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Mood Music!

Subject: Science, Math

Theme: Mood

Grades: 3 – 5 (with a K-2 adaptation)

Lesson Overview:

In this lesson, students brainstorm the different things that trigger various emotions and a variety of healthy and unhealthy responses. They learn about the relationship between emotions and mood and consider why it is important to recognize our emotions and manage our moods. They create a survey and collect data on the effects of music on emotions. They then graph and analyze the data they collect to determine the most common emotions evoked by certain songs. Students then create personal playlists to help them manage their emotions and improve their moods.

Learning Objectives:

Students will be able to:

- Understand how emotions affect our choices and our overall health and wellness
- Identify some of the key factors that affect our emotions
- Conduct an experiment to determine the effects of music on emotions
- Analyze the results of an experiment and use the information to create tools to help manage emotions and improve mood

Academic Standards:

National Science Education Standards

- 4ASI1.4: Abilities necessary to do scientific inquiry: Use data to construct a reasonable explanation.
- 4ASI1.2: Abilities necessary to do scientific inquiry: Plan and conduct a simple investigation.
- 4ASI2.6: Understandings about scientific inquiry: Review and ask questions about results.
- 4ASI2.4: Understandings about scientific inquiry: Develop explanations using observations (evidence).

Common Core Math Standards

3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less"



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problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

National Educational Technology Standards

6. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations.
 - b. Select and use applications effectively and productively.

***fit* Takeaways:**

- Manage your emotions to help influence your ability to rest and to make good food and move choices.
- Changing a behavior starts with you finding a reason to change your behavior and wanting to change your behavior.

***fit* Resources:**

- What Puts You in a Bad Mood (Video):
http://fit.webmd.com/kids/mood/videos/mood-videos?vid=vd-1878-kids-0002&ecd=cpl_dsc_lnk_1890
- Your Mood Horoscope (Interactive):
<http://fit.webmd.com/kids/mood/eval/your-fit-mood-horoscope>

Time Frame:

This lesson requires roughly 3 30-minute class periods or 4 20-minute class periods to complete.

Teacher Prep:

- Create cards with faces reflecting the following six emotions: happy, tired, angry, bored, sad, and anxious (one card per student).
- Identify four music clips from different genres (e.g., classical, pop, rock, jazz) that might convey and/or trigger a range of different emotions to students. [Grooveshark](#) offers an extensive library of songs that can be streamed for free. You may also wish to consult with a music teacher to get song recommendations and recordings.

Vocabulary:

Mood – A state or quality of feeling or being.

Emotion – A strong feeling such as happiness, sadness, or fear.



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Classroom Activities:

Engage

1. Before class begins, tape cards representing the six emotions on the walls of the classroom.
2. Open the class by handing out one face card to each student. Make sure that the cards are face down and explain to students that they must not reveal the emotion on their card. Have students walk around the room and find the other students with the same emotion without talking. They can use facial expressions and/or act out the emotion.
3. Once students have found others with the same emotion, there should be six groups. In their groups, the students should reflect on and discuss times in which they have experienced the particular emotion their group was assigned. For each example, they should identify what triggered the emotion and what choices they made in response to the emotion. You might want to provide an example such as, "I was tired yesterday because I didn't sleep well and I ended up drinking too much coffee, which made me feel anxious."
4. On the board, create a three-column chart labeled Trigger, Emotion, and Response. Ask students to share ideas that surfaced during their discussion and write these in the three columns.
5. Ask students to identify which of the ideas in the Response column are healthy choices and which ones are unhealthy choices. For each of the unhealthy choices, ask students if they can identify a healthy alternative.
6. Explain to students that our emotions affect the choices we make and we're often not even aware of it. If we don't pay attention to our emotions, we can make unhealthy choices. Taking time to check in with ourselves and think about how we're feeling can help us make healthy choices.
7. Introduce the definitions for mood and emotion. Help students understand that moods differ from emotions in that they are less intense, less specific, and less likely to be triggered by specific events. It is sometimes hard to know why we are in a particular mood, but it's important to think about what we're feeling and why we're feeling that way so that we can figure out how to feel better.
8. Have students watch the video "What Puts You in a Bad Mood?" and discuss various triggers for bad moods and what the students said they do to improve their moods.
9. Drawing on the example of the girl who said she listens to Taylor Swift music, explain that one way that many people influence their emotions and improve bad moods is by playing particular types of music.

Explore

1. Explain to students that everyone reacts to music in a unique way, so they are going to conduct an experiment to test how music affects people's emotions and moods.



