

# ***Our Mysterious Emotions***

## Lesson Objective:

Students will learn about emotional self-awareness and how their brain predicts emotions based on past experiences. They will explore how to recognize and manage their emotions by understanding the role of brain predictions.

## Materials Needed:



- Copy of Book 2, Chapter 1: Ollie and the Mystery of Emotions
- Whiteboard/Markers
- Paper and pencils
- S.T.A.R. Strategy poster
- Activity 1 - Emotion Detective Handout
- Activity 2 - Emotions Wheel
- Home Connection Letter

## Introduction to the Topic (10 minutes)

### Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly discuss the concept of our emotions.

## Greeting and Circle Time Teacher Script

### 1. Warm Welcome and Opening Discussion:

- "Good morning, class! Today, we're going to talk about something really interesting—our emotions! Have you ever wondered why sometimes you feel happy, excited, or even nervous and upset? Did you know that your brain plays a big part in how you feel? Today, we'll read a story about Ollie and his friends, who are learning about emotions and how their brain helps them predict feelings."
- Wait for the children to settle.

### 2. Discussion Starter

- "Has anyone ever felt nervous, excited, or frustrated but wasn't sure why? What do you think makes us feel different emotions?"
- Wait for a few children to respond and acknowledge their answers.

- "We'll learn today that our brain is like a little scientist, making predictions about how we should feel based on what it's learned before. By becoming aware of these emotions, we can understand why we feel the way we do and learn to manage those feelings better."

Read the Chapter (15 minutes)

Story Time Outline:



- Read chapter 1 aloud. Encourage students to follow along. Ask questions during key parts in the story.

### Story Time Teacher Script:

#### 1. Prepare the Students for the Story:

- "This is the first chapter in Book 2 of our Ollie and Friends Chapter book series. Let's read the story \*Ollie and the Mystery of Emotions\*. As we read, I want you to think about how Ollie and his friends are learning about their emotions and how their brain predicts how they'll feel."
- " (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

#### 2. Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
- Why do you think Ollie is curious about why we feel different emotions?
  - Encourage students to explore Ollie's interest in understanding emotions.
- What does Grandma mean when she says that the brain is like a little scientist?
  - Help students think about how the brain makes predictions.
- How does Bennie feel when he can't fix his bike, and why does he get frustrated?
  - Focus on how Bennie's brain predicted the task would be easy.
- What are concepts, and how does the brain use them to decide how we should feel?
  - Reinforce the idea that concepts are ideas or memories that help the brain predict emotions.
- Why does Harriet feel excited before her race? How is her brain predicting how she should feel?
  - Highlight how Harriet's brain predicts excitement based on past success.
- Why does Betty feel nervous even though her project turned out well?
  - Discuss how past mistakes can affect our emotions, even when things go well.

- How can becoming aware of your emotions help you feel better, according to Grandma?
  - Encourage students to think about emotional self-awareness and its benefits.
- What did Ollie realize about feeling nervous before playing soccer?
  - Reinforce Ollie's understanding of how his brain's predictions can be wrong.
- How can thinking about past emotions help us make better predictions in the future?
  - Encourage students to reflect on how learning from emotions can change future feelings.
- What does Grandma mean when she says emotions are part of what makes us human?
  - Help students understand that emotions are natural and important to recognize.

### **Ollie's Odyssey: Chapter 1: Ollie and the Mystery of Emotions**

It was a warm afternoon in Whispering Woods, and Ollie and his friends were sitting under their favorite tree, sipping on lemonade after a long day of playing. As they laughed and chatted, Ollie noticed something: each of his friends seemed to be feeling something different. Harriet looked excited, Bennie seemed a bit frustrated, and Betty appeared quiet and thoughtful.

"Hey, guys," Ollie began, "I've been thinking about something lately. Do you ever wonder why we feel the way we do? Like, sometimes I feel happy, but other times, I feel nervous or sad, and I'm not even sure why."

His friends nodded in agreement. "Yeah," Bennie said. "Like today, I couldn't figure out how to fix my bike, and I got really frustrated. But when I think about it, I don't even know why I felt so upset."

"I know what you mean," Betty added. "Sometimes I feel really proud when I build something, but other times, even if it's good, I still feel worried that it's not enough."

Just then, Grandma, who had been tending her garden nearby, overheard the conversation and walked over. "It sounds like you're all talking about emotions," she said with a kind smile.

"Have I ever told you that your brain plays a big role in how you feel?"

The group looked up, intrigued.

"Your brain?" Ollie asked. "How does it make us feel emotions?"

Grandma sat down with them, ready to explain. "Well, your brain is like a little scientist. It's constantly making predictions about what's happening around you, based on what it's learned before. This is where something called \*concepts\* comes in. Concepts are like ideas or memories your brain uses to understand the world and decide how you should feel."

The group leaned in, curious. "So, our brain guesses how we should feel based on what's happening?" Harriet asked.

