Trade as Relationship Building
1st Grade

Lesson 4 - Health: Emotions | 30 minutes

Activity 1: Identifying Emotions

Summary:

Students explore emotions by observing historical and contemporary photos of Coos, Lower Umpqua and Siuslaw people and identifying visual cues that may suggest how someone might be feeling. The activity invites students to notice details, share ideas with care, and practice using emotion words in a respectful and culturally aware way. This lesson is best done after the Social Science History-Then and Now activity.

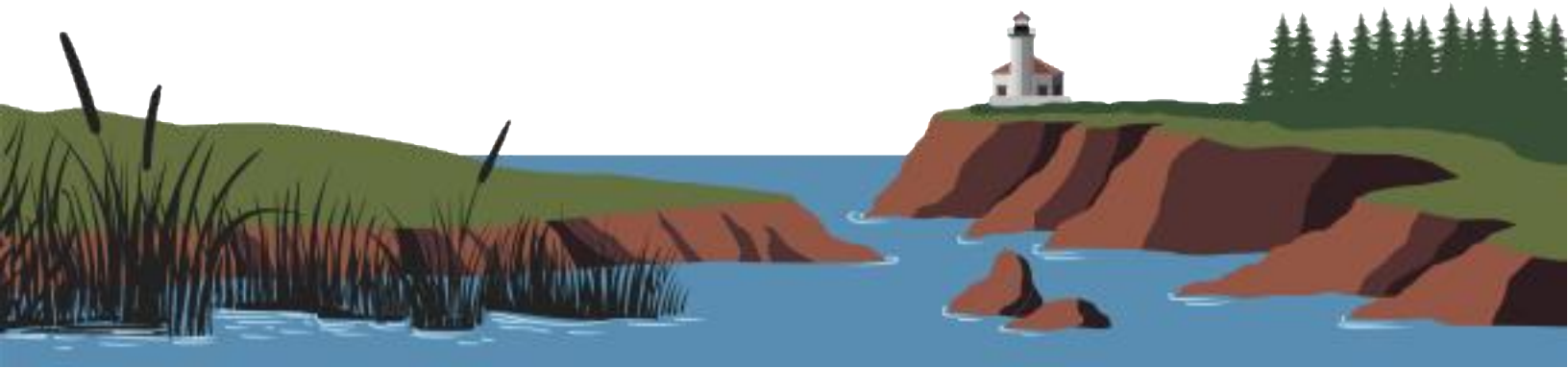
This lesson supports students:

- Use emotion words to describe what they notice in pictures from long ago and today.
- Practice looking closely at faces and bodies to make a thoughtful guess about how someone is feeling.
- Listen with care to classmates' ideas, knowing that people show emotions in different ways.

Key Discovery

Students learn that we can understand emotions by looking closely, thinking about what we notice, and listening to others' ideas. They also practice acknowledging that every person shows feelings in their own way.

Standards	• Primary: 1.G.HE.6, 1.E.1C.3 • Secondary: SS 1.11
Materials	• Identifying Emotion Worksheet
Vocabulary	• **Indigenous**: Original to the land, living there before the arrival of colonists. • **Emotion:** a natural feeling you experience inside your body and mind in response to things happening around you. • **Happy:** Feeling pleasure or contentment. • **Sad:** Feeling sorrow; the opposite of being happy. • **Scared:** Feeling frightened or fearful. • **Uncertain:** Feeling unsure or not knowing.



Setup & Logistics:

- Prepare the Emotions Worksheet to distribute.
- Prepare the students to work individually, with partners, or in small groups.

Language Extension:

Language Audio to be added soon.

Class Flow:

Activity 1 – Identifying Emotions:

Step 1: Revisit Prior Learning

- Remind students of *Then and Now* PowerPoint.
- Briefly review the emotion words together.

Step 2: Warm-Up (Individual Think)

- Distribute the Emotions Worksheet and invite the students to think about times when they have felt different emotions.
- Students use the worksheet to draw and/or write how they might look or feel when they experience emotions such as happy, sad, scared, or uncertainty.

Step 3: Notice Emotions in Pictures (Individual Think)

- Invite students to look carefully at each historical and contemporary photo.
- Students choose an emotion they think the person might be feeling and record their ideas on the worksheet using the sentence starter: “I think they feel ___ because I notice ___.”
- Students may write or draw what they are thinking.

Step 4: Turn and Share

- Students share one of their ideas with a partner or small group.
- Encourage students to listen with care and notice that classmates may have different interpretations.

Step 5: Think and Share

- Bring the class together to share what they noticed and why.



- Teacher Prompts:
    - What details helped you decide how this person might be feeling?
    - Do these people look the same or different? What makes you think so?
    - Do all Indigenous people look the same?
    - How does participating in community or cultural events help people feel connected, happy, or included?

Step 6: Demonstrate Expressions

- Invite students to demonstrate a few facial expressions (happy, sad, surprised, uncertain) using safe movement and personal space.
- Ask students what they could do to gather additional emotions information if they are uncertain of how someone else is feeling based only upon facial expressions.

