

Me and the World – Me and My Emotions

Lesson Plan

1. Theme: Me and My Emotions: Understanding, Recognizing, and Respecting Feelings

Key thematic axes: Personal identity, Emotional awareness, Emotional expression, Empathy and respect, Self-control and peaceful behavior, Understanding oneself and others

2. Grade: 3rd Grade (Primary Education)

3. Target Group: Students attending a Greek primary school in a multicultural and multilingual environment, including children from Muslim families and diverse cultural backgrounds.

The lesson is designed to:

respect cultural and religious values

avoid moral judgment or emotional pressure

support emotional safety and inclusion

allow voluntary participation and expression

4. Lesson Type: This is a conceptual, experiential, and values-oriented lesson, not focused on psychological terminology or assessment, but on understanding emotions in everyday life.

Lesson aimed at:

introducing the concept of emotions as a natural part of human life

developing emotional literacy and self-awareness

fostering empathy and respectful social interaction

5. Duration: 45 minutes

6. Key Terms and Concepts: Emotion, feeling, joy, sadness, anger, fear, calmness, body signals, facial expression, empathy, respect, self-control

7. Pedagogical Methods

Teacher-guided discussion

Visual learning (emotion cards, pictures)

Situational examples

Role-play and imitation

Drawing and creative expression

Reflection and dialogue

8. Teaching Aids (Means)

Emotion cards with facial expressions

Illustrated scenes showing children in daily situations

Whiteboard / flipchart

Colored pencils and paper

Emotion chart displayed in the classroom

9. Goals

Educational Goals

Students will learn to:

- ✓ Identify basic emotions
- ✓ Recognize emotions through facial expressions, body language, and voice
- ✓ Understand that emotions give information about how we feel

Formational Goals

Students will:

- ✓ Develop empathy toward others
- ✓ Respect different emotional reactions
- ✓ Learn that all emotions are acceptable
- ✓ Practice calm and respectful expression of feelings

10. Cross-Curricular Connections: Citizenship Education, Ethics and Values Education, Language Development, Art Education, Social and Emotional Learning (SEL)

11. Expected Results

By the end of the lesson, students will be able to:

- ✓ Name at least four basic emotions
- ✓ Recognize emotions in others
- ✓ Express their own emotions using words, gestures, or drawings
- ✓ Show respect for the feelings of classmates

12. Preparation for the Teacher

The teacher prepares:

emotion visuals and cards

short, simple situational stories

guiding questions for discussion

a calm, safe classroom atmosphere

Important:

The teacher emphasizes that:

sharing is voluntary

there are no “wrong” emotions

listening is as important as speaking

13. Lesson Structure

A. Introduction – Activating Prior Knowledge (7 minutes)

Teacher action:

The teacher shows pictures of children with different facial expressions.

Teacher questions:

What do you think this child is feeling?

How can we tell how someone feels?

Do all people feel the same emotions?

Transition statement:

“Today we will talk about emotions – the feelings we all have inside us – and how we can recognize and respect them.”

14. Core Concepts – Theoretical Framework

What Are Emotions?

Emotions are feelings that all human beings experience. They help us understand what is happening inside us and around us. Emotions are part of daily life and are connected to our thoughts, bodies, and actions. Emotions serve an important function: they provide information. They signal needs, reactions, and responses to situations. For example, joy may signal satisfaction and connection, while fear may signal the need for safety. Recognizing emotions allows children to better understand their own behavior and the behavior of others.

Children learn that:

emotions are natural

everyone has emotions

emotions give important information

Basic Emotions (Focus of the Lesson)

Research in emotional development indicates that certain basic emotions are universal and recognizable across cultures. For educational purposes at the primary level, focusing on a small number of core emotions supports clarity and understanding.

The lesson focuses on five basic emotions:

Joy – feeling happy or pleased

Sadness – feeling unhappy or disappointed

Anger – feeling upset or frustrated

Fear – feeling scared or unsafe

Calmness – feeling peaceful and safe

These emotions are common to all people, regardless of culture, language, or religion.

Emotional awareness refers to the ability to notice, identify, and name emotions. Emotional literacy is the gradual development of language and understanding related to emotions.