"Exactly!" Grandma replied. "Let's say you're about to give a presentation in class. If your brain predicts that it will go well, you might feel excited. But if your brain predicts that it will be scary or hard, you might feel nervous or scared. And sometimes, your brain gets it right, and other times, it doesn't."

"Wow," Ollie said, thinking it over. "So, it's like my brain is using old memories to decide how I should feel right now?"

"Yes!" Grandma nodded. "Your brain is using what it already knows—your \*concepts\*—to predict how you'll feel in a situation. And because of that, sometimes we can actually help our brain make better predictions."

The friends all looked at each other, intrigued by this new idea.

"How do we do that?" Bennie asked.

"By becoming more aware of our emotions," Grandma explained. "You can start by noticing how you're feeling and thinking about why you might be feeling that way. Is it because your brain is predicting something based on the past? And then you can check whether that prediction is really true."

Ollie's mind was racing with examples. "Like when I got nervous about playing soccer last week. I felt nervous because the last time we played, I missed the ball. But that doesn't mean I'll miss it every time, right?"

"Exactly," Grandma said. "Your brain was using that old memory to predict how you'd feel. But if you think about it, every time is a new chance, and maybe your prediction won't come true."

"That makes sense," Harriet said thoughtfully. "Like when I get really excited before a race because I've won races before. My brain predicts that I'll do well, so I feel pumped up. But when I lose, it feels surprising because I wasn't expecting it."

"Right," Grandma said. "That's your brain making predictions based on your past experiences. The key is to recognize those predictions and then decide how you want to react."

"Wow," Betty said, "I never thought about it that way. So when I feel nervous about my projects, maybe my brain is just trying to protect me from making mistakes because I've made mistakes before."

"Exactly, Betty," Grandma said. "And by understanding that, you can remind yourself that just because something happened before doesn't mean it will happen again."

Ollie felt a sense of relief wash over him. "So, if we pay attention to our emotions and think about why we feel them, we can help ourselves feel better?"

"Yes," Grandma said, "that's called emotional self-awareness. When you know why you're feeling a certain way, you can start to change how you respond. It's like helping your brain make a better prediction."

"But what if we're not sure why we feel a certain way?" Buzz asked, buzzing around thoughtfully. "Sometimes I just feel things without really knowing why."

"That's a great question, Buzz," Grandma said. "It's okay if you don't know right away. The first step is just noticing what you're feeling. You can ask yourself, 'Am I feeling happy? Sad? Nervous?' Once you recognize the emotion, you can think about what might be causing it. It's like being a detective for your own feelings."

The group smiled, feeling like they were starting to understand their emotions a little better.

"Let's try it," Ollie suggested. "Let's each think about an emotion we felt recently and why we might have felt it."

Harriet went first. "Okay, I felt super excited before my race last week. I think my brain predicted I'd do well because I've won races before."

"Good job, Harriet!" Grandma said. "That's your brain using the concept of winning races to predict how you should feel."

Bennie went next. "I felt frustrated today because I couldn't fix my bike. I think my brain predicted I'd be able to fix it easily, so when I couldn't, I felt upset."

"That's right, Bennie," Grandma said. "Your brain predicted it would be simple, and when things didn't go as planned, it caused frustration."

Betty nodded thoughtfully. "I felt proud of my project yesterday because my brain predicted it would turn out well, and it did. But sometimes, even when it turns out well, I still feel nervous because I've made mistakes in the past."

"Exactly, Betty," Grandma said. "Your brain is trying to protect you from past mistakes, but it's important to remind yourself that each project is a new chance."

The friends all felt more connected to their emotions and their brains. They understood that emotions weren't just things that happened to them—they were predictions their brain made, and they had some control over how they responded.

"Thanks, Grandma," Ollie said, feeling grateful. "I think I understand my emotions a lot better now."

"Me too," Harriet added. "It's kind of cool to think about how our brains are always working to help us, even when it doesn't seem like it."

"Remember," Grandma said with a smile, "your emotions are part of what makes you human. By becoming more aware of them, you're learning an important skill that will help you understand yourself and others better."

And with that, Ollie and his friends felt excited about what they had learned. They knew that by recognizing their emotions and understanding how their brain worked, they could handle their feelings in a way that made them feel stronger and more in control.

It was the beginning of a new adventure—one that would help them navigate their emotions and reactions with the wisdom they were just beginning to discover.

### 3. Post-Chapter Teacher Script

- **Teacher:** “Well, that’s so interesting that our emotions come from our brain’s predictions and that we might be able to change what our brain predicts and then change how we feel about things.”

