



IDENTITY

1. THANK YOU NOTE

Objective: Students will be able to express gratitude explicitly and deliberately so they can understand the value of doing this in all aspects of their lives.

WARM UP

Start the activity by narrating a short anecdote (real or fictional) about someone who, for some reason, did not have the chance to express love and gratitude to someone important. Start a reflection on the importance of being nice to others at all times.

STEP BY STEP

- A** Make sure all students have a printed copy of the handout provided for this activity. Ask students to close their eyes and to think about someone they admire and would want to thank for something. Tell them they don't need to thank others for something big; sometimes just for small details that make us feel loved or important.
- B** Ask them what they would like to say to that person. Tell them to write it on the printed handout provided with the activity. Ask a couple of volunteers to read out loud the examples of thank you notes included in their worksheet as a model of what they can write. Walk around the classroom and provide help while students write their thank you notes. Provide any help with vocabulary they may need.
- C** Lead the class discussion by asking: *How do you feel after writing the note?* Guide them to notice the positive aspects of recognizing the good things we get from others, including love, help, and details that make our lives better. Explain that gratitude is a habit everyone should practice often because it helps us improve our self-esteem, happiness, relationships, and outlook on life.

- D** Ask them if they want to deliver the note to the person it is addressed to, keep it, or do something else. Respect their wishes on this regard.

WRAP IT UP

- E** In pairs, ask students to discuss the questions: *When do you say thank you? How do you feel when someone says thank you to you?* Give them some time and then ask them to discuss with another pair. Ask some volunteers to share their answers with the rest of the group. Remind them that gratitude causes a sensation of well-being, and helps us find the positive aspects in our lives. Gratitude makes us more optimistic about the future, relate better with other people, and recognize the many good things we have and receive from others, even in difficult times.

TEACHING TIP

It is recommended that you make a gratitude journal where you write down the things you are grateful for and invite students to do so as well. It would also be good if you thank students for their effort and respect in class.

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



EMOTIONAL WELL-BEING 2. 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 them 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

- A** 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 that 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 they feel. After listening to some ideas from volunteers, explain that, to channel their emotions and feel comfortable with themselves, first they have to know what they feel.
- B** 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.
- C** Give them some time to match the name of each emoticon to its facial expression.
- D** 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

- E** Read the questions and give examples so students can produce their own answers. Ask students to discuss the questions: *How do you feel today? Why do you feel this way? Do you think many of your classmates feel like you?* 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 students 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.

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



EMOTIONAL WELL-BEING

3. 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 the different feelings and emotions they experience.

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

- A** 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.
- B** 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.
- C** 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.
- D** 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.
- E** 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.

F Ask them to write complete sentences expressing their emotions and how often they feel them on the space provided in their handouts.

G Have them share their sentences with their partners' to see the similarities and the differences.

WRAP IT UP

H In pairs, ask students to discuss the questions: *Is it easy to talk about your feelings? Why? How often do you feel positive emotions? How often do you feel negative emotions?* 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.

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