

Objective

Students will be able to explain why it's important to manage strong emotions.

Prepare

Need to Know

- In the Practice section, when pairs share reactions to strong emotions, encourage them to listen respectfully to one another. When volunteers share their experiences with the class, model expressing empathy with words. For instance, "I hear you. That must have been hard." Help facilitate peer connections by prompting the class to respond if they have done or felt something similar (for example, with a thumbs-up or a show of hands).
- Talking about emotions might prompt a student to say something about abuse or neglect. It's important to respond calmly and clearly so the student doesn't feel blamed or shamed. You might say, "That sounds upsetting. Let's talk more after class." Then, review and follow your school's reporting procedures.

Extend

Using Skills Every Day

Anticipate: Have students anticipate situations that might cause them to feel strong emotions. Encourage them to think about strategies they can use to feel calm in these situations, so they can think more clearly.

Reinforce: Notice when students are experiencing strong emotions. Reinforce that using a strategy to feel calm can help them balance their logic and emotion centers. It's much easier to think clearly when our logic and emotion centers are balanced and working together.

Reflect: Have students reflect on a time when a strong emotion compromised their ability to think clearly. Have them talk about why managing strong emotions is necessary when trying to make good decisions.

Daily Practice

Day 1 Teach the lesson.

Day 2 Before recess, ask students to notice any strong emotions they experience on the playground. After recess, have students write their emotions on a piece of paper. Collect the papers and write the emotions on the board. Point out any strong emotions and discuss how they can make it hard to think clearly. Have students suggest different ways they could manage strong emotions like these.

Day 3 Replay the Brain Builder: Unusual Uses, Level 1.

Day 4 Have students get into pairs and discuss situations at school when it might be hard to keep their logic and emotion centers balanced. What are the situations? How might someone feel?

Day 5 Have students write a paragraph describing a time at school when it's important to keep their logic and emotion centers balanced and working together.