

In
Class
Lessons:
Lesson Plans:
Unit 1

Unit 01 Lesson 03

Feeling - Our Mind's Messenger

Unit Description:

This foundational unit introduces students to the mind as an interconnected system with three essential parts: Thinking (the "Idea Factory" for planning, problem-solving, and imagining), Feeling (the "Messenger" providing information through emotions and body sensations), and Doing (the "Action Player" making our inner world visible through observable actions). Students learn that everyone has a mind with these same three parts, and critically, that these parts influence each other in multiple directions through reciprocal loops, not just in one-way linear chains.

Through concrete daily-life examples, sorting activities, and observation exercises, children identify and label these three parts in themselves and others. They practice distinguishing between private mental experiences (thinking and feeling happen inside, invisible to others) and observable actions (doing is what others see). The curriculum builds progressively toward understanding reciprocal influence: early lessons explore each part individually, while Lesson 4 reveals how they work together as a dynamic feedback system where any part can influence any other part in both directions.

Students discover their "loop power"—while they cannot directly control thoughts or feelings appearing, they can use their Action Player strategically to influence the reciprocal loops and change how they think and feel. Role-play and cause-and-effect scenarios help students describe these bidirectional influences using simple language: "I thought about..., which made me feel..., so I did..., and then that action changed how I was feeling."

The three-part reciprocal model establishes psychology's foundational framework—that mental processes can be observed, categorized, and understood systematically as an interconnected system rather than isolated components. This introduces age-appropriate metacognition (thinking about thinking) by making abstract internal experiences concrete through metaphor and observable examples, providing the organizing structure for understanding all future psychology concepts.

By framing the mind as an understandable system of reciprocal influences rather than a mysterious black box or simple cause-and-effect chain, students develop foundational psychological literacy and self-efficacy ("I can understand how my mind works, and I have power to influence it through my actions"). The shared vocabulary and reciprocal loop framework enable both self-awareness and empathy, supporting children to discuss mental experiences that will underpin learning about attention, memory, emotions, relationships, and problem-solving throughout the curriculum.

Unit Learning Objectives

- Define psychology as the study of how minds work and explain that everyone has a mind with three parts: Thinking, Feeling, and Doing
- Identify and label examples of thinking (Idea Factory), feeling (Messenger), and doing (Action Player) in everyday scenarios from their own lives or observations of others
- Distinguish between private mental experiences (thinking and feeling) and observable actions

(doing) by categorizing given examples as "inside my mind" or "others can see"

- Describe how the three parts of the mind influence each other through reciprocal loops (bidirectional influence) rather than just linear cause-and-effect, using examples that show influence flowing in multiple directions (e.g., "I did [action], which changed how I felt, which then changed what I thought")
- Use the framework vocabulary (Idea Factory, Messenger, Action Player, loop power, reciprocal loops) to discuss their own mental experiences and explain their actions or the actions of others
- Apply the concept of "loop power" by identifying how they can use their Action Player to influence their thinking and feeling through feedback loops, even when they cannot directly control thoughts or feelings appearing

Lesson Description

This lesson explores the **Feeling** part of the mind, teaching children that feelings are information messengers that tell us important things about ourselves and our situations. Children learn that feelings aren't just "good" or "bad"—they all serve useful purposes: fear warns us about possible danger, sadness tells us something matters to us, anger signals something feels unfair, excitement tells us something good is happening.

Through concrete activities, children discover that feelings show up in two places: in their **minds** (knowing "I feel happy") and in their **bodies** (butterflies in stomach, warmth in chest, tight shoulders). The Body Mapping Test experiment provides hands-on evidence that feelings create measurable physical sensations—making invisible experiences tangible and observable. Students discover that many people feel emotions in similar body locations, revealing that feelings follow observable patterns.

They learn to identify different feelings by name, notice where they feel them physically, and understand that the same situation can create different feelings in different people. The multi-sensory game (audio + visual + body mapping) reinforces that feelings are both mental AND physical information signals that can be scientifically observed and decoded.

The lesson emphasizes that feelings are normal, everyone has them, and they give us valuable information—but feelings are messages to notice and understand, not instructions we must follow. Children begin to see how feelings connect to the other mind parts: feelings can spark thinking, and thinking can help us understand what our feeling-messengers are telling us. This sets the foundation for Lesson 4's revelation that actions can also influence feelings through reciprocal loops.

Learning Objectives

- **Identify** at least four different feelings by name and describe what information each one communicates (e.g., "Fear warns me about danger" or "Sadness tells me something important to me is gone or hurt").
- **Locate** where specific feelings appear in their body (e.g., pointing to stomach for nervous, chest for excited, or shoulders for worried).
- **Distinguish** between a feeling as information and a feeling as an instruction (e.g., "I feel angry, which tells me something seems unfair, but I can choose what to do about it").
- **Recognize** that the same situation can create different feelings in different people and provide an example (e.g., "The loud assembly made me feel excited but made my friend feel overwhelmed").
- **Explain** how feelings connect to thinking and doing in a specific scenario (e.g., "My body felt nervous, then I thought about why, and I realized I was worried about the test").

