

OBJECTIVE: to identify different emotions and various ways of expressing them.

MATERIALS: markers, index cards.

TEACHERS NOTE: Before class begins write each of the following words on index cards, which you may or may not use.

AFRAID	HAPPY	WORRIED	ANXIOUS	SAD	MISERABLE
GUILTY	ANGRY	CONCERNED	BORED	IRRITATED	
FRUSTRATED	TIRED	ANNOYED	DISAPPOINTED		
DEPRESSED	APATHETIC	ALIENATED	DESPAIR		
RESENTFUL	REGRETFUL	SORRY	REMORSEFUL	HURT	
JEALOUS	GRIEF	STRICKEN	DISGUSTED	UPSET	MAD
DISCOURAGED	ASHAMED	UNHAPPY	FEAR.		

I. RITUAL QUESTION: Brainstorm the question: What are emotions? Also, have students give examples of different emotions. (have students write the different emotions on the board)
note-you should write their answers on blank index cards and put them together with other cards.

II. Introduce the concept of emotions. *Emotions involve thoughts and beliefs, bodily or internal changes, external or behavioral expressions, and motivational aspects.* Tell the class that there are many different kinds of emotions that one can feel. These emotions vary in intensity and duration. For example, we could get angry at a friend for a very good reason and choose to remain angry for a long time, or we could express our anger constructively and move on. Tell class that 90 percent of the time we **do not know** what we are feeling and we **do not know** how to express those feelings. The first steps in learning more about our emotions is by being able to identify what they are.

III. Now tell the class that you are going to involve them in a role playing exercise--in which everyone will take part.

A. Have each member pick out an index card (the ones which you wrote out before class and the ones the class added.)

B. Tell class that they must think about a way to act out or present this emotion to the class without directly saying what it is.

C. Give the students time to think about what they will do. Be sure to mention that the student can not talk, they must communicate non-verbally.

D. One at a time, each student will get up and present their emotion?
E. Then, the class must guess what the emotion it is?

F. depending on the time and size of class students can go twice but remember to leave time for discussion.

Discussion Questions:

1. Who do you think expresses emotions more easily, men or women? Why? Why not?
2. Which emotions are the toughest to express? Easiest? Why? Why not?
3. Are their appropriate ways and inappropriate ways to express your emotions?
4. Was there a more appropriate way to present your emotion?
5. Which emotions are only women *allowed to express*, and which emotions are only men *are allowed to express*?
6. What emotion do you have the most difficulty expressing? Why?
7. What emotion gets you into the most trouble? Why?

WRAP-UP: Read, or have a student read the following passage.

Matthew 21:12-17--

Jesus then went into the Temple and drove out all those who were selling and buying there; he upset the tables of the money-changers and the seats of the dove sellers. He said to them, "According to scripture, my house will be called a house of prayer; but you are turning it into a bandits' den." There were also blind and lame people who came to him in the Temple, and he cured them. At the sight of the wonderful things he did and of the children shouting, "Hosanna to the son of David" in the temple, the chief priests and the scribes were indignant and said to him, "Do you hear what they are saying?" Jesus replied, "Yes. Have you never read this: By the mouths of children, babes in arms, you have made sure of praise?" With that he left them and went out of the city to Bethany, where he spent the night.

You may want to suggest that Jesus displayed emotions, and that was one of the things that makes him human. He acted out his anger by removing the bandits and sellers from the temple. Also, he answered the chief priests who criticized him for clearing the temple. In this situation, was Jesus' reactions appropriate? **WHY, WHY NOT?**