



# Aware of the Impact of Their Actions on Others

EKAIAO GRADE K

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## TEACHER OBJECTIVE:

The teacher will teach students how emotions are linked to certain behaviors through an understanding of various emotions and the cause and effects of them.

## STUDENT OBJECTIVE:

The student will be able to explain how emotions are linked to certain behaviors.

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## MATERIALS:

### Session One

- *Vocabulary* poster (EKAIAO)
- *Grumpy Bird* by Jeremy Tankard

### Session Two

- *Vocabulary* poster (EKAIAO)
- *What Causes You to Feel* Chart (TG)

### Session Three

- *Emotions* poster (EKAIAO)
- *What Causes You to Feel* Chart (TG)
- *My Emotion: Cause and Effect Story* (SJ 30)

## SESSION ONE: *Expressing Emotions*

### Hook

Let students know that throughout this lesson they will discuss and explore how emotions are connected to certain behaviors. Explain to students that it is important to be aware of the impact of their actions on others. State that in order to explain how their emotions are linked to certain behaviors, they must:

- Be able to identify a range of emotions
- Understand the cause of their feelings
- Know the effect of their emotions on their behaviors

### Introduction/Vocabulary

Use the Vocabulary Poster (EKAI AO) to review the words **emotions**, **cause**, and **effect**. Read the words aloud and have students repeat each word in an “I do, we do, you do” format:

- **I do:** Read the word and definition.
- **We do:** Choral read the word and definition.
- **You do:** Point to the word and definition as the class choral reads without teacher assistance.

### Student Practice

Tell students that you will read aloud the book *Grumpy Bird* by Jeremy Tankard. Explain to students that the book describes how a bird handles being grumpy while interacting with his friends.

Discuss text with students by using recall questions such as:

- *Did you notice the look on the bird’s face when he stated that he was experiencing the emotion “grumpy”?*
- *How did the bird interact with his friends while being grumpy?*
- *In the end, how did the bird feel? How do you know? Explain.*

Emphasize to students that *Grumpy Bird*’s actions caused his friends to respond in the same manner. Inform them that the story of *Grumpy Bird* demonstrates that emotions are linked to certain behaviors and that those behaviors affect the behaviors of others

### Reflection

Have students engage in a partner chat on how they express their emotions. Ask them about various emotions, and provide an opportunity for students to share with their partner.

Ask: 

- *How do you express when you are feeling disappointed? frustrated? sad? angry? afraid? worried? mad? happy?*

Provide an opportunity for select students to go to the front of the classroom and demonstrate how they express each of the named emotions.

## SESSION TWO: *Causes Determine My Emotions*

### Link

Use Vocabulary Poster (EKAIAO) to review the words emotions, cause, and effect. Explain to students that they will now focus on identifying things that cause them to feel a certain way

### Teach/Model

Let students know you will focus on the word cause. Tell students that their behaviors are a result of something that happened to them or another person. Use the What Causes You to Feel chart (TG) to assist students with understanding as well as knowing what may cause them to experience feeling disappointed, frustrated, sad, angry, afraid, worried, mad, and happy. Remind students that this is a review of these emotions because they have been discussed in previous units. Solicit their input as you complete the chart.

### Student Practice

Tell students to work with a partner, choose one emotion, and discuss a situation in which they expressed the emotion and what caused it to happen. Share examples to guide the student discussion by listing them onto the board.

- Possible example: The emotion is frustrated. Kofi was supposed to ride bikes with his friends. He became frustrated because his bike got a flat tire. He had to wait until the next day to get it fixed. He could not ride bikes with his friends that day.
- Possible example: The emotion is worried. Imani's mother was one hour late picking her up from school. Imani was worried. The teacher called Imani's mother's phone over and over until she arrived. Imani's mother is not usually late.
- Possible example: The emotion is afraid. Doba was walking to her house after getting off the bus. A stranger began to follow her. She began to run home because she was afraid.

### Reflection

Ask: 

- *What emotion did you express?*
- *What happened to cause you to feel that way?*

Have a few students **Turn and Talk** to share their responses. 

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## SESSION THREE: *My Emotion: Cause and Effect*

### Link

Use the *Emotions* poster (EP K - 8) with the What Causes You to Feel chart (TG) to direct students' attention back to the 8 emotions discussed in Session Two. Quickly review several causes of the emotions that are listed on the chart.

## Teach/Model

Tell students that with each emotion, there is an action that is linked to their behavior.

Provide both a verbal and a visual example for them to follow, first by telling your story and then by sharing your own *My Emotion: Cause and Effect Story* (SJ 30), whose drawings are aligned with the example you share

## Student Practice

Direct students to choose an emotion from the *Emotions* poster (EP K - 8). Have students access their Student Journal and turn to *My Emotion: Cause and Effect Story* (SJ 30) and draw a picture for each section. Each picture should show the appropriate facial expression for their chosen emotion. Circulate and assist students.

Next, direct students to display *My Emotion: Cause and Effect Story* (SJ 30) on their desk. Students will complete a [Gallery Walk](#) to view the different ways that their classmates have illustrated each section. 🌟

## Reflection

Allow students to discuss their drawings with members of their table team if they finish early.

Ask guiding questions, such as: ✎

- *Is this illustration an expression of an emotion? Explain.*
  - *Do you think that the emotion being expressed is being expressed in an appropriate manner?*
  - *Is there another way to express that emotion? Explain?*
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## EXTENSION ONE: *Manage That Emotion*

### Materials:

- *Managing Emotions* (SJ 31)
- *What I Can Do . . .* (SJ 73)

### Link

Introduce managing emotions by asking:

- *How would you manage an emotion that is hard to express?*

Have a few students share their thoughts with the whole group.


## Teach/Model

Explain to students that they are going to match ways to manage their emotions with different types of actions. Review *Managing Emotions* (SJ 31) and *What I Can Do . . .* (SJ 73) worksheets with the whole group by discussing the pictures that show the different ways that students can manage their emotions

## Student Practice

Have students access their student journal and turn to *Managing Emotions* (SJ 31) and *What I Can Do . . .* (SJ 73). Students will match each emotion to several different ways to manage it. Students will first analyze the pictures on the *What I Can Do . . .* worksheet to determine which are best to handle the emotion that is being displayed. Next, they will punch out the pictures and glue them next to the displayed emotion on the *Managing Emotions* sheet.

## Reflection

Monitor students' answers as they explore ways of emotion management. If students seem to be stuck on how to determine what to do, you can ask: 

- *Do you think this emotion makes you feel ... or ... ?*
  - *If these emotions make you feel ..., what do you think they should do?*
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## EXTENSION TWO: *Emotions Determine My Actions*

### Materials:

- *Grumpy Bird* by Jeremy Tankard
- *Managing Emotions Scenario Cards* (TR 58)

## Teach/Model

Review *Grumpy Bird* with students by recalling information about the bird's mood: grumpy.

Ask recall questions:

- *What were some of the actions that he displayed when he was grumpy?*
- *Do you think that these actions worked?*
- *Would you manage your emotions this way?*

## Student Practice

Through modeling and direct instruction, determine which emotions need to be managed and begin to explore different ways to manage them. Read aloud several *Managing Emotions Scenario Cards* (TR 58), then as a class discuss the emotion that is being displayed, determine whether the emotion needs to be managed, and create an action that can be used to manage the emotion.

## Reflection

Direct students to sit in a circle to [Popcorn Share](#) their answers. 

Ask: ✎

- *If a person is angry or happy, how will that person's actions affect their classmates?*

Conclude by reiterating that emotions are linked to certain behaviors, and if emotions are not managed properly, they will have certain impacts on others.