


Lesson 2.4 Managing Emotions

Objectives: Students will be able to:


- 1) Recognize what escalates their emotions.
- 2) Demonstrate how to manage their emotions using de-escalation strategies.
- 3) Cite reasons for learning to manage their emotions.

Materials Needed: □ Handout 2.4.1 and 2.4.2

Bell Ringer 
(Activity for before and after the bell rings)

Write about:
Think of a time you felt really emotional and said or did something that you later regretted. The emotion can be positive (excitement, joy) or negative (angry, afraid).

- What was the situation?
- How did you feel?
- How did you react at the time?
- What did you do after your emotions cooled?



Bell Ringer

[Greet students as they come in the door. Ask them to take the handouts and get started on the Bell Ringer.]


Think of a time you felt really emotional and said or did something that you later regretted. The emotion can be positive (excitement, joy) or negative (angry, afraid). What was the situation? How did you feel? How did you react at the time? What did you do after your emotion cooled down?




2 m
T=2


Essential Questions
(Questions to guide the lesson but answer later)

- What escalates emotions?
- How can we manage our emotions?
- Why is learning to manage our emotions important?



EMOTIONS THERMOMETER





Introduce Lesson and Essential Questions


This is the first of four lessons on managing emotions.

[Ask one or more students to read the essential questions.]

- What escalates our emotions?
- How can we manage our emotions?
- Why is learning to manage our emotions important?




1 m
T=3


Bell Ringer Debrief 
(Activity for before and after the bell rings)

Think-Pair-Share:
With a partner, discuss a time you felt really emotional and said or did something that you later regretted. The emotion can be positive (excitement, joy) or negative (angry, afraid).

- What was the situation?
- How did you feel?
- How did you react at the time?
- What did you do after your emotion cooled?



- What is happening in our brain when we have a strong emotion?
- What can we learn from these experiences?



Bell Ringer: Debrief

[Have students do a think-pair-share for the Bell Ringer. Then provide an example from your own life and ask for voluntary sharing.]

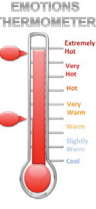
- What is happening in our brain when we have a strong emotion? (The Limbic System may take over the Prefrontal Lobe and we “flip our lid.”)
- What can we learn from these experiences?



7 m
T=10

Taking Your Temperature
(Provides guidance in regulating emotions)

EMOTIONS THERMOMETER




When our emotions run **WARM** we can use them to motivate ourselves, e.g., some anxiety gets us to study; some anger, to work on a problem; some excitement, to begin a project.

- When might some sadness be beneficial?

When our emotions run **COOL** we can feel out of control.

- What type of situations might put you at the **COOL** end of the thermometer for anxiety?



Taking Your Temperature

The Emotions Thermometer provides guidance in regulating our emotions. When our emotions are warm we can use them to motivate ourselves, e.g., some anxiety motivates us to study; some anger, to address a conflict; some excitement, to begin a project


- When might sadness be beneficial? (Sadness can motivate us to show sympathy or work on a societal problem.)
- What type of situation might put you in the red zone?



2 m
T=12

Managing Anxiety -- Example
(What tests and helps reduce anxiety?)

- What prompted Carlos's anxiety?
- How did he fuel his anxiety?
- What could he do to reduce his anxiety along the way?



Extremely Hot: Exams tomorrow — Carlos freaks out, pulls an all nighter and gets three hours sleep.

Very Hot: Exams three days away — he feels very anxious and overwhelmed, drinks coffee and stays up late.


Hot: Exams a week away — he's very worried and begins to study but distracts himself with video games and socializing.

Very Warm: Exams 10 days away — he's worried.

Warm: Exams two weeks away — he starts to worry.

Slightly Warm: Exams three weeks away — he begins to think about them.

Cool: Exams four weeks away — Carlos is not even thinking about them.



Example: Managing Anxiety



This slide shows how Carlos's anxiety escalates as exams approach.

