



Lesson Eight

Cross-Curricular Activities and Resources:

- 1. Science: Brain + Body = Feelings-** Introduce students to the idea that emotions are connected to both brain and body. Use visuals to explain how the amygdala helps us feel emotions and how our body reacts (e.g., heart races when we're scared, we smile when happy). Have students draw a simple figure of themselves and mark with emojis or color how they feel emotions in different body parts (e.g., butterflies in the stomach for nervousness). Reinforce that recognizing these physical clues helps us "tune in" like Tia.
- 2. Social Studies: Emotional Expression Around the World-** Explore how people in different cultures express emotions. Share short examples or photos: In Japan, people may bow instead of smiling; in Italy, emotions are often expressed with hands; in the U.S., tone of voice is a strong indicator. Have students role-play greetings or emotional responses from different regions. Emphasize that not everyone shows emotions the same way, and understanding this helps us become kinder global citizens.
- 3. Language Arts: Weather Feelings Journal-** Using the "feelings as weather" metaphor from the lesson, have students write a journal entry titled "My Inside Weather Today." They begin with a sentence like, "Today I feel like..." and choose a weather type (sunny, cloudy, windy, stormy). Then they write 2–3 sentences describing why they feel this way and what might help them feel calm or supported. Students may illustrate their "inside sky." This builds vocabulary for emotional awareness and reflection.
- 4. Physical Education: Emotion Freeze Dance-** Play music that reflects different emotional tones—joyful, tense, silly, slow/sad. As students dance, they match their movements to the emotion they hear. When the music pauses, call out an emotion (e.g., "confused," "excited," "tired") and have them freeze with a facial expression and body posture to match. Afterward, reflect on how they moved differently for different emotions, and how our bodies help show how we feel.
- 5. Art: Emotion Masks-** Provide paper plates or cardstock and art supplies. Have students design two-sided emotion masks—one side for a "sunny" emotion (e.g., joyful, proud), the other for a "stormy" one (e.g., frustrated, confused). Encourage them to use color, texture (like crumpled paper for stormy feelings), and facial features. During reflection, students can hold up a side of their mask to show how they might feel in a situation (e.g., "When I'm left out at recess, I feel like this.") Reinforce that all emotions are okay and expressing them helps others understand us better.