

Me and the World – Me and My Emotions

Understanding Complex Emotions and Managing Them Responsibly

Lesson Plan

1. Theme: Complex Emotions in Social Life: Understanding Anger, Frustration, Jealousy, Pride, and Shame

Key thematic axes: Emotional complexity and self-awareness, Social emotions and relationships,

Emotional regulation and responsibility, Ethical behavior and self-control, Peaceful conflict resolution, Understanding the impact of emotions on others

2. Grade: 5th Grade (Primary Education)

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

The lesson is designed to:

respect cultural and religious values

address emotions without moral labeling

support emotional safety and dignity

encourage reflection rather than judgment

4. Lesson Type: This is a conceptual, analytical, and values-oriented lesson focused on:

understanding complex emotions

linking emotions to behavior and responsibility

developing emotional regulation strategies

The lesson emphasizes real-life situations, ethical reflection, and critical thinking, not psychological diagnosis.

5. Duration: 45 minutes

6. Key Terms and Concepts: anger, frustration, jealousy, pride, shame, emotional trigger, emotional regulation, responsibility, intention, impact, self-control, ethical choice

7. Pedagogical Methods

Guided analytical discussion

Case study analysis

Small-group reasoning

Role-play and simulation

Reflective writing

Collective dialogue

8. Teaching Aids (Means)

Written emotional case scenarios

Emotion and trigger cards

Whiteboard / flipchart

Reflection worksheets

Role-play instruction cards

9. Goals

Educational Goals

Students will learn to:

✓ Identify and distinguish complex emotions

✓ Understand emotional triggers

✓ Analyze how emotions influence behavior

Formational Goals

Students will:

- ✓ Develop emotional regulation strategies
- ✓ Practice responsible emotional expression
- ✓ Strengthen ethical and respectful decision-making
- ✓ Increase awareness of emotional impact on others

10. Cross-Curricular Connections: Citizenship Education, Ethics, Language Arts, Social Studies, Social and Emotional Learning (SEL)

11. Expected Results

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

- ✓ Explain at least three complex emotions
- ✓ Identify emotional triggers in real-life situations
- ✓ Propose calm and responsible responses
- ✓ Reflect on the consequences of emotional actions

12. Preparation for the Teacher

The teacher prepares:

printed case studies

guiding reflection questions

role-play roles and rules

a respectful and calm discussion environment

Teacher emphasis: Strong emotions are normal, Responsibility lies in how we act, Reflection is more important than quick answers

13. Lesson Structure

A. Introduction – Activating Prior Knowledge (6 minutes)

Teacher action:

The teacher presents a short scenario:

“You work hard on a group project, but someone else gets the praise.”

Teacher questions:

What emotions might appear?

Can someone feel more than one emotion at the same time?

Transition statement:

“Today we will explore complex emotions and how we can manage them responsibly.”

14. Core Concepts – Theoretical Framework (Student-Level)

Complex Emotions

As children grow, emotions become more complex. Some emotions appear mainly in social situations and relationships. These emotions often involve:

comparison with others

expectations

social rules

Examples include anger, frustration, jealousy, pride, and shame.

Emotional Triggers

A trigger is something that causes a strong emotional reaction. Triggers can include: feeling treated unfairly, feeling excluded, failing after effort, being judged by others.

Understanding triggers helps students pause before reacting.

Emotions, Choice, and Responsibility

Emotions influence behavior, but they do not control it. Students learn that:

emotions happen automatically

actions are choices

This supports self-control and ethical behavior.

Intensity of Emotions

Some emotions feel stronger than others. Strong emotions require: time to calm down, space, reflection.

15. Theoretical Notes for the Teacher (Advanced)

15.1 Social Emotions and Development

At Grade 5, students develop social comparison and moral awareness. Emotions such as jealousy, pride, and shame are linked to identity and belonging.

Teaching focus:

normalize emotions

guide reflection on behavior

15.2 Emotional Regulation

Emotional regulation involves:

noticing the emotion

naming it

choosing a response

Regulation is a skill, not suppression.

16. Case Studies

Case 1: “The Group Project Conflict”

A student feels angry and frustrated because others did not contribute equally, but all receive the same grade.

Discussion focus:

emotions involved

triggers

possible responsible actions

Case 2: “Jealousy Between Friends”

A student feels jealous when a close friend starts spending time with someone else.

Discussion focus:

jealousy as a normal emotion

risks of impulsive behavior

respectful communication

Case 3: “Pride and Shame”

A student feels proud after success, while another feels ashamed after failure.

