



EMOTIONAL WELL-BEING 1. 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

- A** 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?*
- B** 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.
- C** 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.

D 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.

E Give them some minutes to exchange their playlists with other groups and tell them they can add songs if they wish.

F 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.

G If there is time left, play the first seconds of several songs and ask them how they make them feel.

WRAP IT UP

H In small groups, ask students to discuss the questions: *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?* 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.

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



EMOTIONAL WELL-BEING

2. 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

- A** 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.
- B** Ask them to choose one of the situations on the board.
- C** 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.
- D** 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.

- E** 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

- F** In small groups, ask students to discuss the questions: *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?* 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.

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



GOALS

3. MAP TO MY GOAL

Objective: Students will be able to set steps to get to one of their school goals so that they can feel motivated.

WARM UP

Greet your students and ask them to close their eyes. Tell them to imagine they are going to run a race, that it is early in the morning and the weather is cool, that people are shouting and there is music. Tell them to concentrate on their feelings and thoughts. Tell them to open their eyes and ask some volunteers to share their thoughts.

STEP BY STEP

A Ask students to look at the maps in their printed handouts. Brainstorm school goals from the students and write them on the board. Ask them to choose one and write it on the space provided inside the sun in the printed handout.

Now tell them to think about how to achieve their goals. You may start a brainstorming session where volunteers can make suggestions. Listen to them and write some of their suggestions on the board. Give them some time to organize the steps they need to follow to get from the starting point in order to accomplish the goal. When they have defined the necessary steps, they can write them on the spaces provided in the map. Walk around and offer help with any vocabulary they may need.

B Allow students to work in small groups. Ask them to exchange their maps to make suggestions to their partners. Ask them: *Do your partners have more ideas to complete your map?* Give them some time to talk about their ideas and improve their goal maps.

C Ask them: *What will you do today to get to your goal?* Ask some volunteers to share their steps. Remind them to save their maps and check on them periodically to verify their progress.

WRAP IT UP

D In pairs, ask students to discuss the questions: *When do you follow steps? How do you feel when you have clear steps to follow? How do you feel when you don't have a clear plan?* Give them some time and then ask them to discuss with another pair. Ask some volunteers what they learned from each other. Guide them to share if having a plan gives them more confidence regarding the possibility to reach their goals. Remind them that, to reach a goal, one must first make a plan and take the necessary steps to reach it. Planning and taking action are the key to achieve goals, and seeing the immediate next step makes it easier than seeing just the goal. Encourage students to make and follow goal maps not only for their school goals, but also for goals they want to achieve in other areas of their lives.

TEACHING TIP

It's important to provide students with opportunities to practice mapping their goals. Students who believe they can reach their goals will be more motivated to put reasonable effort into it. This means that if they feel they are competent in something, they will look forward to succeeding. Provide moments for all your students to feel confident and thus motivated to learn.

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