- Hand out a sheet of paper with a chart on it that looks like the one below:

Mood before any music played	Emotion after the first piece is played	Emotion after the second piece is played	Emotion after the third piece is played	Emotion after the fourth piece is played	Mood at end of experiment

- Have students use the Your Mood Horoscope (<http://fit.webmd.com/kids/mood/eval/your-fit-mood-horoscope>) to evaluate their moods before any music is played. They should write down their moods in the first column of the chart.
- Explain that you are going to play four music clips. After students listen to each clip, they should write down the emotion they feel in the appropriate column. After each clip, tally the number of students who have identified each emotion in a chart like the one below:

Emotion	1 st piece	2 nd piece	3 rd piece	4 th piece
Happy	7			
Tired	5			
Angry	4			
Bored	5			
Sad	3			
Anxious	6			

- After you have played the final clip, ask students to reflect on and describe their moods. Do they see any changes?

Explain

- Have students use the data in the tables to create bar graphs or circle graphs representing each song. Students can use a tool like Create-a-Graph (http://nces.ed.gov/nceskids/createagraph/default.aspx?ecd=cpl_dsc_lnk_1890) to create digital versions of their graphs.
- Ask students to share their graphs in small groups. Have students identify the most common emotion triggered by each song. Then have them discuss how their personal reactions compared to those of the larger group.
- Discuss the results of the experiment as a large group. Ask students to consider why they think each song triggered the emotions it did. Ask students to consider how the music affected people's moods and what they learned about the relationship



between emotions and moods. Discuss differences in the results among individuals and groups and emphasize that everyone reacts to music in their own way.

4. Reinforce the following key ideas:
 - Our emotions influence our choices.
 - We need to recognize our emotions and manage our moods to help us make healthy choices.
 - One way to manage our moods is to listen to music that makes us feel good.

Elaborate

1. Explain to students that they are going to create personal playlists based on songs with which they are familiar to help them manage their emotions and improve their moods. Playlists should include at least 3 songs. After students select their songs, they should write brief “album notes” that explain why they chose each song and the type of mood the songs are intended to influence.
2. Invite students to share their playlists in small groups. As they share, students should explain the emotions the songs are meant to target and why the songs help improve their mood.
3. After students have presented, reinforce the idea that listening to music is one healthy technique to influence emotions and manage moods, but students must first recognize the mood they are in and what’s causing it in order to choose a healthy way of responding to it.

Evaluate

1. Why is it important to find ways to recognize our emotions and moods?
2. What is the difference between emotions and moods?
3. Identify three times during the day that you can check in with yourself to figure out how you’re feeling.
4. Name three healthy choices that can be made to improve one’s mood.

Extensions

1. Students can conduct the same survey with another class and/or at home and then help other students and/or family members to make their own playlists.
2. Students can extend or create additional playlists to share with classmates.
3. Students can read the article Bust Bad Moods!
(http://fit.webmd.com/kids/mood/article/bust-bad-moods?ecd=cpl_dsc_lnk_1890) and identify additional healthy techniques, beyond music, for dealing with bad moods.



K-2 Adaptation

***fit* Resources:**

- “Get Yourself in a Better Mood” (song)
http://fit.webmd.com/jr/fit-songs/fit-songs?vid=vd-1868-junr-0003?ecd=cpl_dsc_lnk_1890

Classroom Activities:

1. Show students pictures of people displaying a variety of different emotions and ask students to identify how the people in the pictures feel. Make a list of emotions on the board.
2. Ask students to think about a time when they experienced emotions they didn't want to experience. Ask them, “What did you do that changed the way you were feeling? Was it a healthy thing to do?”
3. Explain to students that moods are like emotions, but they aren't as specific. People usually talk about being in a good mood or a bad mood. Explain that it's important to think about our moods and what's causing them so that we can make healthy choices. Provide an example: “If I'm in a bad mood, it's sometimes hard to know exactly what put me in a bad mood. I have to think about what I'm feeling – Am I angry? Am I sad? Am I frustrated? – and try to understand why I feel that way. Then I can think about what will make me feel better.”
4. Play the song “Get Yourself in a Better Mood” and ask the students to listen for ideas they could use to change their moods when they don't want to feel a particular way.
5. Create a class list of the ideas students identify. Examples from the song include: playing a game, talking to a friend, singing a song, taking a rest, eating good food, and moving. Ask students if they can think of additional ideas to add to the list.
6. Review the list and ask students to raise their hands if they have used each of the techniques. Use tally marks to record the data.
7. Discuss which techniques were most popular. Were these techniques effective?
8. Focus students' attention on singing or listening to a song. Ask students to brainstorm songs that make them feel good. If students have a hard time coming up with examples, you might want to provide examples such as “If You're Happy and You Know It...”
9. Choose one or more songs from the list and lead a class sing-a-long.