For children in Grade 3, emotional literacy includes: recognizing emotions in themselves, recognizing emotions in others, naming emotions using simple and appropriate vocabulary

Developing emotional literacy enhances communication and reduces misunderstandings. When children can name how they feel, they are more likely to seek help, express needs calmly, and resolve conflicts peacefully.

How Do We Recognize Emotions?

Emotions are not only internal experiences; they are expressed through observable signals. Children learn that emotions can be recognized through:

Facial expressions: changes in eyes, mouth, and eyebrows

Body language: posture, movement, and gestures

Voice: tone, volume, and speed of speech

Understanding these signals helps children interpret social situations and respond with empathy. It also supports the development of social awareness and perspective-taking.

At the same time, the lesson emphasizes that not all emotions are visible. Some people may hide their feelings. Respect means accepting that we cannot always know how someone feels and that it is important to be kind and patient. Students learn that sometimes emotions are easy to see, and sometimes they are hidden. Respect means not judging others for how they feel.

Emotions, Behavior, and Self-Control

A central theoretical distinction in emotional education is the difference between emotions and behavior. Emotions are internal experiences, while behavior is the outward action that follows.

The lesson introduces the key principle: All emotions are acceptable, but not all behaviors are acceptable.

This concept helps children understand that: feeling angry is normal, acting aggressively is not acceptable

Teaching this distinction supports the development of self-control, responsibility, and ethical behavior. Children learn that they can choose how to act, even when emotions are strong.

This framework encourages problem-solving and peaceful conflict resolution rather than punishment or suppression of emotions.

Empathy as an Emotional and Social Skill

Empathy is the ability to understand and respect the feelings of others. In primary education, empathy is developed through recognizing emotions and understanding that different people may feel differently in the same situation.

Empathy is not taught as emotional identification alone, but as a social skill that guides behavior. Empathetic children are more likely to cooperate, help others, and resolve conflicts peacefully.

Emotional Regulation and Calmness

Emotional regulation refers to the ability to manage emotions in a healthy and appropriate way. At this age, regulation does not mean controlling or suppressing emotions, but learning safe and respectful ways to express them.

Calmness is introduced as an emotional state that supports thinking, listening, and learning. Children learn that calmness can be developed through simple strategies such as:

pausing

breathing slowly

asking for help

15. Pedagogical Notes for the Teacher

1. Emotional Education as Personal Development

At this age, emotional learning supports: self-awareness, confidence, social harmony

The goal is not emotional control, but emotional understanding.

2. Cultural and Religious Sensitivity

Pedagogical principles:

Avoid labeling emotions as “good” or “bad”

Avoid forcing personal sharing

Respect family and cultural norms

Use neutral, everyday examples

16. Practical Activities

Activity 1: “Guess the Emotion”

The teacher shows an emotion card.

Students answer:

What emotion is this?

What do you see on the face?

Purpose: Develop emotion recognition skills.

Activity 2: “The Mirror Game”

Students (voluntarily) show an emotion using their face.

Classmates guess the emotion.

Purpose: Connect emotion to facial expression.

Activity 3: “How Would You Feel?”

The teacher reads short situations:

“A child plays with a friend.”

“A child loses a favorite toy.”

“A child hears a loud noise.”

Students choose an emotion card or say the emotion.

Purpose: Connect emotions to everyday situations.

Activity 4: Drawing – “My Emotion Today”

Students draw how they feel at that moment.

No explanation is required.

Purpose: Support emotional expression without pressure.

17. Conclusion – Reflection and Closure (5 minutes)

Circle discussion (voluntary):

Today I learned that emotions...

One emotion I understand better now is...

Teacher closing message:

“When we understand our emotions, we can live peacefully with ourselves and others.”

18. Optional Extensions

Daily “Emotion of the Day” chart

Calm corner in the classroom

Simple breathing exercise for calmness

19. Variations – Role Play

Role Play: “Talking About Feelings”

Two students act out a simple situation and name how they feel.

Focus:

respectful communication

listening

empathy

20. Sources of Information

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Goleman, D. (1995). Emotional Intelligence