Lesson Plan Unit 01 Lesson 03

Warm-up (5 min)

Activity: "Message Delivery Game"

- Teacher pretends to be a messenger delivering notes to students: "Message for the class! It's almost recess!" (students respond with excitement)
- Another message: "Message! We have to clean up first." (different reaction)
- Ask: "How did the messages make you feel? Did the feelings give you information?"
- Connect: "Your body has messenger systems too! Your FEELING part sends messages about what's happening. Today we study how these messengers work."

Materials: Pretend message cards (can be imaginary)

Explore + Practice (30 min total)

Part A: Feelings as Information Signals (10 min)

Activity: "Messenger Jobs - What Feelings Tell Us"

- Introduce key concept: "Feelings aren't random. Each feeling is a message telling you something useful."

Teach 5 core feeling-messages with examples:

1. **FEAR/SCARED** → "Warning! Possible danger ahead" (crossing street, big dog running toward you)
2. **SAD** → "Something important is hurt or gone" (friend moved away, toy broke)
3. **ANGRY** → "Something feels unfair or blocking me" (someone cuts in line, brother takes your turn)
4. **HAPPY/EXCITED** → "Something good is happening!" (birthday party, made something work)
5. **WORRIED/NERVOUS** → "I'm not sure what will happen" (new situation, waiting for something)

Interactive Sorting:

- Teacher describes situations, students identify which feeling-message makes sense:
 - "Thunder crashes loudly" (FEAR - warning signal)
 - "You can't find your favorite toy" (SAD - loss signal)
 - "You worked hard and finished the puzzle!" (HAPPY - success signal)
 - "Someone pushes you off the swing" (ANGRY - unfairness signal)
 - "Tomorrow is your first day at a new place" (WORRIED - uncertainty signal)

Key Teaching Point: "All feelings give useful information! No feeling is 'bad'—they're all messengers trying to help you understand situations."

Materials: "Feelings = Messages" chart with 5 feelings and their meanings (hard copy/displayed)

Psychology Video (2 min)

- **Title:** "Feelings in My Body - Where Do You Feel Your Emotions?"
- **Link:** Search YouTube for "where do you feel emotions body kids" or "feelings in my body animation"
- **Purpose:** Shows how different feelings create different body sensations (visual map of where emotions are felt physically)
- Watch, then ask: "Did you know feelings happen in your BODY too, not just your mind? Let's explore that!"

Materials: Video projection. **Title:** "Feelings in My Body - Where Do You Feel Your Emotions?"

Part B: Psychology Experiment - Body Mapping Test (PowerMaster) (10 min)

PowerMaster Psychology Test Format

This experiment demonstrates that feelings create measurable physical sensations that we can observe and locate.

Game Flow:

- **Setup:** Screen shows outline of child's body. Teacher reads feeling scenarios. Students identify where they feel it using clickers.
- **Round 1 - Locate the Feeling:**
 - Screen shows body with 5 numbered zones: 1=HEAD, 2=CHEST/HEART, 3=STOMACH, 4=ARMS/HANDS, 5=LEGS
 - Teacher reads scenario: "Imagine you're about to go on stage in front of everyone."
 - Students click where they'd feel nervous (most will choose STOMACH=3 or CHEST=2)
 - App shows class results as heat map on body
- **Round 2-4 - More Scenarios:**
 - "Someone gives you a big hug" (typically CHEST=2)
 - "You're running and about to win the race" (typically LEGS=5, CHEST=2)
 - "You see a spider crawling toward you" (typically STOMACH=3, HEAD=1)
- **Scoring:** No right/wrong. App compiles class data showing common patterns.
- **Win Condition:** Discovery-based. Students observe that feelings create real body sensations and many students feel them in similar places.
- **Debrief:** "Scientists discovered this! They measured body changes and found patterns. Your Messengers use your body to send signals. You're not imagining it—feelings are PHYSICAL!"

Materials: PowerMaster app, student clickers

Part C: PowerMaster Game - "Messenger Message Decoder" (10 min)

GAME FILE NAME: icg-01.03-game01.html

GAME TITLE: "Messenger Message Decoder"

GAME FORMAT: Sound & Mood Matching + Interactive Body Heat Map

This format combines:

- Multi-sensory feeling recognition (audio cues paired with visual scenarios)
- Body mapping where students identify physical locations of emotions
- Pattern recognition across different scenarios showing how feelings provide consistent information
- Interactive heat map visualization showing where feelings "live" in the body

Why this format: This is clickable-compatible (students press buttons to match sounds to feelings, select body locations, and identify feeling messages). It's more complex than a simple emotion-matching quiz because it integrates multiple sensory inputs (audio + visual) and requires students to connect abstract feelings to concrete physical sensations. The body mapping component makes invisible feelings tangible and observable, reinforcing psychology as a science that studies measurable phenomena. The multi-modal approach (hearing, seeing, locating) creates deeper engagement and learning.