Discussion focus:

different emotional experiences

social pressure

supportive responses

Advanced Variations

Case Study 4: “The Invisible Effort”

Situation: Maria works very hard on a class presentation. She is shy and does not speak much in front of others, but she prepares the materials, writes notes, and helps her group quietly. During the presentation, another student speaks

confidently and receives praise from the teacher and classmates. Maria's work is not mentioned. After the lesson, Maria feels:

- ✓ frustrated because her effort was not recognized
- ✓ angry but unsure if she has the right to be angry
- ✓ ashamed for feeling jealous
- ✓ proud of her work but disappointed

She becomes silent and avoids her group the next day.

Discussion Focus

What emotions are present at the same time?

What is the emotional trigger?

Which emotions are visible and which are hidden?

How might silence be an emotional reaction?

Ethical Reflection

Is it possible to feel proud and angry at the same time?

What are responsible ways to express invisible effort?

Role-Play Variation

- ✓ Maria talks to a teacher
- ✓ Maria talks to a group member
- ✓ A teacher notices emotional withdrawal and responds empathetically

Case Study 5: "Loyalty or Honesty?"

Situation: Two close friends, Alex and Yusuf, are working together on homework. Alex copies answers from the internet. Yusuf notices but says nothing because he does not want to betray his friend. Later, the teacher praises Alex for excellent work. Yusuf feels:

- ✓ jealousy because the praise feels unfair
- ✓ guilt for staying silent

- ✓ fear of losing the friendship
- ✓ anger at the situation, not at the person

Alex feels:

- ✓ pride for the praise
- ✓ anxiety about being discovered
- ✓ relief that Yusuf did not say anything

Discussion Focus

How do emotions change depending on the role?

What is the difference between loyalty and responsibility?

How do fear and guilt influence decisions?

Ethical Reflection

Can empathy include setting boundaries?

Is silence always respectful?

Role-Play Variation

- ✓ Yusuf speaks honestly but calmly
- ✓ Yusuf seeks advice from an adult
- ✓ Alex reflects on pride and responsibility

Case Study 6: “The Group Chat Conflict”

Situation: A class group chat is created to discuss homework. Some students begin making jokes about a classmate’s mistake in class. At first, it feels funny to some students. Others feel uncomfortable but do not speak up. One student, Lina, does not write anything but reads the messages. She feels:

- ✓ discomfort and sadness
- ✓ fear of becoming the next target
- ✓ shame for not defending her classmate.

Later, the classmate who was mocked becomes distant and quiet in school.

Discussion Focus

What emotions exist in silent observers?

How does group pressure affect behavior?

What is the emotional impact of online actions?

Ethical Reflection

Is not participating the same as not harming?

How does empathy apply in digital spaces?

Role-Play Variation

- ✓ A student speaks up in the group chat respectfully
- ✓ A bystander talks privately to the affected student
- ✓ The group reflects and repairs the harm

Pedagogical Notes for Using Complex Case Studies:

Allow time for silence and thinking;

Encourage multiple perspectives;

Avoid pushing students toward one “correct” answer;

Focus on reflection, responsibility, and repair, not punishment.

Guiding teacher questions:

“What emotions might be hidden here?”

“What choices are possible?”

“How could empathy guide action?”

Optional Differentiation:

Use one case for whole-class discussion

Assign different cases to small groups

Turn cases into written reflections or debate prompts

17. Role Play Activities

Role Play 1: “Pause and Choose”

Students act out a situation and practice stopping before reacting.

Focus: self-control and emotional awareness.

Role Play 2: “Expressing Emotions Responsibly”

Students role-play how to express strong emotions using calm language.

Focus: communication and respect.

Role Play 3: “Repairing Relationships”

Students role-play how to fix a situation after an emotional reaction caused harm.

Focus: accountability and reconciliation.

18. Reflective Activity

Written reflection:

Which emotion is hardest to manage and why?

What strategy can help in strong emotional moments?

19. Conclusion – Reflection and Closure (5 minutes)

Teacher closing message:

“Strong emotions are part of being human. Responsible choices help us live together peacefully.”

20. Optional Extensions

Emotion regulation toolkit

Personal trigger maps

Classroom agreement on emotional respect

21. Additional Resources

Goleman, D. (1995). Emotional Intelligence.

Goleman, D. (2006). Social Intelligence.

CASEL. (2020). SEL Framework.

Council of Europe. (2018). Reference Framework of Competences for Democratic Culture.

OECD. (2021). Beyond Academic Learning: Social and Emotional Skills.