

- Ask students to share a time they felt acceptance, anger, anticipation, disgust, fear, joy, sadness and surprise.
- Ask students to list the Eight Basic Emotions with a partner.

#### Required Equipment:

- Cones
- Small Containers for Emotion Face Cards

#### Resource CD Items:

- Emotion Face Posters with Words
- Emotion Bingo Cards with Words
- Emotion Spinner with Words
- Locomotion Spinner
- Emotion Exercise Signs
- Emotion Face Cards
- How to Make Spinners



# Cardio Kid Gets Emotion into Motion

## Lesson 1

## Identify the Eight Basic Emotions

Instructions to the Teacher (to do prior to Lesson)

Content Introduction to the Students

### Instructions to the Teacher (to do prior to lesson):

Print from the Resource CD, cut and laminate:

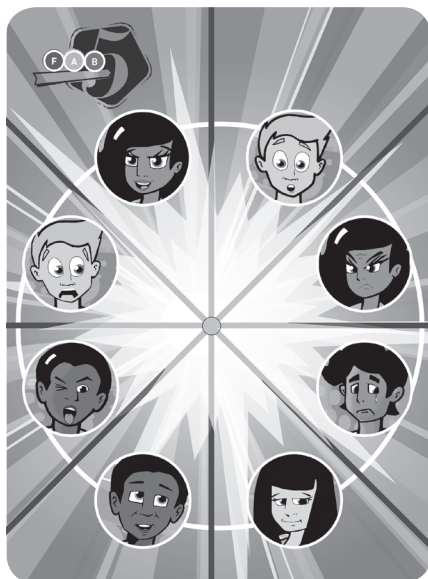
- Emotion Face Posters with Words
- Emotion Bingo Cards with Words
- Emotion Spinners with Words
- Locomotion Spinners
- Emotion Exercise Signs
- Emotion Face Cards

Follow the directions on the Resource CD for making the spinners.

### Content Introduction to Students:

When we have feelings that affect our thoughts and the way our body feels, these strong feelings are called emotions. It is important for us to understand the Eight Basic Emotions. Everyone feels these Eight Basic Emotions at one time or another. Knowing the Eight Basic Emotions helps us to understand our feelings and our reactions to those feelings. Understanding emotions helps us to understand ourselves, to understand others, and to get along better with everyone.

The Eight Basic Emotions are:



- 1. Acceptance:** realizing something is true and therefore agreeing with it
- 2. Anger:** a feeling of extreme annoyance
- 3. Anticipation:** a feeling of looking forward to something that is going to happen – usually eager and can also be uneasy
- 4. Disgust:** a feeling of strong disapproval
- 5. Fear:** a feeling of discomfort caused by the presence or anticipation of danger
- 6. Joy:** a feeling of great happiness
- 7. Sadness:** a feeling of unhappiness or sorrow
- 8. Surprise:** a feeling of unexpected happiness



# Cardio Kid Gets Emotion into Motion

## Lesson 1

## Identify the Eight Basic Emotions

## Introduction

### Introduction

**Objective:**

When given a specific scenario, students will identify a likely response from the Eight Basic Emotions.

**Equipment:**

- Emotion Face Posters with Words

### Emotions Scramble

**Explanation:**

An emotion is a strong feeling about a situation that affects our thoughts and the way our body feels. It is important for us to understand our feelings and our reactions to those feelings. Knowing the Eight Basic Emotions helps us to understand ourselves and to understand other people.



ACTIVITY

**Directions:**

1. Post the Emotion Face Posters with Words.
2. Review the Eight Basic Emotions.
3. Read out loud each scenario below, one at a time.
4. After each scenario, instruct the pairs to discuss with each other which emotion was demonstrated.
5. Allow for discussion time, then let pairs share with the whole group which emotion they would feel.

