



MAKING AGREEMENTS

1. STOP NEGATIVITY

Objective: Students will be able to identify negative emotions, learn how to deal with them, and find the best way to transform them into positive ones to avoid having disagreements.

WARM UP

Ask students to imagine they are having a bad day (maybe they arrived late for school, or they had a difficult pop quiz). Invite them to mimic the emotion they feel. Then tell them you are going to play *Simon Says*. Remind students that they have to follow the instructions only if they hear the phrase *Simon Says*. Give them instructions to run in their place, jump, raise their arms, sit down, stand up, etc. Once they finish exercising, ask them how they feel. Tell them that aerobic exercise lowers stress levels and helps us cope better with negative emotions.

STEP BY STEP

- A** Make sure every student has a copy of the printed handout to work with.
- B** Ask students to close their eyes and imagine themselves as happy and successful individuals in the future. Invite them to brainstorm positive attitudes that could help them reach that goal. Then, they should circle in blue the positive emotions they find in the handout. Ask: *Do you think negative emotions will help you become a better version of yourselves in the future? Why?* Invite them to circle in red the negative emotions they need to avoid to become their ideal selves.
- C** Invite students to reflect on the positive affirmations and help them draft their own affirmations with a brainstorming activity about what they do when they struggle with negative emotions.
- D** Encourage students to remember negative emotions they have recently had and to choose one. Go through the PATH section with students and

invite them to complete it using the negative emotion they chose. Remind them that when we notice the good things in our lives, it is easier to ward off negative emotions. For the *Help* step, you could share with the class which activity helps you manage negative emotions and why. Finally, invite them to share their PATH organizer and discuss how everyone deals differently with emotions. You could ask your students which are the best ways to manage negative emotions.

WRAP IT UP

- E** *How can positive feelings and positive thinking help you manage negativity? What happens if you deal with negative emotions inappropriately? Why? Can a negative emotion ever be healthy for you? Why or why not?*

Ask students to discuss the questions in small groups, and remind them to write down their conclusions. Elicit the importance of dealing with negative emotions so they don't affect us. For the last question, explain that negative emotions can be beneficial because they alert us that something needs to change, and they also motivate us to make that change. Emphasize the fact that positive feelings create a sense of happiness and well-being, and that noticing the good things in our lives, even when we are feeling bad, can help us transform negative emotions into positive ones.

TEACHING TIP

Envisioning your best possible self and what that would look like is a great exercise that lifts your mood and creates a sense of optimism. It can be done as a visualization technique that consists of imagining the best possible life you can live in the future, the best possible version of yourself. Try to practice this exercise yourself before doing the activity in the classroom so you can convey the benefits to your students. Research has shown that people who engage in this activity for five minutes a day for two weeks, experience an increase in optimism and a more positive mood. It is definitely worth a try.

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



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2. CHANGE YOUR ATTITUDE

Objective: Students will be able to control their emotions during a conflict by taking a timeout and, consequently, change their behavior for the better.

WARM UP

Divide the students into small groups and tell them they are going to play a game called *Frozen!* Write on small pieces of paper some situations that can generate conflict. For example, *one of your teammates arrived late for the presentation, one of your teammates didn't do his / her part, or you had to do all the tasks in the teamwork*, etc. Ask a group to come to the front, give them a piece of paper, and explain that when they read the content, they have to mimic their reaction. The rest of the class shouts: *Frozen!* The members of the participating group have to change their angry faces to happy ones immediately.

STEP BY STEP

- A** Make sure every student has a copy of the printed handout to work with.
- B** Invite students to think of five negative attitudes that usually arise during a conflict. Ask: *How do you feel and how do you react in a conflict? Can you control your behavior?* Then ask them to write the ways they behave in the space provided in the handout.
- C** Have pairs share common behaviors and come up with suggestions for ways to avoid or improve those behaviors.
- D** Tell students to remember a recent conflict they had with their classmates during teamwork and what their reaction was. You could ask: *Did you feel frustrated? Did you say something you regretted later?* Invite students to answer the questions on the appropriate column of the table, trying to remember every possible detail of their behavior during the conflict.

E Remind students that taking a timeout means interrupting everything to be alone and to empty your mind for a few minutes. Then ask them to think of the recent conflict again and to imagine what would have happened if they had used the timeout technique. Ask them to complete the third column of the table by answering the questions. Tell them that analyzing a past negative behavior could help them avoid it in the future. The key is to know when to take a timeout.

WRAP IT UP

F *Why is it important to be calm during a conflict? What do you think is the best way to control your emotions? What other ways of changing your attitude for the better do you know?*

Ask students to discuss the questions in small groups. Tell them that when you remain calm during a conflict, it is easier to control your emotions and be reasonable. On the contrary, if you lose your temper, you could say something you might regret. Encourage students to think of other ways to control their emotions. Invite some volunteers to come to the front and share their answers with the class. Ask: *Do you know another effective technique different from taking a timeout?* Highlight the fact that being in control of our emotions allows us to have a more objective point of view.

TEACHING TIP

You could extend the description of a timeout and explain it is a psychological technique of behavior modification that seeks to eliminate undesirable behaviors. Suggest using it every time students consider it necessary, at school and at home. Remind them that controlling their emotions will also help them in their future working life.

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