[CLICK  as students read up from the bottom of the thermometer.]

- What prompted Carlos's anxiety? (Thinking about the exams but not preparing.)
- How did he fuel his anxiety? (Procrastination, negative self-talk, drinking coffee, playing computer games, lack of sleep)
- What could Carlos do to cool his anxiety along the way?



3 m
T=15

<div data-bbox="65 105 438 383"> <h3>Belly Breathing</h3> <p>(CLICK to play video of Keeth Matheny, School-Connect Teacher & Co-author)</p>  <p><small>School-Connect</small></p> </div>	<div data-bbox="483 99 895 140"> <h2>Video: Belly Breathing</h2> </div> <div data-bbox="483 142 1318 234"> <p>When our emotions start to heat up, we can learn to control them so that they don't control us. One strategy that provides quick relief is belly breathing.</p> </div> <div data-bbox="483 254 1206 314"> <p>[Ask students to stand and follow the steps as they watch the demonstration video on belly breathing (1:53).]</p> </div> <div data-bbox="1390 91 1466 157"> </div> <div data-bbox="1390 256 1466 383"> <p> 2 m T=17</p> </div>																
<div data-bbox="65 426 438 793"> <h3>De-Escalating Emotions</h3> <table border="1"> <thead> <tr> <th>STRATEGY</th> <th>EXAMPLE</th> <th>REASON</th> </tr> </thead> <tbody> <tr> <td>Belly breathing: Breathe deeply and slowly while pushing out your belly.</td> <td>You feel yourself getting hot and tense and your voice getting louder. You take three deep breaths.</td> <td>Slows you down, sends oxygen to your brain so that you can think more clearly; provides time for the Frontal Lobe to kick in</td> </tr> <tr> <td>Use positive self-talk.</td> <td>"Slow down, I can handle this."</td> <td>Builds personal power through self-control; decreases chance of being manipulated into a fight</td> </tr> <tr> <td>Counter negative thoughts; reframe the situation—"Tip the script."</td> <td>"She's ignoring me! No, maybe she's just preoccupied with all that's going on."</td> <td>Activates your Frontal Lobe (Rational Center) and overrides your Limbic System (Emotional Center)</td> </tr> <tr> <td>Remove yourself from the situation (Time Out).</td> <td>If you feel out of control, go where you can be alone, cool down, and think.</td> <td>Provides a chance to cool down away from the pressure of a situation</td> </tr> </tbody> </table> <p><small>School-Connect</small></p> <div data-bbox="127 721 379 783"> <p>De-Escalating Emotions (cont'd)</p> </div> </div>	STRATEGY	EXAMPLE	REASON	Belly breathing: Breathe deeply and slowly while pushing out your belly.	You feel yourself getting hot and tense and your voice getting louder. You take three deep breaths.	Slows you down, sends oxygen to your brain so that you can think more clearly; provides time for the Frontal Lobe to kick in	Use positive self-talk.	"Slow down, I can handle this."	Builds personal power through self-control; decreases chance of being manipulated into a fight	Counter negative thoughts; reframe the situation—"Tip the script."	"She's ignoring me! No, maybe she's just preoccupied with all that's going on."	Activates your Frontal Lobe (Rational Center) and overrides your Limbic System (Emotional Center)	Remove yourself from the situation (Time Out).	If you feel out of control, go where you can be alone, cool down, and think.	Provides a chance to cool down away from the pressure of a situation	<div data-bbox="483 422 916 464"> <h2>De-Escalating Emotions</h2> </div> <div data-bbox="483 466 1275 526"> <p>These techniques work for most emotions. The ones we <i>choose</i> to use depends on individual taste, the situation, and the emotion.</p> </div> <div data-bbox="483 547 1361 669"> <p>[CLICK through and discuss the strategies on the slide and Handout 2.4.2. Ask students to voluntarily share how they have used the strategies, and share your own experience with using them. CLICK for the second slide, and do the same.]</p> </div> <div data-bbox="1390 671 1466 797"> <p> 10 m T=27</p> </div>	