### 4. Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- Can you think of a time when your brain predicted how you would feel, but it turned out differently? What happened?
  - Encourage students to reflect on personal experiences with emotions and predictions.
- Why do you think our brains try to predict how we’ll feel in different situations?
  - Help students explore the purpose of emotions in helping us navigate life.
- How can understanding emotions help us make better decisions?
  - Guide students to consider how self-awareness can influence choices.
- Do you think everyone feels emotions in the same way? Why or why not?
  - Promote discussion on how people experience and express emotions differently.
- What are some ways we can help our brain make more accurate predictions about how we’ll feel?
  - Encourage students to think about strategies like positive self-talk, learning from past experiences, and mindfulness.
- How do emotions help us in our daily lives? Can they sometimes cause problems?
  - Help students understand the role emotions play in motivation, relationships, and challenges.
- Why do you think it’s important to recognize and name our emotions?
  - Discuss the value of emotional awareness and expression.
- What are some healthy ways we can respond when we feel frustrated, nervous, or upset?
  - Encourage students to share coping strategies and emotional regulation techniques.
- How do emotions connect to our friendships and relationships with others?
  - Help students explore how understanding emotions can improve communication and empathy.

- If you could give one piece of advice to someone who struggles with big emotions, what would it be?
- Allow students to think about ways to support themselves and others emotionally.

### Do an Activity (20 minutes)

- Students will practice identifying feelings.

### Please choose from the following 2 activities:

#### Activity 1: Emotion Detective (15 minutes)

##### 1. Introduce Activity

"Now we're going to play a game called 'Emotion Detective.' In this game, we'll practice being detectives for our own emotions by noticing how we feel and thinking about why we feel that way—just like Ollie and his friends did."

##### • Activity Instructions

- Ask students to think about an emotion they felt recently, such as happiness, frustration, or excitement.
- Have them write down or draw what they think caused the emotion. Was their brain predicting something based on past experiences?

##### • Discussion:

- Go around the room and ask a few students to share their emotions and what might have caused them.
- Encourage students to connect their emotions to predictions their brain may have made.

## Activity 2: Emotion Charades (15 minutes)

### 2. Introduce Activity

"Now we're going to play a game called 'Emotion Charades.' In this game, we'll use our **\*\*Emotion Wheel\*\*** to help us choose an emotion. One person will act out the emotion they pick, and the rest of the class will try to guess which emotion they're acting out. Once we guess the emotion, we'll talk about what might have caused that feeling."

#### ● Activity Instructions

Use the Emotion Wheel:

- Show the class the Emotion Wheel (see handout below) with different emotions.
- Have each student take turns choosing an emotion from it.



Emotion Wheel Instructions:

Use the Emotion Wheel to pick one of the following emotions:

- Happy, Sad, Angry, Scared, Excited, Proud, Worried, Frustrated, Jealous, Disappointed, Embarrassed, Hopeful,

Act Out the Emotion:

- After selecting an emotion, the student acts it out without speaking. They can use their facial expressions, body language, or gestures to show how they're feeling.

Guessing the Emotion:

- The rest of the class will guess the emotion based on the student's performance.



- **Discussion**

- Once the emotion is guessed, ask the class, “What do you think might have caused that emotion?” Encourage creative answers, and help students connect the emotions to real-life situations.

- Continue until several students have had the chance to act out different emotions.

Wrap Up the Lesson (5 minutes)



1. Review and Reflection Overview:

- Review what they learned about emotions and the brain’s predictive nature.
- Ask a few children to share when this might help them.

**Review and Reflection Teacher Script**

1. **Gather in a Circle for Reflection:**

- “Let’s all come back together in a circle.”
- “ That was fun! Now we know that emotions can be caused by different things, and sometimes our brain predicts those feelings based on what has happened before.”
- "Let’s take a moment to think about one new thing you learned today about emotions. Who would like to share?"
- Listen to a few responses and provide positive reinforcement.

2. **Closing**

- “Great job today!”

## Home Connection Letter

### 1. Sending Information Home:

- "Today, we learned how our brain predicts emotions based on past experiences, just like Ollie and his friends did. We discovered that by becoming aware of our emotions, we can understand why we feel the way we do and manage our feelings better. I've got a letter for you to take home to share what we learned about today."
- Hand out the letters as the children prepare to leave

## Parent Letter

### Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson

Dear Parents/Guardians,

Today in class, your child learned about emotional self-awareness and how the brain helps us predict our emotions based on past experiences. We read a story called “Ollie and the Mystery of Emotions”, where Ollie and his friends discovered that understanding their emotions could help them manage their feelings better.

In class, your child:

- Learned how their brain predicts emotions using past memories (called concepts).
- Played a game to think about their own emotions and what causes them.
- Practiced acting out different emotions to understand how our brain and experiences influence how we feel.

We encourage you to talk to your child about what they learned today and ask them to share some of the emotions they've recognized and what might have caused them.

Sincerely,  
[Your Name]

# ***Emotions Detective***



***My Feeling***\_\_\_\_\_

***The Possible Cause***\_\_\_\_\_

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# ***Emotions Wheel***