LOCATION IN LESSON ARC: Part C of the lesson (approx 20 minutes)

Timing: 10 minutes of gameplay

Pedagogical Justification: This placement occurs after students have:

1. Learned the five core feeling-messages in Part A (fear=warning, sad=loss, angry=unfair, happy=good, worried=uncertain)

2. Watched the "Feelings in My Body" video showing physical manifestation of emotions
3. Completed the Body Mapping psychology experiment where they identified where they personally feel emotions

At this point, students understand WHAT feelings communicate and have begun noticing WHERE feelings appear physically. The game provides intensive practice connecting feeling-messages to body sensations through multiple sensory channels. The audio component adds a dimension not available in the psychology experiment, training students to recognize emotional tone in voices—a critical real-world skill. This multi-sensory practice deepens the understanding that feelings are both mental AND physical information signals that can be scientifically observed and decoded.

PURPOSE

Students develop multi-sensory feeling recognition by matching emotional sounds to body locations and feeling-messages, building an understanding that feelings are physical, information-carrying signals that can be observed and decoded scientifically. The game trains students to recognize that feelings provide consistent, predictable information across different situations and people—reinforcing psychology's core principle that mental processes follow observable patterns.

Part D: PowerMaster Quiz - "What's the Feeling Message?" (7 min)

Quiz Format: Multiple Choice

Quiz Flow:

- **Setup:** Screen shows situations one at a time. Students identify what message/information the feeling is giving: 1=WARNING/DANGER, 2=SOMETHING LOST/HURT, 3=UNFAIR/BLOCKED, 4=GOOD THING HAPPENING, 5=UNSURE WHAT HAPPENS.
- **Presentation:** Teacher reads scenario with a feeling. Students identify what information that feeling provides using clickers. App shows answer with explanation.
- **Questions (10 total):**
 1. "You feel SCARED when you see a big dog running toward you. What's the message?" (WARNING/DANGER)
 2. "You feel SAD when your favorite toy breaks. What's the message?" (SOMETHING LOST/HURT)
 3. "You feel ANGRY when someone cuts in front of you in line. What's the message?" (UNFAIR/BLOCKED)
 4. "You feel HAPPY when you finish a hard puzzle. What's the message?" (GOOD THING HAPPENING)
 5. "You feel WORRIED about going to a new place tomorrow. What's the message?" (UNSURE WHAT HAPPENS)
 6. "You feel SCARED hearing thunder crash. What's the message?" (WARNING/DANGER)
 7. "You feel SAD when your friend moves away. What's the message?" (SOMETHING LOST/HURT)
 8. "You feel ANGRY when your brother takes your turn. What's the message?" (UNFAIR/BLOCKED)
 9. "You feel EXCITED seeing a present with your name. What's the message?" (GOOD THING HAPPENING)
 10. "You feel NERVOUS before trying something new. What's the message?" (UNSURE WHAT HAPPENS)
- **Feedback:** After each answer: "Correct! [Feeling name] is your Messenger telling you: [information

message]."

- **Scoring:** 1 point per correct answer. Display individual and class scores.
- **Win Condition:** Students score 7+ out of 10, showing they understand feelings as information messengers.

Materials: PowerMaster app, student clickers

Reflection (5 min)

PowerMaster Reflection Activity

Activity Format: Quick Response Poll

Game Flow:

- **Setup:** Screen shows reflection questions. Students respond via clickers.
- **Questions (displayed one at a time):**
 1. "Right now in class, which feeling messenger is visiting you? 1=HAPPY, 2=CURIOUS, 3=TIRED, 4=SOMETHING ELSE"
 2. "Where do you feel it in your body? 1=HEAD, 2=CHEST, 3=STOMACH, 4=NOWHERE"
 3. "What information is that feeling telling you? 1=I'M LEARNING, 2=I'M READY FOR BREAK, 3=I'M INTERESTED, 4=I'M NOT SURE"
- **Display:** Anonymous class results shown as graphs
- **Discuss:** "Look! We all have different feeling-messengers right now, and that's normal! Same classroom, different feelings. Everyone's Messenger works for them."

Debrief: Teacher reinforces: "You just observed your own feelings scientifically—noticing them, locating them, understanding their message. That's what mind scientists do!"

Materials: PowerMaster app, student clickers

Home Prep (5 min)

Preparing for PowerMaster at Home

- Explain: "At home, PowerMaster will show you different situations. You'll practice being a Feelings Detective—figuring out what feeling-message makes sense and why."
- Show sample: Screen shows child's face + situation, asks "What is this person's Messenger telling them?"
- Instructions: "Remember, you're looking for what INFORMATION the feeling gives. Fear = warning, Sad = loss, Angry = unfair, Happy = good thing, Worried = unsure."
- Emphasize: "You're learning to understand feelings as information signals. This helps you understand yourself AND other people better!"

Materials: PowerMaster app demonstration

Connection to Unit Arc

This lesson builds on Lessons 1 and 2 by deeply exploring FEELING (the Messenger) with the same scientific rigor applied to THINKING (the Idea Factory). Students now understand two of the three mind parts as observable, analyzable systems. Lesson 4 will complete the framework by examining DOING (the Action Player) and demonstrating how all three parts work together as an integrated system, with special focus on how thinking and feeling both guide observable actions.
