



EMOTIONAL WELL-BEING 1. RECOGNIZE YOUR EMOTIONS

Objective: Students will be able to identify their emotions as a first step towards self-acceptance and regulation for emotional well-being.

WARM UP

Start by asking students how they feel today. Explain to students that they can answer with mimic or complete sentences when they know the name of the emotion they feel. Tell them it is really important to name the emotion so they can understand, interpret, and react to others' emotions as well.

STEP BY STEP

- 1 Make sure everyone has a printed copy of the worksheet and the handout provided with it. Ask your students to form small groups and give them two minutes to write all the emotions they know on the space provided. Explain to students this activity will help them identify and accept their own emotions. You could then ask them why they think it is important to identify what we feel. After listening to some ideas from volunteers, explain that to channel our emotions and feel comfortable with ourselves, first we have to know what we feel.
- 2 Tell them to use the printed handout with emoticons included. Review the words with them and solve any doubts they may have. Ask them to tell each other which emoticons in the printed handout they can identify and where they have used them.
- 3 Give them some time to match the name of each emoticon to its facial expression.
- 4 Ask them to choose the emoticons that express how they feel today, or emotions that they usually experience, and, if they feel something different from the emoticons in the printed handout, they can draw their own emoticon there. Tell them they can share how they feel in small groups, but only if they feel comfortable doing so.

WRAP IT UP

- 5 *How do you feel today? Why do you feel this way? Do you think many of your classmates feel like you?*

Read the questions and give examples so students can produce their own answers. Give them some time and then ask them to share their answers with a partner. Ask some volunteers what they learned from each other. End the activity with a class discussion. Ask them if they are surprised about what they learned from their classmates. Build an appropriate social emotional learning environment and stress that our feelings are really personal and sometimes completely different to others' feelings. It is important that they understand these differences make us who we are and that feelings are never correct or incorrect. Remember that building relationships, relating to others, sharing what they think and feel, and working as part of a team, help them build empathy among them and their partners. This will benefit your students at a personal level, and as a group.

TEACHING TIP

When you teach social emotional skills, you must demonstrate skills and attitudes of social awareness, self-management, self-regulation, determination, etc. before you can help your students gain these skills. You can act as a model so when you have your feelings, emotions, and thoughts in place, you are able to work and share your experiences with your students in a mindful environment.



EMOTIONAL WELL-BEING 2. HOW OFTEN DO I FEEL ... ?

Objective: Students will be able to recognize and identify emotions and feelings so they can review their emotional well-being through the frequency of their emotions.

WARM UP

Let students know they are going to play a game. Students will have two minutes to write all the emotions and feelings they know. When time is over, you will shout: *Stop!* and students will exchange their paper to check their answers. The student with more emotions on the paper wins the game.

STEP BY STEP

- 1 Tell students to think about emotions they usually feel and to make a list individually. Monitor and help them with the vocabulary they may need. Give them a couple of minutes.
- 2 Once the minutes are over, tell them to exchange their list with a partner, read them, and ask about the emotions they don't know from their partner's list.
- 3 Students are now ready to work on their printed handouts. Make sure they all have them printed out to do the activity. Ask them to go to the table with frequency adverbs. Tell them to color each cell on the left column using a different color for each frequency adverb.
- 4 Tell them to color each emotion in the heart below the table with the color they chose for each frequency adverb depending on how often they feel that emotion.

- 5 Once they have finished, tell them to think about other emotions they feel that do not appear in the heart and to fill in the blank spaces with them. Tell students to color the emotions according to how often they feel them.
- 6 Ask them to write complete sentences expressing their emotions and how often they feel them on the space provided in their handouts.
- 7 Have them share their sentences with their partners' to see the similarities and the differences.

WRAP IT UP

- 8 *Is it easy to talk about your feelings? Why? How often do you feel positive emotions? How often do you feel negative emotions?*

Ask students to discuss the questions with a partner. It's probably better if you let them work with a partner they feel comfortable with. Give them some time and then ask them to discuss with another pair. Ask some volunteers to share their answers and tally on the board the emotions they feel more frequently and those they feel the least.

TEACHING TIP

If you want to create an emotional well-being environment at class, it is really important to consider all the positive outcomes that you could use to create this environment such as: the classroom itself, your attitude, the relationship you have with your students, the way you feel, etc. And remember that developing emotional well-being among teachers will benefit not only you, but your students.



EMOTIONAL WELL-BEING 3. MUSIC AND YOUR EMOTIONS

Objective: Students will be able to learn a way to manage their emotions by listening to different genres of music. They will identify what kind of music they can choose to help them overcome difficult emotions.

