



## JIN VS. THE BEACH

### Pre Show Lesson 1: Thoughts and Emotions

**Grade Level:** 3-6

**Student Learning Objective(s):** Students will consider how their feelings and emotions are connected in order to relate to themes within JIN VS. THE BEACH.

**Supplies/Resources Needed:** Handouts at end of lesson plan for each student, pens/pencils, colored pencils, markers, and/or crayons.

**California Arts Standards Addressed:**

3.VA:Cr1:1 Elaborate on an imaginative idea.

3.VA: Cr2:1 Create personally satisfying artwork using a variety of artistic processes and materials.

**Common Core Standards Addressed:**

[CCSS.ELA-Literacy.SL.3.4](#) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Step by Step Directions for Teacher:**

**Activator:**

- Say: "Today we are going to be exploring our thoughts and emotions in order to gain empathy with the main character of the play we are going to see called JIN VS. THE BEACH. In the play, Jin is feeling anxious about a class field trip to the beach—a place he has not explored before. But

before we explore our thoughts and emotions, let's help our minds be calm and ready to learn by creating some figure 8s."

- Have the students stand up and push their chairs in to stand behind their desks.
- Say: "Let's take a big breath in and when we do, circle your arms up to the sky over your head. Hold your breath at the top, and then slowly release your breath and your arms down to your sides."
- Say: "Now, we are going to create the shape of an 8 using parts of our body. The goal of this warm up is to focus on your own movements. Let's start with our pointer finger on our right hand. Move just your pointer finger to create the shape of an 8 repeatedly. (have the students create for about 15-20 seconds) Good, now let's continue using the next part of our body." You will continue to use the figure 8 on the body parts below in order, allowing 15 seconds or so on each part, and encouraging students to focus on their own movements as a way to bring awareness to their bodies.
  - Right pointer finger, right wrist, right elbow, right full arm (from shoulder), head (you can go one direction, then switch to the other), left pointer finger, left wrist, left elbow, left full arm (from shoulder), right big toe inside shoe, right ankle, right leg from knee, whole right leg, left big toe inside show, left ankle, left leg from knee, whole left leg, lastly moving in figure 8 with their hips, and finding a seat back in their chair.

### **Activity:**

- Say to the students: "La Jolla Playhouse is coming to our school with their POP TOUR soon! POP TOUR stands for Performance Outreach Project, where they bring an original play to elementary and middle schools all over San Diego County. This year's play is a musical play called JIN VS. THE BEACH and in the play, fifth grader Jin is headed to the beach for the very first time on a class field trip. Jin is more comfortable spending his time indoors, playing his favorite game, CUBECRAFTIA. Even though Jin grew up in San Diego, going to the beach is something new to him. He's a bit

anxious about it, but with the support of friends, teachers, and his imagination, Jin learns that everyone has different feelings when it comes to approaching the unknown, and it is important to express those feelings and try new things even when they feel scary." We are now going to explore how, like Jin, our thoughts and feelings can be connected.

- Say to the students: "Our thoughts are closely linked to our emotions and when there is something on our mind that we're worried about, we may feel anxious or uneasy. Let's take a look at Jin's thoughts and feelings and make some predictions about what might happen in the play."
- Using the handout attached at the end of the lesson, have the students read number 1 'What is Jin worried about'--they can read solo or you can have folks read aloud.
- Next, have the students think about what Jin can do to help his feelings of worry. Have the students write those ideas on the worksheet. The students can share ideas with a pair, or you can create a list from the class with a few students giving input.
  - Once you have generated your list, have the students make a note to remember in the play what Jin does to help his feelings of worry to see if any of their ideas are in the play.
- Next, allow the students to complete questions 3 and 4 on the handout including the drawing on the back of the paper.
- Have a few students share out their drawings to show what they do to help when they are worried. They do not need to share their worry with the class, just the image of what they do to help themselves when they are feeling worried.

### **Closing:**

- Play the following video on [Managing Anxiety and Worry](https://www.youtube.com/watch?v=l7g8Atv27Q8) (<https://www.youtube.com/watch?v=l7g8Atv27Q8>) 3 mins. 15 secs.
- Following the video, ask the students to share with a partner:
  - What is one idea you relate to in the video?
  - What is one new technique you learned in the video to help with worry?

Name: \_\_\_\_\_

Let's take a look at Jin's thoughts and feelings.....

1. What is Jin worried about?

*Jin and his class are taking a field trip to the beach and he is worried about a number of things: he hasn't spent a lot of time at the beach, so he doesn't know what will happen there. He feels left out sometimes, he doesn't love outdoor activities and sports, he would rather disappear into his thoughts and video games than be social. These worried feelings are causing Jin to feel anxious. His anxiety is making him quiet, have repetitive thoughts, and feel a bit moody.*

2. If you were Jin, what would you do to help his feelings of anxiety and worry?  
Share 1-2 things that Jin can do below.

3. What is something (a situation, idea, thing) that you may be worried about? This can be private and does not need to be shared with anyone.

4. What advice would you give someone who has a similar worry to you? How could they help this feeling of anxiety or worry? Draw an image on the back of this paper showing yourself taking your own advice!