

Knowing

**TONGROO**  
Inspire teaching

**Mini Lesson Plan**

Being

Educational practices often fail to systematically integrate socio-emotional skills (SES) with academic instruction, leading to significant gaps in student development.

- + Schools attempt to develop these skills through regular activities, but support and implementation continuous to be inconsistent.\*
- + Tight schedules and heavy reliance on teachers without adequate tools or training relegate SES to a secondary role in academic learning.\*
- + Less than 60% of educators teaching 15-year-olds and less than 55% of those teaching 10-year-olds included in the survey\* have received sufficient training in SES.

The question is, how can we adress these challenges?

What about the teachers?

How many tools, time, and knowledge do they really have for this?

**TONGO** addresses these challenges by:

- + **Empowering educators** with a **systematic creative process** that **seamlessly connects socio-emotional skills with academic instruction**.
- + **Creating lesson plans** that **meet the school district criteria** and have infused best practices
- + **Helping teachers stimulate** students motivation **to learn** how to learn, **think creatively**, and understand **academic content within their context**.
- + **Ensuring** the educational environment **equally prioritizes academic rigor and socio emotional development**.



## Let's see how TONGO works in a mini lesson

**First step:** Establish a creative formula that includes the mini lesson's academic content, the socio-emotional skill we want to develop, as well as a connecting word that helps link these elements.

### The Creative Formula



### The Creative Formula for this mini lesson is:



**Second step:** A metaphor is a creative tool that supports the connections of the creative formula and serves as a guiding thread to create a more meaningful lesson. For this mini lesson the metaphor is:

The mind, like water, can change its state due to external forces.  
For example, like water changes with heat; likewise, our  
emotions can change with our environment.  
However, we can learn to control our reactions as we can  
control temperature in an experiment.

**Third step:** Define the learning objectives for the creative formula.  
The learning objectives for this mini lesson are:

1. Identify and discuss how emotions can change like water changes state (solid, liquid, gas) depending on external circumstances.
2. Develop awareness of one's own emotions and how they can be influenced by the environment, much like water responds to environmental conditions.
3. Understand how matter (like water) and energy (like heat) are related by observing how water changes with temperature.

**Fourth step:** Plan the activities for each moment of the class.  
For this mini lesson the activities plan will be:





### Mini Lesson name: **Feelings Flow Like Water**

	ACTIVITY	TIME	RESOURCES
INTRO, ICE BREAKERS	First, ask students to close their eyes and imagine themselves as water, transitioning between states as they hear the background noises. They begin in a solid state. Ask them to feel as hard as possible while hearing the sounds of ice or hail in the background. Next, they transform into a liquid, encourage them to relax as they hear the sound of running water. Finally, they become steam, accompanied by the sound of steam in the background.	3 min	Background sounds
GETTING FAMILIAR Context The Universe	Now in a circle, ask the students to discuss what they saw or felt during the sensory activity. Ask if they can name the emotions they felt during the activity? Ask them if they felt calm, or tense, happy, or sad? Did they feel any temperature while imagining the different states of water? Did they maybe felt cold like ice, or hotter like steam, or at a neutral room temperature? Write down the notes on the board, so that students can see that all their sensations and emotions are connected and similar with their classmates. Today, we're going to learn about how water behaves differently at different temperatures. We'll use a fun example to understand this better! Start by asking the students what they know about water. What forms can water take? (Expect answers like liquid, ice, and steam.) Explain that today, they are going to learn how the energy from heat changes water from one form to another.	10 min	Discussion circle