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<div data-bbox="65 841 438 1120"> <h3>Match Strategies to Situations</h3> <p>[Which de-escalating strategies would you use?..]</p> <p>Work in small groups to decide which strategy(ies) from Handout 2.4.2 you think would work best.</p> <p>Which strategy would you use if you felt...</p> <ol style="list-style-type: none"> Like laughing loudly in a quiet community space? Terribly nervous before giving a speech? Embarrassed after falling hard in the hallway? Furious with a friend or family member? So excited that you're hyperventilating? Tired and unmotivated? <p><small>School-Connect</small></p> <div data-bbox="343 841 438 1120"> <p>EMOTIONS THERMOMETER</p>  </div> </div>	<div data-bbox="483 837 1035 878"> <h2>Match Strategies to Situations</h2> </div> <div data-bbox="483 880 1326 969"> <p>[Have students work in small groups to select strategies from Handout 2.4.2 to apply in the situations below. Group members may vary in their choices. Afterwards, discuss as a class.]</p> </div> <div data-bbox="483 990 949 1019"> <p>Which strategy would you use if you felt:</p> </div> <div data-bbox="483 1029 1088 1228"> <ul style="list-style-type: none"> ➤ Like laughing loudly in a quiet community space? ➤ Terribly nervous before giving a speech? ➤ Embarrassed after falling hard in the hallway? ➤ Furious with a friend or family member? ➤ So excited that you're hyperventilating? ➤ Tired and unmotivated? </div> <div data-bbox="1390 837 1466 913"> </div> <div data-bbox="1390 1104 1466 1228"> <p> 10 m T=37</p> </div>																
<div data-bbox="65 1272 438 1551"> <h3>Wrap Up</h3> <p>(What did we learn today?)</p> <ul style="list-style-type: none"> ➤ How does this lesson tie in with the Power of Thought Loop? ➤ Why is learning to manage our emotions important? ➤ What strategies might you try out this week? <p><small>School-Connect</small></p> <div data-bbox="151 1419 263 1543"> </div> </div>	<div data-bbox="483 1268 647 1309"> <h2>Wrap Up</h2> </div> <div data-bbox="483 1319 1224 1433"> <ul style="list-style-type: none"> ➤ How does this lesson tie in with the Power of Thought Loop? ➤ Why is learning to manage our emotions important? ➤ What strategies might you try out this week? </div> <div data-bbox="1390 1268 1466 1315"> </div> <div data-bbox="1390 1427 1466 1554"> <p> 2 m T=39</p> </div>																
<div data-bbox="65 1599 438 1879"> <h3>Reflection/Application</h3> <p>(Applying knowledge to real life)</p> <p>Stop - Strategize - Apply - and Reflect:</p> <ul style="list-style-type: none"> • Write about a time when you felt a strong emotion and were able to soothe it. How did it change the situation and the outcome? • In the future, when you begin to feel a strong emotion, use the calming techniques to de-escalate, then write about it. <p><small>School-Connect</small></p> <div data-bbox="108 1715 220 1825"> </div> <div data-bbox="343 1599 438 1879"> <p>It's not what happens to you, but how you react to it that matters.</p> <p>— Epictetus Greek Philosopher 55-135 AD</p> </div> </div>	<div data-bbox="483 1593 900 1634"> <h2>Reflection/Application</h2> </div> <div data-bbox="483 1645 1356 1705"> <p>Write about a time when you felt a strong emotion and were able to sooth it. How did it change the situation and the outcome?</p> </div> <div data-bbox="483 1725 1287 1786"> <p>In the future, when you begin to feel a strong emotion, use the calming strategies to de-escalate the emotion, then write about it.</p> </div> <div data-bbox="1390 1593 1466 1670"> </div> <div data-bbox="1390 1839 1466 1964"> <p> 1 m T=40</p> </div>																