**Scenarios:**

- You come home from school and you have a new puppy. **(Surprise or Joy)**
- After waiting in a very long line to play a game during recess, the person behind you grabs the ball out of your hands. **(Anger)**
- Tomorrow is your birthday and you are having the coolest party ever! Everyone in your class is coming! **(Anticipation or Joy)**
- Your favorite lunch has a bug in it! **(Disgust)**
- You are at home alone during a thunder and lightning storm. **(Fear)**
- You are invited to a friend's birthday party. **(Joy or Anticipation)**
- Your pet dies. **(Sadness)**
- You are waiting in line at lunch and the person behind you bumps into you. They say "excuse me" and you say "okay". **(Acceptance)**

Additional scenarios may be added. This may increase the activity time.

**Variations:**

- Role play each scenario with students and have those observing guess the emotion.
- After a scenario is given and partners have identified the correct emotion, the pairs jog one lap, showing the teacher they are ready to share.

**Assessment – Observation:**

- Observe class answers to which emotion they would feel for each of the scenarios.



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# Cardio Kid Gets Emotion into Motion

## Lesson 1

## Identify the Eight Basic Emotions

## Warm-Up

### Warm-Up

**Objective:**

Students will identify the emotions they feel while participating in a cooperative activity.

**Equipment:**

- Emotion Face Poster with Words

### Animal Sounds

**Explanation:**

Cooperative play increases teamwork, support, shared decision making, trust, safety and playfulness among peers. These skills are important for a variety of reasons: they allow us to get to know each other, to teach and learn from each other and to reach mutually beneficial goals. The stress of competition is eliminated during cooperative play. It is important to understand the emotions you feel while working and playing with others.



ACTIVITY

**Directions:**

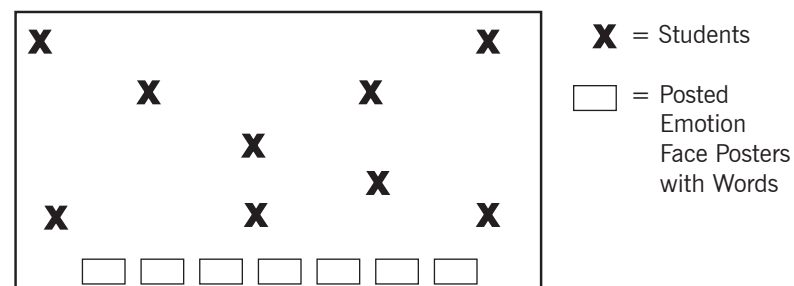
1. Post the Emotion Face Posters with Words.
2. Referring to the posters, review the Eight Basic Emotions.
3. Explain to the students that they will pretend to be an animal.
4. Have students scatter around the play area and find a space of their own.
5. Whisper to each student which animal he or she will pretend to be. Select three or more students for each animal.
6. After the students receive an animal name, they begin moving around the area, making their animal sound, and listening for other animals like them. No one can talk – they can just make their animal sounds.
7. It will be very loud but gradually animals will find one another and room will become quiet.
8. Remind the students to move slowly and focus on listening or calling out to others.
9. List of possible animals:
  - Dog
  - Cat
  - Bird
  - Monkey
  - Pig
  - Frog
  - Lion

**Variations:**

Let students know how many other animals will be like them, so once they have found the designated number of partners they can jog one lap around the gym.

**Assessment – Reflective Question:**

What emotion did you feel while you were searching for the other animals like you?

**Diagram:**


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# Cardio Kid Gets Emotion into Motion

## Lesson 1

## Identify the Eight Basic Emotions

## Lesson Focus

### Lesson Focus

**Objective:**

Students will be able to match the Eight Basic Emotions with the corresponding faces while participating in a fitness activity.

**Equipment:**

- Cones
- Emotion Bingo Cards with Words
- Emotion Spinners with Words
- Locomotion Spinners
- Emotion Exercise Signs
- Emotion Face Cards
- Small Containers for Emotion Face Cards
- How to Make Spinners

### Know Your Emotions Bingo

**Explanation:**

Emotions are a part of our everyday lives. In order to get along with others and know ourselves better it is important that we are able to identify and understand emotions.



