

Identifying & Managing EMOTIONS

Teach strategies for handling emotions with engaging activities that also boost vocabulary and comprehension skills.

Objective

Students will make inferences to identify emotions and determine key details in an informational text about managing emotions.

Standards

CASEL, Grs. 4–5

- Self-awareness
- Self-management

CCSS ELA, Grs. 4–5

- L.4.6 and L.5.6: vocabulary acquisition and use
- RI.4.2 and RI.5.2: identify key ideas in informational text

Time

45 minutes

Materials

- Pre-quiz printable or digital quiz at bit.ly/2Bhu9UD
- Educator Resource sheet featuring images of children displaying emotions
- Manage Your Emotions activity sheet
- Chart paper or whiteboard

BEFORE YOU BEGIN Have your class take the pre-quiz in hard copy or at bit.ly/2Bhu9UD to learn how they view relationships. (Later, after completing the lessons, give the post-quiz to identify what they've learned and where they can grow.) We'll send a \$100 gift card to six participating teachers as a thank-you!

Official Rules: bit.ly/33FqRa2

1 Display a photo of a child showing a strong emotion. You may use the children shown on the Educator Resource sheet or choose your own. Have students discuss what the child might be feeling. Have them share their reasoning.

2 Ask: *Are there other clues that our bodies give us about our feelings?* Prompt students to think about facial expressions, posture, and internal sensations (like an upset stomach or a fast heartbeat). Point out the nonverbal clues in the picture.

3 Lead students in brainstorming words that describe emotions and sorting the words into categories.

- **To decrease the challenge,** use the following situations as prompts:
 - » Your best friend forgot about your birthday.
 - » You earned a high score on a test.
 - » Your sibling broke your favorite game.
- **To increase the challenge,** introduce new emotional vocabulary, such as *discouraged* instead of *sad*, or *frustrated* instead of *mad*.



4 Select several emotions from the list. Ask students to discuss this question with a partner: *What does this emotion look like and feel like?* Invite pairs to share with the class. Help students notice that certain responses could apply to multiple emotions (e.g., furrowed eyebrows, butterflies in your stomach, half smile, etc.).

5 Give students clues about an emotion a person is feeling. After each clue, have students write a guess about which emotion is being described. Have students share their reasoning.

• **Example 1 (proud):**

- » Marlena is at an awards ceremony.
- » She has a prickly feeling in her eyes.
- » She feels warm.
- » She has a smile on her face.

• **Example 2 (nervous):**

- » Daniel is about to perform in the school concert.
- » He is biting his lip.
- » His eyes are wide.
- » He feels butterflies in his stomach.

6 Distribute the Manage Your Emotions activity sheet. Have students read and complete the sheet, then review together.

Name _____

Manage Your EMOTIONS

Read the following passage and answer the questions.

Think about a time when you felt your heart beating faster and your face getting flushed (red and hot). These physical signs give you clues about your feelings. Once you know how you are feeling, you can use these helpful strategies to manage your emotions.



Breathe You know that breathing is necessary to stay alive, but did you know that it can have emotional benefits too? For example, negative emotions often cause your heart rate to increase. When you feel this way, take deep breaths in a steady rhythm—count to five slowly as you inhale (breathe in), then exhale (breathe out) for five counts. This will bring your heart rate down and reduce stress.



Talk—to Yourself! Self-talk can help calm you down. (*Self-talk* means the things that you say to yourself in your mind.) When you're stressed or upset, ask yourself questions like "Why are you feeling sad?" or give yourself encouraging tips like "You can handle this." You can even try talking in your mind in the third person, using words like *he*, *she*, or *they* instead of *I*: "She knows she's prepared for the test even though she feels nervous." Researchers have found that using third-person self-talk may help people think about their emotions more clearly.



Talk—to an Adult When you're having a strong feeling, discussing it with an adult can be a useful strategy. This person could be a family member, a teacher, a coach, or another person that you know well and trust.

It's normal to have a lot of different types of emotions in a day. Try the strategies above to make those emotions easier to handle.

YOUR TURN

- 1 » Underline the key idea of the passage.
- 2 » Circle two specific details about the benefits of breathing exercises.
- 3 » Double underline two specific ways to use self-talk.

Answer these questions on the back of this sheet.

- 4 » What effects can deep breathing have on the body?
- 5 » Think of a problem that upset you today or recently. (Or you can use this example: You tried out for a sports team or school

play and didn't get in.) Now imagine you are going to use the talking strategies to make yourself feel better.

a » What could you say to **yourself**?

b » What could you say to **an adult**? Plus, decide who you would talk to.