



EMOTIONAL REGULATION

1. THE BIGGER PICTURE

Objective: Students will be able to understand the importance of focusing on the whole situation and not just on one part of it, in order to control their reactions and reach a specific goal.

WARM UP

Write on the board the following question and its possible answers as a list: *What do you do when you get angry?* a) scream and shout, b) storm off and slam doors, c) throw things, d) hold a grudge and not speak to a person, e) apologize and make up, f) stay calm.

Ask students to work in pairs and talk about their usual reactions when they get angry. Tell them to think of other things they do when they get angry. After a few minutes, invite them to discuss their answers as a class.

STEP BY STEP

A Make sure every student has a copy of the printed handout to work with or ask them to copy it in their notebooks. Then ask a volunteer to read the instructions out loud as the class follows the reading silently. Explain that this is a socio-emotional experience that will help them train their self-regulation, so that they learn how to be aware of their reactions and control them.

B Focus their attention on the chart on the second page. Ask them to read the example in it. Make sure all students understand the example.

C Ask students to fill in the chart with their own situations and reactions. Explain that they need to think of moments when they felt sad, angry, and happy. Set a time limit for students to fill in the chart.

D Have students work in pairs to share what they wrote. If necessary, ask some questions to help students with their conversations, such as: *Do you have similar reactions when you are sad, angry, or happy? Do you have any tips for your classmate to help him / her with his / her reactions?*

WRAP IT UP

E *On a scale from 1 to 10, how difficult was it to acknowledge your feelings and personal emotions? Why? What can you do better to acknowledge your feelings and personal emotions? How could analyzing the bigger picture help you react in a better way?*

Ask them to keep working with their classmate from step D to read and answer the questions. Walk around the class making sure everyone is on task. Invite students to get together with another pair and have them discuss again. Have some volunteers share their answers and experiences in a whole-class discussion. End the class by explaining that thinking about the bigger picture helps us control our impulses and achieve a better outcome in a difficult situation.

TEACHING TIP

A good way to help students remember what they learned is having them discuss new information with their classmates. Always keep in mind the importance of group work. It fosters practice and improvement; offers the opportunity to hear and learn new ideas from a classmate (who may be able to explain something in a way that makes more sense than a teacher's explanation); and allows collaboration and cooperation, which often give better results. Finally, working in groups is a valuable life-long skill that is searched for in most workplaces.

IT You can draw students' attention to the IT box if you need more help.



EMOTIONAL REGULATION

2. EMOTIONAL INTELLIGENCE

Objective: Students will be able to acknowledge and understand their emotions in order to be able to manage them in a better way.

WARM UP

If there is enough space, have students walk around the classroom for this activity. If there is not enough space, ask students to do it standing by their seats. Ask students to stand up and stretch out. Then ask them to follow your instructions. Allow enough time for students to act them out. You could say: *Act like you are very happy, act like you are very sad, act like you are very angry, act like you are very stressed, act like you are very ashamed, act like you are having a lot of fun, etc.* As you give the instructions, follow them along with the students. Ask them to stretch out again before they go back to their seats.

STEP BY STEP

- A** Make sure all your students have a copy of the printed handout or ask them to copy it in their notebooks. Invite one of them to read the definition of emotional intelligence out loud. Then ask a volunteer to read the instructions, so students know what will be expected from them in this activity. Help students with challenging vocabulary.
- B** Explain that this activity helps them strengthen their character by helping them accept and understand their feelings. Ask them to get into pairs. Have them look at the words in the chart together and try to guess the meaning of the ones that are new to them. Encourage them to circle or highlight the words they do not understand. Explain any new vocabulary or invite them to use their dictionaries.

C Invite a student to read the texts in the graphic organizer out loud. Explain that they will briefly write about their experience using words from the feeling intensity chart. Allow enough time for students to fill in the organizer individually.

D Ask students to share their organizer with a classmate and ask each other questions. Give them some ideas of questions they could ask.

WRAP IT UP

E *What can we do to address these emotions in an intelligent way? Think of ways your emotions, even the negative ones, have helped you in any way. How easy was it to relate (empathise) to your classmates' stories? Why?*

Ask a volunteer to read the questions. Have students get together with another pair and ask them to discuss the questions. Give them some time and then have some students share their conclusions with the class.

TEACHING TIP

Identify students' positive and negative emotions during your teaching sessions. Consider asking them how they feel so they become aware of those emotions. Suggest that every time they feel a negative emotion, they try to remember a positive one in order to change their mindset. Explain that the ability to increase self-regulatory practices needs to be done constantly so it can become a habit.

IT You can draw students' attention to the IT box if you need more help.