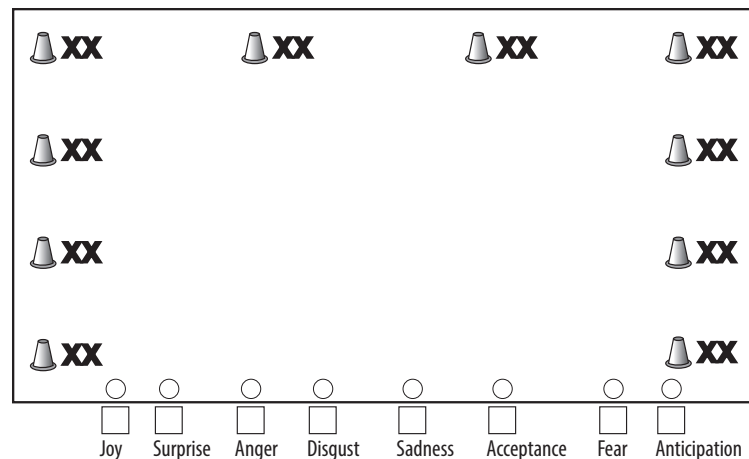
ACTIVITY

**Directions:**

1. Have students partner up with someone who has the same color of eyes.
2. Set up playing area as shown in diagram below.
3. Instruct each pair to sit next to a cone (one pair per cone).
4. Give each pair an Emotion Bingo Card with Words, an Emotion Spinner with Words and a Locomotion Spinner.
5. On signal to begin, one student from each group will spin the Emotion Spinner and the other will spin the Locomotion Spinner.
6. If the Emotion Spinner lands on "Joy" and the Locomotion Spinner lands on "Skip," the pair skips to the Joy Emotion Exercise Sign, does the exercise posted, grabs the Joy Face Card, skips back to their cone and puts the face on the matching place on their bingo card.
7. Students alternate Spinner duties and continue activity until the first team gets a Bingo.
8. If student spins a repeat emotion, they go to the matching station and do the exercise, but they do not pick up the Emotion Face Card.

**Assessment – Think-Pair-Share:**

Have students turn to a partner and describe the emotion they felt when they got a Bingo.

**Diagram:**


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# Cardio Kid Gets Emotion into Motion

## Lesson 1

## Identify the Eight Basic Emotions

Wrap-Up/Cool

### Wrap-Up/ Cool Down

**Objective:**

Students will be able to list all Eight Basic Emotions with a partner.

**Equipment:**

- Foam Balls (1 for every 2 students)
- Emotion Face Posters with Words

### Toss Around the Emotions

**Explanation:**

When we have strong feelings that affect the way our body feels and our thoughts, these strong feelings are called emotions. It is important for us to understand the Eight Basic Emotions. Everyone feels the Eight Basic Emotions at one time or another. Knowing the Eight Basic Emotions helps us to understand our feelings and our reactions to those feelings. Understanding emotions helps us to understand ourselves, to understand others, and to get along better with everyone.



ACTIVITY

**Directions:**

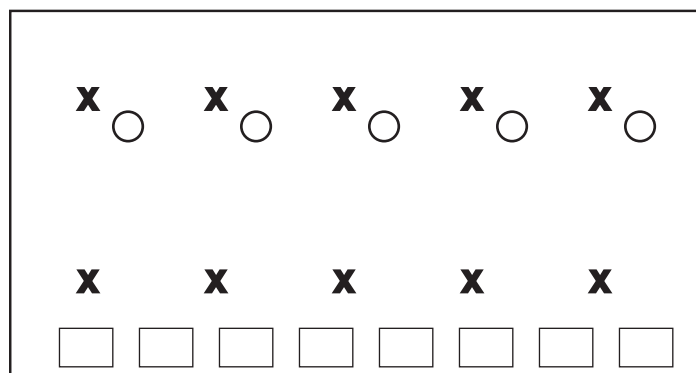
1. Post the Emotion Face Posters with Words.
2. Have students partner up with someone who has the same number of siblings.
3. Instruct partners to stand across from each other.
4. Give one student from each pair a foam ball.
5. On the signal to start, the student with the ball tosses it to his/her partner and says one of the Eight Basic Emotions.
6. The other student catches and tosses the ball back, responding with another emotion.
7. They continue until all eight emotions have been listed.
  - Acceptance
  - Anticipation
  - Fear
  - Sadness
  - Anger
  - Disgust
  - Joy
  - Surprise

**Variation:**

When a student catches the ball, he/she takes one step away from his/her partner.

