

# Sacred Images - Shields, Understanding Emotions

## Summary

Students will better understand emotions and build *SHIELDS* to use as coping skills.

## Time Frame

1 class periods of 70 minutes each

## Group Size

Large Groups

## Life Skills

Thinking & Reasoning

## Materials

Glencoe Health Textbook  
Sacred Images Book  
Poster and Colored Markers

## Background for Teachers

Teachers will understand that *SHIELDS* were used through out history to protect warriors in battle. "Warriors on horseback welded small shields painted with powerful symbols such as medicine bears and birds to protect them from enemy fire." Through Indian Eyes, Readers Digest pg.203 Page 301 in the book, Through Indian Eyes shows *Icons of Martial Prowess* which provides ideas of how students can use symbols for personal *SHIELDS*.

## Student Prior Knowledge

Students should be familiar with different emotions.

## Intended Learning Outcomes

Students will be able to identify eight different emotions.  
Students will be able to explain how these emotions influence overall health.  
Students will develop personal *SHIELDS* to deal with negative emotions.

## Instructional Procedures

Students will define each vocabulary word. Emotion, Hate, Love, Anger, Joy, Fear, Excitement, Grief, Happiness, Guilt, Empathy, and Hostility.

### Activity 1:

Write the word *EMOTION* on the board.  
Brainstorm as many emotions as possible and list them on the board.  
Each student will draw eight circles on the poster. Use different colors for each circle. label each circle with an emotion. Use the following emotions: Hate, Love, Anger, Joy, Fear, Excitement, Grief, Happiness.  
Students will draw a + or - in each circle to identify if the emotion is positive or negative.  
Students will draw a pictograph in each circle that would communicate each emotion.

### Activity 2:

Students will study Plate 56 in the Sacred Images collection. Take note that " *these images have*

*already lost their lower sections to weathering."*

Teacher will play the flute music that accompanies the collection.

Students will duplicate the top half of each SHIELD.

As each student studies the shields, have them try to interpret the emotions that could be communicated through the rock art.

What is the artist trying to tell you?

What emotions are you feeling now?

Students will finish drawing the bottom half of the SHIELDS expressing the emotions experienced.

#### Activity 3:

Teacher will remind students that SHIELDS were used by warriors to protect. We are going to build a personal SHIELD to help protect us from negative emotions.

Students will identify an emotion they may have difficulty coping with.

Students will research healthy ways to deal with the negative emotion.

Each student will draw a pictograph of these healthy ways on the personal SHIELD. In what way does the the SHIELD defend psychologically and emotionally to keep you centered? Ask students to distinguish between physical and psychological factors using symbols.

The shields can be displayed around the classroom.

#### Bibliography

Glencoe Health textbook

Sacred Images: A Vision Of Native American Rock Art

Through Indian Eyes, Available on the USOE Indian Education Website.

#### Authors

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ROY TALK