

Lesson 1.1: My Emotions

Approximate Time: 55 Minutes

Lesson Overview

Lesson Overview: In this lesson, learners explore how emotions and actions are connected by being introduced to Panda. With Panda, the learners use the Tap pen and the emotion cards to see and the various emotional responses the mTiny Discover device makes. Finally, learners consider the idea of a SMART goal that they will refer to throughout the lessons.

Unit & Lesson Key Questions:

Unit Key Questions:

- What makes up a personal, family, or community identity?
- How might our actions impact others?
- How do programs work?
- How might you solve problems?

Lesson Key Questions:

- How are emotions and actions connected?
- How can we become better learners?

Standard Sets & Goals:

- New York SEL: 1A.1a, 1C.1a, 1C1b
- CSTA: 1A-CS-02
- New York Social Studies: K.1a

- ISTE Student: 1a
- ISTE Educator: 5a, 5b, 5c, 6a
- United Nations Sustainability Goal: Goal 4

See Appendix D (page 18) of the Curriculum Implementation Guide for more information.

Learning Outcomes:

Terminal Outcomes

Learners will:

- Identify goals for personal behavior progress, achievement, or success.
- Identify mTiny's features.
- Write a goal that is specific, measurable, attainable, relevant, and timely.

Enabling Outcomes

Learners will:

- Recognize and describe emotions and how they are linked to behavior.
- Identify personal likes, dislikes, talents, and skills.
- Describe your likes, dislikes, strengths, and challenges when it comes to learning.
- Select a learning challenge.

Assessment:

Personal Learning Profile

In this lesson, learners will be introduced to the Personal Learning Workbook. Learners will use examples to create a SMART goal for themselves on **page 10** of the workbook. A SMART goal is a positive goal people can set for themselves to help them achieve a personal outcome. Learners will have the options to:

- Option 1: Draw an image that represents the SMART goal they want to achieve for their personal emotions. (Example: Draw a picture of them crying and asking for help from the teacher.)
- Option 2: Write 1 sentence using the sentence stem: When I feel _____, I will _____. (Example: When I feel sad, I will ask for help from the teacher.)
- Option 3: Learners share out their SMART goal for their emotions with the whole class.

Lesson Preparation:

Materials:

- Engage: Video
- Explore:
 - mTiny Discover + Tap pen
 - Purple & Blue Coding Cards
 - Emotions Scenario Cards
- Elaborate:
 - Personal Learning Workbook

Page 10

Pre-Lesson Set Up:

- Engage: A TV, SmartBoard, computer or a device where learners can view a short video as a whole class.
- Explore:
 - Tables or stations for 3-4 students to work at.
 - Each table has scenario cards
- Elaborate: Each learner has a copy of the Personal Learning Profile Workbook and a writing utensil.

Lesson Procedures

OPENING

1. Frame the Day:

Today we are going to start a special unit on Exploring Community with mTiny Discover. mTiny Discover is a robot whose name is Panda. Everyone says hi to Panda!

Hold up mTiny Discover for learners to view. Learners say *Hi Panda!*

To help understand the community, we first need to understand ourselves. Our first lesson will be about exploring our emotions. An emotion is a strong feeling. We will learn more about our emotions today with mTiny Discover as our guide.

NOTES & CONSIDERATIONS

Opening: 2 Minutes

Italics indicate what educators might say.

Teacher Tip: Consider passing mTiny Discover around. Have learners gently pass mTiny Discover to each other.

ENGAGE

1. Begin the Engage Video:

Before we get a chance to play with Panda, the mTiny Discover robot, let us learn more about Panda. We will watch a video to get to know a little more about Panda and Panda's emotions.

There will be points in the video that will be good for pausing for learners to reflect on the actions seen in the video.

Engage Phase: 10 Minutes

Video Cues Transcript:	Pause & Practice:
Description: Panda says, "Playing at the park makes me happy." Time: 0:21	Description: Pause the video at 0:21, just after Panda speaks. Ask learners: <ul style="list-style-type: none"> • <i>What is Panda feeling?</i> • <i>How do we know Panda is feeling that way?</i> • <i>How do you act when you are happy?</i>
Description: Panda says, "Ohh no" after the sun goes down. Time: 0:24	Description: Pause the video at 0:24, just after Panda speaks. Ask learners: <ul style="list-style-type: none"> • <i>What is Panda feeling?</i> • <i>How do we know Panda is feeling that way?</i> • <i>How do you act when you are sad?</i>
Description: Panda says, "I do not like it when the player misses the goal" and looks angry. Time: 0:50	Description: Pause the video at 0:50, just after Panda speaks. Ask learners: <ul style="list-style-type: none"> • <i>What is Panda feeling?</i> • <i>How do we know Panda is feeling that way?</i> • <i>How do you act when you are angry?</i>
Description: Panda says, "What is that shadow?" Time: 1:09	Description: Pause the video at 1:09, just after Panda speaks. Ask learners: <ul style="list-style-type: none"> • <i>What is Panda feeling?</i> • <i>How do we know Panda is feeling that way?</i> • <i>How do you act when you are scared?</i>

2. Quick Debrief of the Engage Activity:

We just watched a video on Panda and what Panda likes and dislikes. We were able to see that Panda

also has multiple emotions. Emotions are strong feelings. Like Panda we have emotions. What are different emotions we may feel?

Learners raise their hands and respond as they are called on.

Great answers! Now what are some things we can do when we feel happy? Sad? Angry?

Learners raise their hands and respond as they are called on.

These are great ideas. We will continue to explore what are emotions and how we might act when we feel a certain way.

EXPLORE

1. Introduce the Explore Activity:

Hold up mTiny Discover.

mTiny Discover is a robot, named Panda.