**Assessment – Observation:**

Observe partners sharing.

**Diagram:**


**X** = Students    **○** = Foam Balls    **□** = Emotion Face Posters with Words



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# Recognize Emotions with Maddy

## Lesson 3

## Recognize Facial and Body Cues

## Warm-Up

### Warm-Up

**Objectives:**

Students will increase their heart rate through moderate to vigorous activity.

Students will recognize emotions they feel.

**Equipment:**

- Cones
- 8 Foam Balls
- Emotion Exercise Signs

### Surprise Tag

**Explanation:**

Physical exercise improves mental and physical health, self-esteem, positive social interactions and increases brain activity. This is why people feel good after exercising. Exercising with others often makes us feel different emotions. It is important to learn to recognize these emotions.



ACTIVITY

**Directions:**

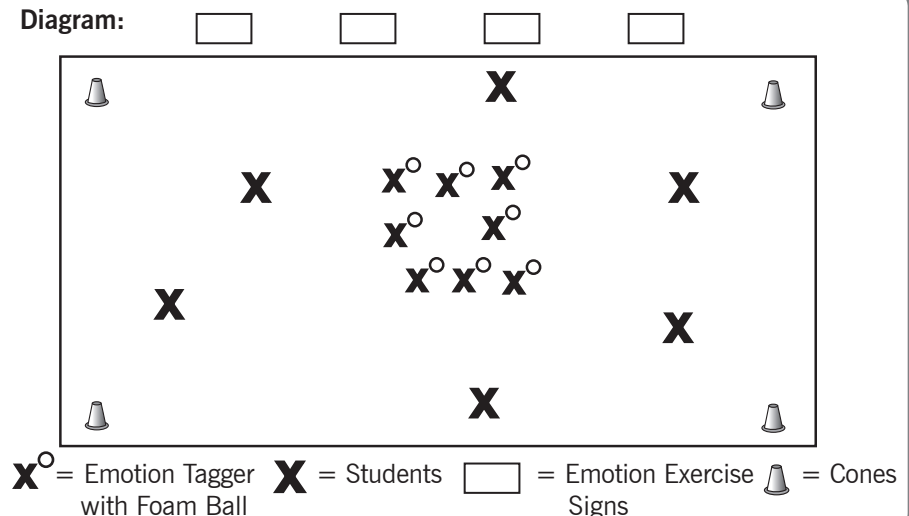
1. Choose 8 students to be taggers and tell them which emotion they will be: acceptance, anger, anticipation, disgust, fear, joy, sadness and surprise.
2. Every emotion tagger gets a foam ball and starts in the middle of the play area.
3. When the teacher calls out an emotion, the student given that emotion becomes the tagger. The other emotion taggers and the rest of the class run from the tagger.
4. When tagged, a student goes to the designated area and performs the exercise that goes with that emotion, then returns to the game.
5. After a couple of minutes stop activity, call out a new emotion which changes the tagger and resume play.

**Variations:**

- Teacher calls out more than one emotion at a time.
- Teacher calls out all the emotions.

**Assessment – Reflective Question:**

What emotion did you feel waiting for a new tagger to be called out and not knowing who it might be? (Anticipation)

**Diagram:**


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# Max Figures Out Triggers with Self-Talk

## Lesson 4

## Compare Emotions

## Lesson Focus

### Lesson Focus

**Objective:**

Students will understand that trigger events and emotions are a part of their everyday lives.

