

Inside Out: 7th Grade SEL & Media Literacy Lesson Plan

Advance Organizer

Essential Questions 1. How do emotions influence our actions and memories? 2. Why is it important to acknowledge all emotions?

KWL Chart (Know | Want to know | Learned) - K: What I know about emotions and memory. - W: What I want to learn as we watch *Inside Out*. - L: To be completed after viewing.

Backward Design Map

Standard	Objective	Assessment
CCSS.ELA-LITERACY.RL.7.2 (Theme)	Analyze how Riley’s emotions shape her journey.	Exit ticket: Write the theme with two pieces of evidence.
CCSS.ELA-LITERACY.SL.7.1 (Collaborative Discussions)	Engage in small-group discussions about emotional scenes.	Group discussion rubric with self- and peer-evaluation.
CASEL Self-Awareness	Identify and label personal emotions and their context.	Complete the Emotion Map graphic organizer.
CASEL Social Awareness	Demonstrate empathy by describing characters’ perspectives.	Short reflection: “I showed empathy when...”

Materials Needed

- Full film (*Inside Out*, 1 hr 42 min) or selected clips
 - Inside Out Active Viewing Guide handout
 - Emotion Map graphic organizer (table below)
 - Sentence frames handout
 - Projector and sound system
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Lesson Steps

1. Before Viewing (15 minutes)

1. Distribute the **KWL chart**; students fill in K and W columns.
2. Introduce key vocabulary: **emotion**, **core memory**, **self-regulation**, **empathy**.
3. Review **sentence frames**:
 - “I feel _____ when _____ because _____.”
 - “When Riley _____, I noticed _____ in her emotions.”

2. During Viewing (30–60 minutes)

1. Play **Clip 2** (Joy explains core memories, 4:37–6:38).
2. Pause and model use of the **Emotion Map**:
 - Column 1: Emotion (e.g., Joy, Sadness)
 - Column 2: Core memory/event
 - Column 3: Color/Music notes
3. Prompt discussion:
 - “What makes a memory ‘core’? Can you name one from your life?”

4. Optional: Show **Clip 7** (Joy confines Sadness, 20:50–21:27) and discuss:
 - Sentence frame: “I think Joy tries to ____ because ____.”

3. After Viewing (20 minutes)

1. **Pair-share:** Exchange Emotion Maps and explain your core memories.
2. **Whole-class reflection:**
 - How did Riley’s emotions help or hinder her? Give examples.
3. Complete the L column in the KWL chart.
4. **Exit Ticket:** Define the film’s theme and quote one scene as evidence.

Emotion Map Graphic Organizer

Emotion	Memory/Event	Color & Music Notes
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Creative Extension Activities

- **Memory Storage Diagram:** Draw how your brain categorizes memories (e.g., “Joy’s Island,” “Sadness Bay”).
- **Reflective Journal:** Write about a memory that changed over time. Use color to show shifting emotions.
- **Cross-Cultural Film Comparison:** Watch *Coco* or *My Neighbor Totoro*. Discuss how emotions are portrayed differently across cultures.

Educator-Validation Checklist

- ☐ Facts verified and accurate
- ☐ Content free of bias & sensitive content
- ☐ Meets UDL accessibility checkpoints