WARM UP

Bring a small ball to pass around. Play some lively music for some seconds while the students pass the ball. Stop the music. The student who has the ball has to say how he / she feels. Play three more times. Take the ball. Ask them to close their eyes. Play relaxing music for less than a minute. Ask a volunteer how he / she feels. Ask them what they think about the music that sounded in both occasions.

STEP BY STEP

- 1 Make sure there are available music players for the activity and that students bring some of the music they listen to. Brainstorm music genres from the students and write them on the board. Help them with any vocabulary they may need. Ask volunteers to share with the class how they feel with each music genre. Then ask them: *What do you think about the idea that music helps you understand how you feel? Do you agree that you choose the music you listen to according to how you feel?*
- 2 Make sure your students have a printed out copy of their worksheet and the handout provided. Give students some time to think about different songs they like and have them write them in the space provided.
- 3 Ask students to work in small groups. Have each group play their music on the available music players. Ask them to play it low so every group can listen. If this is not possible, use one music player and do the activity as a class. Ask them to tell each other why they like the music they chose to share.
- 4 Tell them to choose an emotion per group. You can help them by writing different emotions

on the board. They can repeat emotions if they feel like it, but it will be more interesting if they don't. Have them write on the space provided in the handout for their playlist the songs they know and like that express that emotion. Give them enough time to think about the songs.

- 5 Give them some minutes to exchange their playlists with other groups and tell them they can add songs if they wish.
- 6 Tell them to display the playlists around the classroom so they can use them for further reference when they want to listen to a song that expresses a certain emotion.
- 7 If there is time left, play the first seconds of several songs and ask them how they make them feel.

WRAP IT UP

- 8 *Do you think music influences your emotions? What kind of music do you listen to most of the time? Do your friends listen to the same music as you? Do they react to that music like you do?*

Ask students to discuss the questions in small groups. Give them some time and then ask them to discuss with another small group. Ask some volunteers what they learned from each other. Ask them if they are surprised about what they learned from their classmates. Reflect on the effectiveness of listening to music as a form of emotional self-care and how it helps to process what they are thinking and feeling.

TEACHING TIP

Identifying, understanding, and managing emotions are useful skills you require as a teacher. The more you learn to manage your emotions, the more effective in working with students' emotions you will become. Listening to soothing music is helpful to relax. If you can have it in the classroom, use it once in a while to reduce stress in your students to have a better class management.



EMOTIONAL WELL-BEING 4. ANGER MAP

Objective: Students will be able to identify their own anger and how it affects their environment. Then they will identify ways in which they can deal with anger.

WARM UP

Ask a volunteer to come to the front and act out a word you are going to whisper. Tell him / her to act out angry. Give students some seconds to guess. When they guess, ask them how they knew the student was acting angry.

STEP BY STEP

- 1 Before you begin, make sure all students have the printed handout provided for this activity. Brainstorm with your students situations that make them angry. Elicit sentences from the students and write them on the board. Draw their attention to the model sentences provided so that they know what to do.
- 2 Ask them to choose one of the situations on the board.
- 3 With the situation they chose in mind, ask them what is their facial expression, how they feel, what they say, how they behave, and what other emotions they feel when they are angry. Also ask them what helps them to calm down. Then tell them to draw, color, and write all this in the *Anger map* handout provided for this activity. Walk around and monitor. Help with any vocabulary they may need. Give them some minutes to work.
- 4 When they finish their anger map, work as a class to reflect on the activity. Ask them: *Do you like your actions when you are angry? Do you think your angry reactions are good for you? Why or why not?* Let them think about it. Ask some volunteers to share their answers.

- 5 Encourage students to exchange their maps and answers so they can compare and discover which actions are more helpful and positive in dealing with anger. You may give more examples on how to manage their anger.

WRAP IT UP

- 6 *What effect does your anger have on your friends or family? Do your actions when you are angry cause you problems? What helps you calm down when you are angry?*

Ask students to discuss the questions in small groups. Give them some time and then finish the activity as a class. Ask some volunteers what they learned from each other. Ask them if they are surprised about what they learned from their classmates. Remind them that expressing anger is a normal and healthy emotion, but knowing how to deal with anger to avoid damaging yourself and learning how to express it in a socially appropriate way are skills you need to develop for life.

TEACHING TIP

Don't worry! It's okay if you sometimes feel angry. As your role as a teacher is to be a model, you are also responsible to show good coping skills and anger management as a teacher. Remember you need confidence and boundaries when dealing with your students or when they challenge you, so you can manage your reaction. It is important that when you live situations in the classroom that make you angry, you handle them with appropriate techniques so your students can see how well you manage your emotions.