**Equipment:**

- Cones
- Hula Hoops
- Emotion Face Posters with Words
- Trigger Event Cards (1 deck of 10 for each team)
- Emotions Exercise Grids

### What's Your Trigger?

**Explanation:**

Trigger Events are internal or external events that cause an emotional reaction. The emotions that we feel in response to an event will vary from person to person. We do not all feel the same way about going to a birthday party or about being home alone. In order to get along with others, it is important to respect each other's emotional differences.


**ACTIVITY**
**Directions:**

1. Post Emotion Face Posters with Words.
2. Put 10 Trigger Event Cards and an Emotion Exercise Grid in each hula hoop.
3. Divide students into pairs. Have each pair sit next to an unoccupied hula hoop.
4. On the signal to begin, one student in each pair picks a Trigger Event Card and reads it out loud.
5. From the Emotion Exercise Grid, each student picks the emotion they would feel as a result of the Trigger Event and then does one of the exercises listed on the Emotion Exercise Grid.

For example:

- One partner feels sadness and the other feels anticipation.
- "Sadness" completes 10 Push-ups or jogs 1 lap.
- "Anticipation" completes 10 Lunges or Bear Crawls 1 lap.

**Assessment – Reflective Questions:**

- What did you notice about your partner's emotional responses to the trigger events? Were they the same or different from yours?
- What does this tell you about how people respond to the same trigger event?

**Diagram:**


= Cones  
 = Hula Hoops, Trigger Event Cards & Exercise Grids



FAB 5

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# Max Figures Out Triggers with Self-Talk

## Lesson 5

## Translate Self-Talk

Wrap-Up/Cool Down

### Wrap-Up/ Cool Down

**Objective:**

Students will be able to describe to respond to a trigger event and the consequence of the response.

**Equipment:**

- Emotion Face Posters with Words

### Moving Circle with Emotional Triggers


**ACTIVITY**
**Explanation:**

Emotional awareness is being able to know or realize your feelings and self-talk. Self-talk is what we are thinking or “saying to ourselves” about a trigger event. Self-talk can affect our emotions and how we react to the trigger event. Being aware of our feelings and our self-talk is important because we:

- begin to know ourselves better
- can change our self-talk from negative to positive
- can know what to do, especially when experiencing stressful situations or events
- can get along better with others
- can start to make healthy choices

**Directions:**

1. Post Emotion Face Posters with Words.
2. Divide students into two groups forming two circles, one inside the other.
3. Have the two circles of students begin walking in the opposite direction of each other in circle formation.
4. On the signal to stop, have the students in both circles stop next to another student in the other circle.
5. Use the trigger events below to ask students:
  - What emotion is being expressed?
  - What might have been your self-talk?
  - What do you think might happen as a consequence?
  - Is that a positive or negative consequence?
  - (If negative) What could have been done differently to help the consequence be positive?
6. After sharing, present the next trigger event and have the students begin walking again.
7. On the signal to stop, have the students share with a new partner. Repeat until all trigger events have been presented.

**Trigger Events:**

1. You took your sister's bike without asking permission. She tells your mom. You are scared you will get in trouble so you tell a lie and blame it on your friend.
2. You forgot your school project at home and you know that your parents are not able to bring it to you so you tell your teacher the truth and offer to turn it in tomorrow.
3. Your teacher allows you to go to the rest room during class time. On your way to the rest room, you see a friend from another class and decide to go play with him instead. As a consequence, your teacher will not allow you to take rest room breaks during class: you think that is not fair and you get mad.



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(continued)

