

Odyssey Teacher's Guide for "Emotions"

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A good place to begin for this issue: "Name that Emotion" (pages 14-17)

1. You might begin by discussing Andrew Ortony's statements about emotions having four components (page 15). Note the comment following the list (why motivation is listed separately from behavior).
2. Ask students to think of a recent incident in their own lives that produced a strong emotional reaction, analyzing in what ways Ortony's four components apply.
3. Ask students to take notes on the description and purpose for each of the three limbic system structures discussed on page 16.

Following #3 in the previous activity ask students to explain why and how **"The Uncontrollables: Blushing, Bawling, and (Goose) Bumps"** (pages 18-20) come from an entirely different part of the brain.

Ask students to add the following to their list of explanatory notes they began above: autonomic nervous system, its sympathetic part and its parasympathetic part.

For "That Chemical Reaction Called Love" (pages 6-9)

1. Ask students (working in pairs) to draw three hearts on a large sheet of paper turned horizontally. In each of the hearts, students will describe one of these three experiments (procedure and results): the photograph experiment, the blood sample experiment, and the T-shirt experiment. Under each heart, list brain-related and chemical terms (these should then be added to the notes they students have been making.)
2. Following this activity, have students read **"Ask a Scientist" (page 10)** and discussion together Dr. Lewis' statement: "Adults involuntarily seek out partners who resemble—both physically and emotionally—their own parents."

For "Beyond the Blues: Depression (pages 28-31)

1. You might want to start a preliminary discussion with this quote by Steven Dubovsky (from page 30) "In depressed people, the thermostat gets stuck in a down position."
2. Ask students to read through the article, adding the appropriate terms from the first paragraph on page 30 to their notes.
3. Provide small groups of students with large sheets of paper for the purpose of creating posters that list the warning signs of depression, as well as some tips for those who recognize those signs in themselves and/or their friends and relatives.

As a culminating activity, ask students (working individually or in small groups) to use their list of notes to prepare one of the following on the topic of the brain and emotions:

- a short informational paper
 - a series of cartoon panels
 - a panel discussion
 - a dramatization
 - an essay (written from the first person viewpoint of the brain)
 - an illustrated mini-book
- (or any other workable ideas they may invent).