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
[Write about:

Here is 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?

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?

Introduction of 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?

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?

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?

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?

Copyright © 2015 School-Connect®
Video: Belly Breathing
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.

[Ask students to stand and follow the steps as they watch the demonstration video on belly breathing (1:53).]

De-Escalating Emotions
These techniques work for most emotions. The ones we choose to use depend on individual taste, the situation, and the emotion.

[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.

Match Strategies to Situations
[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.]

Which strategy would you use if you felt:
- Like laughing loudly in a quiet community space?
- Terrified 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?

Wrap Up
- 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?

Reflection/Application
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 strategies to de-escalate the emotion, then write about it.