# Max Figures Out Triggers with Self-Talk

## Lesson 5

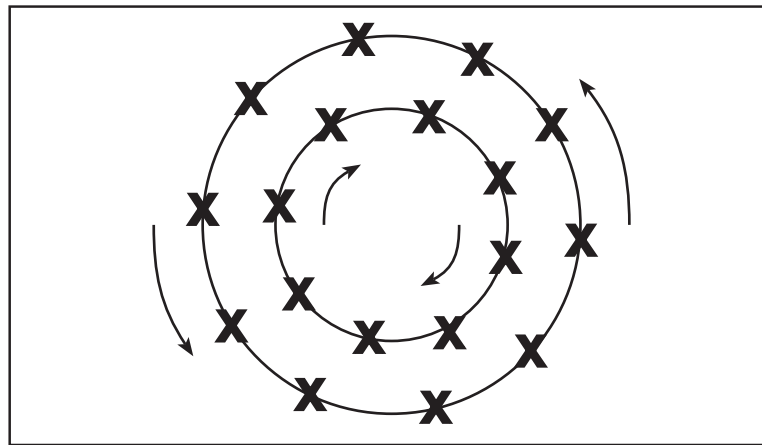
## Translate Self-Talk

Wrap-Up/Cool Down (continued)

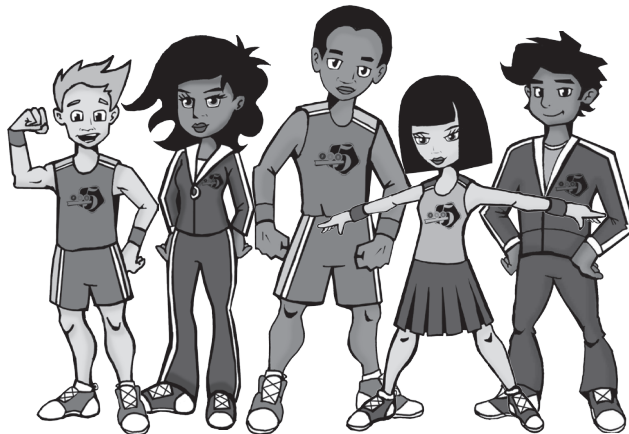
### Assessment – Reflective Questions:

- Does negative self-talk lead to negative or positive emotional reactions?
- How do negative emotional reactions result in positive or negative consequences?

### Diagram:



**X** = Students



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## Choose the Appropriate Responses

Introduction

## Introduction

**Objective:**

Students will recognize that responding negatively to situations will lead to negative consequences.

**Equipment:**

- Emotion Face Posters with Words

## How Do You Respond?

**Explanation:**

To make good, healthy decisions based on emotions, we need to take in information from what is going on around us and act on that information in a healthy way.



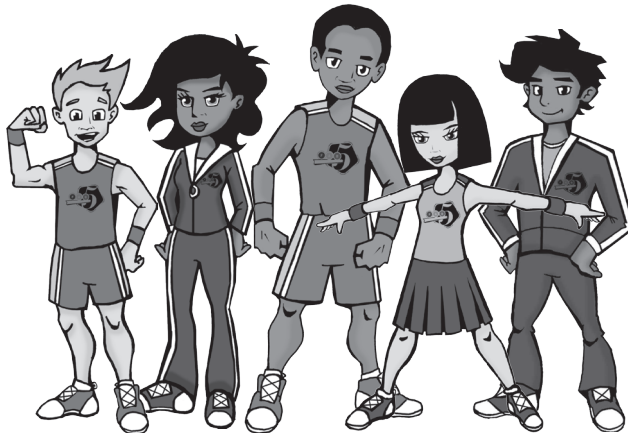
ACTIVITY

**Directions:**

1. Post Emotion Face Posters.
2. Have students find a partner who has the same shoe size.
3. Go through all eight emotions individually: acceptance, anger, anticipation, disgust, fear, joy, sadness, surprise.
4. Ask students to share with their partner a time when they reacted negatively to an emotion, which resulted in a negative consequence.

**Assessment – Reflective Questions:**

- Describe a strategy to turn a negative reaction into a positive one.
- Why do people respond differently to the same emotion?



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# B.C. Weighs the Consequences

## Lesson 8

## Explore Reactions to Trigger Events

## Warm-Up

### Warm-Up

**Objective:**

Students will be able to identify the Eight Basic Emotions and understand how to express them positively.

**Equipment:**

- Flag Belts
- Cones

### Express Yourself!

**Explanation:**

Emotions are important and how we deal with emotions can be positive or negative. By learning to identify and deal with the emotions we feel, we can change many situations from negative to positive. This can improve how we feel about ourselves and the world around us.



