




STAGE OF LESSON		PLAN: What is your plan?	
<b>I</b>	<b>INTRODUCE LESSON GOAL</b> 1-2 minutes	To investigate the role of emotions in life	NB. For me, this lesson has transformed into a wellbeing session rather than a philosophy session multiple times due to student responses. This may occur for you. If students start to reveal details about their own emotions it might be best to forgo the philosophy and focus on wellbeing.
<b>M</b>	<b>MOTIVATE with a HOOK</b>	Play the short film 'Alike' as the stimulus for the lesson <a href="https://www.youtube.com/watch?v=kQjtK32mGJQ">https://www.youtube.com/watch?v=kQjtK32mGJQ</a>	These can be anything at this stage. They might include: why did they change colours? It was about feeling sad. It was about how bad school is.
<b>P</b>	<b>PRIME with PRIOR KNOWLEDGE</b> -activate it 3-5 minutes	Generate concepts/questions/ideas that come from the film	
<b>A</b>	<b>ADD NEW TEACHER INPUT</b> – Explicitly teach the CONCEPT. 10-15 minutes 	Younger children are likely to naturally focus on the emotions represented in the film, especially because they are visually represented with colour.  This may generate ideas about what it means to be happy/sad/angry.  Questions like the following are likely to develop in some form: <ul style="list-style-type: none"> <li>- What are emotions?</li> <li>- Why do we have emotions?</li> <li>- What do it mean to show an emotion?</li> <li>- Are emotions just things we feel?</li> <li>- How do emotions differ from other things that happen to our body/mind?</li> </ul>	Students begin to generate the inquiry for the class by working their way towards the kinds of questions mentioned here.  These student generated questions will guide the discussion going forward.
	<b>ADD NEW TEACHER INPUT</b> – Explicitly teach and model the SKILL.	This is a conceptual analysis of emotions: we are attempting to discover what emotions are, as well as how they play a role in our lives. The kids can problematise what emotions are and work towards a greater understanding of emotions here.	
<b>C</b>	<b>CHALLENGE with APPLICATION &amp; DEVELOPMENT</b> 10-15 minutes 	Discuss the concepts that have come up and follow lines of inquiry that are particularly diffractive/different/unique (eg. I had a child once say sleeping was an emotion).  These types of ideas will be particularly useful in gaining traction towards a better understanding of the concept of emotion (especially because kids will start yelling 'sleeping isn't an emotion' > well then, why isn't it an emotion...)	Follow the kids strongly in this discussion. They are the ones who really get to generate the questions as well as answer them. Because the stimulus is a video, they are usually very responsive during the discussion and able to connect to a variety of things. It's unlikely you'll have to direct them too much.
	<b>CHECK FOR UNDERSTANDING, FEEDBACK &amp; INDIVIDUAL SUPPORT</b> (Throughout the lesson) 3-5 minutes		
	<b>CULTIVATE INDEPENDENT PRACTICE</b> 5 minutes	Based on your discussion points, try to form a list of what counts as an emotion, what doesn't count, and what we can't decide on.	Kids will likely have some criteria formed for what counts as an emotion and can use that to categorise things as emotions or not.
<b>T</b>	<b>TIME for GOAL REVIEW</b> 3-5 minutes 	Has our idea about what an emotion is changed?	