

Emotions and Decision-Making

Companion Text: I Lost My Sock, by Lin Jakary & Ryan Olson

Subject Area & Grade Level: Social Studies, Kindergarten

Objectives

After this lesson, students will be able to:

- Identify characters' emotions
- Connect emotions to events in their own lives
- Suggest emotions that could lead to good and bad decision-making

Introduction

Ask students what an “emotion” is. Define it for them if necessary as a feeling that people have inside themselves. Talk about how emotions often change depending on the situation that people are in, or the circumstances that people face in their day-to-day lives. Point out that being able to recognize how you are feeling emotionally is an important skill, and that being able to identify your own emotions and those of other people can make you more successful at whatever you decide to do in life. Then, ask students to close their eyes, and to try to remember a time when they felt the following ways: happy, lonely, scared, embarrassed, and proud. Pause between each emotion, and after going through all five, ask for a few volunteers to share one of their memories. Ask students if they think it is easier to remember good or bad emotions and why.

Procedure

Read the story once through without stopping. Then, read the story a second time, pausing at the following points to ask students what emotion or emotions the boy or sock might be feeling:

- Page 1 (Boy: curious, puzzled, troubled; Sock: pleased, sneaky)
- Page 6 (Boy: embarrassed; Sock: disgusted, defiant)
- Page 14 (Boy: dejected, resigned, sad; Sock: friendly, relaxed)
- Page 20 (Boy: anxious, determined) No socks on this page.
- Page 22 (Boy: concerned, self-conscious; Sock: carefree, happy)

Be sure to allow for multiple answers, and acknowledge that people can feel more than one emotion at the same time.

Discussion

Ask students to think of a time when they had to make a decision involving other people, and have them to share their ideas. Construct a list of situations in which a decision needs to be made. Then, choose one situation from the list, and talk through how the emotions a person is feeling might affect the outcome of the situation. Split students up into groups and have them role-play the remaining situations, assuming a variety of emotions. Afterward, have students share what they've learned about which emotions might lead to good decisions being made, and how negative emotions can lead to poor decision-making.