ACTIVITY

**Directions:**

1. Divide students into two equal lines in the center of the gym. Give each student a flag belt.
2. Assign one line to be negative reactions and one line to be positive reactions.
3. Read an emotional situation and the reaction to it (below). If the emotional response/reaction is positive, the students on the positive side chase the students on the negative side back to their end line. If the emotional response/reaction is negative, the students on the negative side chase the students on the positive side back to their end line.
4. Students can pull anyone's flag.
5. If a student's flag is pulled before reaching his/her end line, he/she must join the opposite team.
6. Activity continues until all situations have been read.

**Situations:**

- **Anger:** Your teacher asks you to leave the classroom and go to the office. Your reaction is to yell at your teacher because you weren't the one disrupting class. (Negative)
- **Anticipation:** You get to go to the park after school today if you get an A on your spelling test. Your reaction is to study for the test. (Positive)
- **Acceptance:** Your mom asks you to give your old bike to your sister because it is too small for you. Your reaction is to give her the bike cheerfully. (Positive)
- **Joy:** You get an A on your spelling test. Your reaction is to tell everyone you get to go to the park but they can't come! (Negative)
- **Sadness:** Your mom finds out you lied to her and tells you she is very disappointed. Your reaction is to tell your mom you are sorry. (Positive)
- **Surprise:** Your mom surprises you with a new bike because you were so kind to give your old one to your sister. Your reaction is to thank your mom and go for a bike ride. (Positive)
- **Disgust:** You go to the bathroom at school and someone has spilled some gross liquid on the floor. Your reaction is to tell the office secretary so the janitor can clean up the mess right away. (Positive)
- **Fear:** You get home from school and your mom isn't there and she didn't leave a note. Your reaction is to blame her for why you couldn't do your chores because you don't like to be home alone. (Negative)



FAB 5

(continued)

# B.C. Weighs the Consequences

## Lesson 8

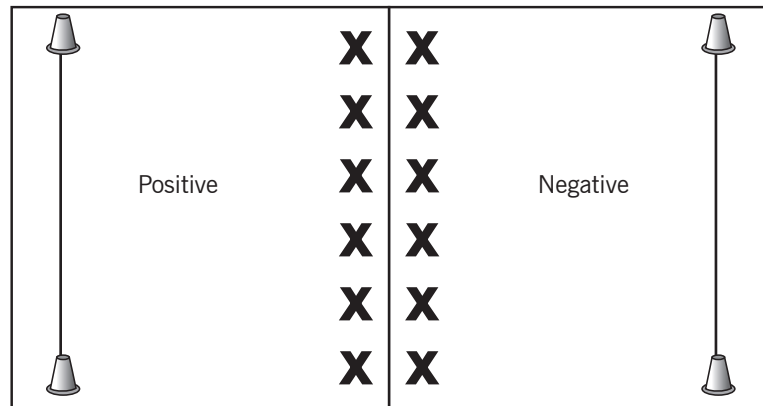
## Explore Reactions to Trigger Events

Warm-Up (continued)

### Assessment – Observation:

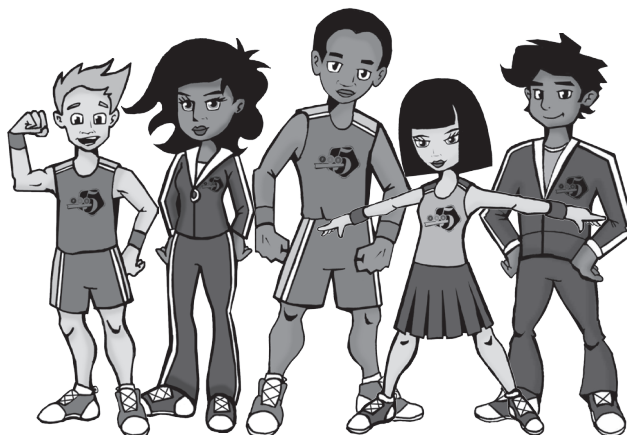
Observe students to see that they are chasing or running when appropriate (positive or negative).