We can change Panda's emotions, like we saw in the video. To change Panda's emotion we will use the **Tap pen**. The **Tap pen** is how we tell mTiny Discover to behave. To change the emotion we use the purple coding cards. We tap the **Tap pen** on the card.

Model: Tap the **Tap pen** on all of the purple facial expression coding cards. As you tap on each card, ask learners to share what emotion they think Panda is expressing.

We can also make mTiny Discover move by using the buttons on the **Tap pen**.

Model: Show how to move with the **Tap pen**.

We can also make mTiny Discover move by using the blue action cards. The blue action cards have arrows. When we tap the card with the **Tap pen**, mTiny Discover moves!

Model: Tap the **Tap pen** on one of the blue action cards.

2. Emotion Scenarios:

In groups you will look at the different pictures. Your goal is to make Panda show the emotion in the picture. Use the purple and blue coding cards to help you show the emotion in the picture.

Each scenario card will show the learners a person expressing an emotion. Learners will be able to infer why that person is expressing that emotion.

- Examples:
 - A person is holding an ice cream cone and looks happy.
 - A person is hurt and is crying.
 - A person is yawning and looks tired.
 - A person sees a scary shadow. Looks scared.
 - A person is holding a camera and looks confused.
 - A person has their arms crossed and looks angry.

Rotate to groups to check learners' understanding of how to accomplish the task.

3. Activity Transition:

We just explored how to code mTiny Discover to change Panda's emotions and how to identify different

Explore Phase: 15
Minutes

Teacher Tip:

- If learners struggle with fine motor skills or spatial awareness, encourage them to tap the Tap pen on the blue action cards to move mTiny Discover, rather than using their fingers to move the Tap pen.
- If 6 scenario cards are too many for the group to handle at once, give 1-2 to each group. Then give new scenario cards to groups as they finish.
- If there is only one mTiny Discover coding kit in the classroom, do the activity as a whole group.

emotions. Now we will discuss SMART ways to respond when we express an emotion. **SMART goals** are a way we can learn to manage or learn to show our emotions in a positive way.

EXPLAIN

1. Guided Discussion & Practice:

Together as a class let us discuss SMART ways to show emotion.

Guide the class with the following discussion questions and sentence stems:

- **Happy:**
 - What is a good way to show you are happy?
 - Learners raise their hands and respond as they are called on.
 - Let us complete the sentence: *When I feel happy, I will _____.*
 - Learners raise their hands and respond as they are called on. Example: When I feel happy, I will smile.
- **Sad:**
 - What is a good way to show you are sad?
 - Learners raise their hands and respond as they are called on.
 - Let us complete the sentence: *When I feel sad, I will _____.*
 - Example: When I feel sad, I will talk to my friend.
- **Angry:**
 - What is a good way to show you are angry?
 - Learners raise their hands and respond as they are called on.
 - Let us complete the sentence: *When I feel angry, I will _____.* Example: When I feel angry, I will ask a teacher for help.
- **Scared:**
 - What is a good way to show you are scared?
 - Learners raise their hands and respond as they are called on.
 - Let us complete the sentence: *When I feel scared, I will _____.* Example: When I feel scared, I will hold my teddybear.

Does anyone else have another positive way to show an emotion?

Learners raise their hands and respond as they are called on.

Thank you for sharing. There are many SMART ways we can show our **emotions** in a positive way.

Explain Phase: 10
Minutes

Teacher Tip: Consider making an anchor chart about SMART goals. This chart can hang in the classroom during the year for learners to reflect on how to make positive and attainable goals for all content areas.

ELABORATE

1. Personal SMART Goals:

During this unit we are going to add information to our Personal Learning Profiles based on the lesson.

Hold up the Personal Learning Workbook.

Pass out the Personal Learning Workbooks.

SMART helps us learn to express our **emotions** in a positive way. We are all going to now write a **SMART goal** for ourselves. Your **SMART goal** is an action you will take when you are feeling an emotion. For example, when I feel angry, I will take a deep breath and explain what made me feel angry.

Elaborate Phase: 15
Minutes

NOTE: The Elaborate Activity is also the Evaluation activity for this lesson.

Teacher Tip: For emerging readers and writers, have learners share out their goals verbally, using the verbal sentence stem.

On your paper:

- **Option 1:** Draw an image that shows a **SMART goal** you want to achieve for your personal **emotions**. Example: Draw a picture of them crying and asking for help from the teacher.
- **Option 2:** Write 1 sentence using the sentence stem: *When I feel _____, I will _____*. Example: When I feel sad, I will ask for help from the teacher.
- **Option 3:** Learners share out their **SMART goal** for their **emotions** with the whole class.
- **Option 4:** If learners are able to, instead of using the sentence stem, have them create a **SMART goal** using the acronym.
 - S: Specific - Specific goal for one emotion. What do you want to achieve?
 - M: Measurable - How will you measure the goal over time?
 - A: Attainable - How will you know the goal is not too easy or too hard?
 - R: Relevant - Is the goal important to you?
 - T: Timely - When will the goal be complete? How will you know you've reached the goal?

CLOSING

1. Lesson Review:

Today, with Panda, we:

- a. Learned how to code with *mTiny Discover* and the Tap pen.
- b. Discussed ways to express emotions with *mTiny Discover*.
- c. Wrote SMART goals.

2. Closing Reflection:

Let us think about what we learned today. Does anyone want to share anything they learned?

Learners raise their hands and respond as they are called on.

Today we learned about Panda's identity by learning about what Panda feels, likes and dislikes. We also learned about our **emotions**. Our next lesson with *mTiny Discover* will be on caring for others.

Closing: 2 Minutes

Teacher Tip: Repeat to remember. Reviewing the concepts learned will further engrain the learning into the brain.

Extension: For more advanced learners, pose the Unit Essential Questions or the Lesson Key Questions.