	ACTIVITY	TIME	RESOURCES
<p><b>IMPORTANT TO KNOW AND DO</b></p> <p><b>The basic concepts</b></p>	<p>Start by explaining that everything around us, including water, is made up of tiny particles called molecules. So from now on, each one of you is going to represent a molecule.</p> <p><b>Solid State:</b> First, we are going to all be one big iceberg. Ask the students to stand very close to each other, shoulder to shoulder, and hug themselves to stay still. Ask them, do you feel tight or do you feel like you can flow? Now explain, when water is very cold, it turns into ice. Why? Because the water molecules move slowly and stay very close together, just like when you huddle as a group to represent an iceberg.</p> <p><b>Liquid State:</b> Now imagine that the temperature starts warming a little bit, what would you do? Can you slowly begin moving around each other in a small area, while still staying close but now able to move freely. What do you feel is different? This is what happens when we start adding heat to an iceberg, it starts melting and becoming a fluid. The water is liquid because the molecules have a little more energy, so they move around more and aren't as tightly packed as in ice. They are like you playing around—not too far but still touching.</p> <p><b>Gas State:</b> Now, what would you do if it got really really hot, super super hot. Have the students spread out even more and move quickly around the room, no longer needing to stay in contact. How do you feel now? Do you feel more free? When water gets warmer, the molecules gain energy and start to move faster and faster. They spread out because they are vibrating so much, just like when you're excited and jump around. Summarize that heat (energy) makes water molecules move faster and spread apart, changing from solid to liquid to gas. The opposite happens when it gets colder: molecules slow down and get closer, changing from gas to liquid to solid.</p>	15 min	Open space for a safe group activity
<p><b>MEANINGFUL LEARNING</b></p> <p><b>Big Ideas Connections</b></p>	<p>Just like water can change states with the addition or removal of heat, our emotions can change too, based on how we react to different situations or what activities we engage in. Understanding that our emotional state is fluid and can change helps us learn to manage our feelings better.</p> <p>Use the information collected in the initial sensorial activity as well by connecting students previous responses. Have each student draw an "Emotional Weather Report" of their current emotional state. Is it solid, liquid, or gas? They can use colors and symbols to represent their feelings.</p> <p><b>Solid (Ice) - Feeling Stuck or Sad:</b> How do you feel when you are stuck, or sad? Are you able to move easily? Just like water molecules in ice are stuck together and don't move much, sometimes we might feel stuck or sad, like we can't move or don't want to do anything. This is like being in a "solid" emotional state where changes feel hard to make. Ask student, what activities can we do to change this state? Some examples: Warm-Up Exercise - Doing something active, like jumping jacks or a short walk, can introduce "warmth" and energy, helping us "melt" away the stuck feeling, moving towards feeling more fluid and free.</p> <p><b>Liquid (Water) - Feeling Calm or Happy:</b> How do you feel when you are calm and happy? Water flows freely and adapts to its container, similar to feeling calm or happy where we feel more flexible and relaxed. This is a "liquid" state where we're comfortable but can still change shape as needed. Ask student, what activities can we do to maintain this state? Some examples: Relaxation Techniques - Practice deep breathing, reading a favorite book, or drawing. These activities keep our emotional state fluid and adaptable, like water, allowing us to maintain calmness and happiness.</p> <p><b>Gas (Steam) - Feeling Angry or Frustrated:</b> How do you feel when you are angry and frustrated? When water boils into steam, it expands rapidly and moves fast, just like how we might feel when we're angry or frustrated - a lot of energy moving quickly and sometimes chaotically. Ask student, what activities can we do to change this state? Some examples: Cool-Down Conversation - Talking about what's bothering us with a friend, teacher, or family member can be like turning down the heat. It helps us cool down and return to a more liquid state where we feel better.</p> <p>Now add to your weather report how do you feel right now? Invite students to share their weather reports if they feel comfortable. Reinforce the idea that just like the weather, or the states of matter, emotions change, and it's okay to feel differently at different times. What's important is knowing how to take care of ourselves through these changes. Discuss as a group some activities that could help change or maintain their "emotional weather" for the better.</p>	20 min	Printed activity worksheet.

	ACTIVITY	TIME	RESOURCES
<b>LEARNING EXPERIENCE Evaluation</b>	Children will bring to their parents, grandparents, uncles, aunties or anyone they choose with a blank Emotional Weather Report sheet. They will proceed to explain how feelings like water change states, and show them what they learned during the mini lesson. The person will fill out the Emotional Weather Report summarizing their understanding of the lesson the kid gave them, and send it back to the teacher.	At home	Printed activity worksheet.
<b>CLOSING Indicator/ Participative</b>	<ul style="list-style-type: none"> <li>Can the children recognize and accurately label simple emotions such as sadness, anger, and happiness?</li> <li>Can the students respond to the question: How are matter and energy related?</li> <li>Student self-assessment using pictures and co-constructed criteria using the lesson worksheet.</li> </ul>		

## Lesson worksheet – Emotional Weather Report

EMOTION	STATE OF MATTER	WHAT I NEED? More T or less T	WHAT I CAN DO?	IDEAL STATE
 Anger				Calm  
 Happiness				
 Sadness				Write here the state of matter

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Knowing

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Being