### Diagram:



**X** = Students with Flag Belts

= Cones



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# B.C. Weighs the Consequences

## Lesson 9

## Use Coping Skills When Emotions are Strong

Wrap-Up/ Cool Down

### Wrap-Up/ Cool Down

**Objective:**

Students will be able to reflect on choices they have made when dealing with their emotions.

**Equipment:**

- None

### Coping with Emotions

**Explanation:**

We all have options on how to handle our emotions. Finding a way to calm down is a healthy way to start handling emotions.

We have several choices to make in order to handle our emotional responses.



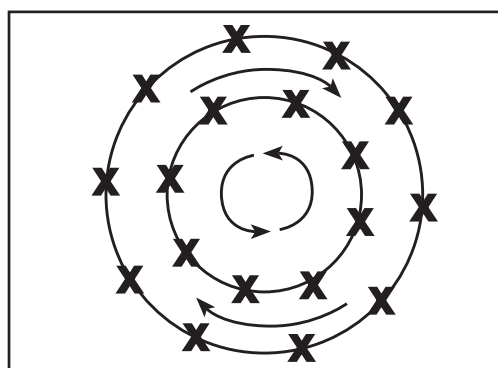
ACTIVITY

**Directions:**

1. Divide students into two groups forming two circles, one inside of the other.
2. Have the two circles of students begin walking in opposite directions in circle formation.
3. On the signal to stop, have each student turn to face a student in the other circle.
4. Give students one emotion (listed below) and have them discuss positive strategies to deal with that emotion. For example: Anger... take deep breaths, walk away or talk through the conflict.
5. After sharing, have the students begin walking again and then present the next emotion from the list.
  - **Acceptance:** breathing slowly
  - **Anger:** take deep breaths, walk away or talk through the conflict
  - **Anticipation:** thinking good thoughts for a positive outcome
  - **Disgust:** thinking better thoughts
  - **Fear:** going to a safe place
  - **Joy:** sharing your good thoughts or experiences with someone
  - **Sadness:** talking with someone who understands – friends, teacher, counselor
  - **Surprise:** say the alphabet backwards
6. On the teacher's signal to stop, have the students share with a new partner.
7. Go through each emotion, giving pairs a chance to share out strategies for dealing with emotions in a healthy way.

**Assessment – Observation:**

Observe student answers.

**Diagram:**


X = Students





# The FAB 5 Reviews with Style

## Lesson 10

## Put it into Practice

## Lesson Focus

### Lesson Focus

**Objective:**

Students will be able to identify the Eight Basic Emotions.

**Equipment:**

- Hula Hoop
- Cones
- Emotion Bingo Cards with Faces
- Emotion Word Strips with Exercises

### Expressions Blackout

**Explanation:**

It is important to be able to identify emotions so that we can know ourselves and get along with others better.



ACTIVITY

**Directions:**

1. Place a hula hoop in the center of the playing area. Inside the hula hoop spread out the Emotion Word Strips with Exercises. Have the emotion facing up.
2. Have students partner up with someone who has the same color eyes.
3. Assign each pair to a cone and give them an Emotion Bingo Card with Faces.
4. On the signal to begin, one partner from each pair runs to the hula hoop and grabs an Emotion Word Strip with Exercises.
5. When the student returns to his/her partner, they do the exercise on the back of the Emotion Word Strip.
6. They place the Emotion Word Strip on the correct face on the Emotion Bingo Card.
7. The second student runs to the hula hoop to grab an Emotion Word Strip and they repeat the process.
8. Play continues until all the pairs have completely and correctly backed out their Bingo Cards.
9. If a student grabs an Emotion Word Strip that the pair already has, they still do the exercise on the back. The second partner then runs the Emotion Strip back to the hula hoop and grabs a new one.

**Assessment – Think-Pair Share:**

When students receive blackout, both students will pick an emotion on the card and tell their partner about a time when they experienced that emotion.

(continued)



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