



# MANAGING EMOTIONS

**GOAL:** Students will be able to use strategies for managing emotions.

**TIME:** 40 minutes

**MATERIALS:** Activity Sheet 2, Mood Meter chart<sup>1</sup> ([scholastic.com/moodmeter](http://scholastic.com/moodmeter)), classroom poster (unfold this booklet)

## LESSON STEPS:

1. Explain that there are many clues that we are feeling a certain way. Today, the class will focus on the emotion of anger (red area on the Mood Meter).
2. Act out the emotion of anger (furrowed brow, crossed arms, leaning forward, growling voice). Ask students:
  - What does my face look like?
  - How does my body move?
  - How does my voice sound?
3. Invite students to pantomime anger. If a student seems uncomfortable with this, make it optional.
4. Divide students into small groups. Ask each group to list other signs of being angry. (It's OK to be silly here!) Give students a time limit and then discuss each group's responses.
5. Explain that when we can identify how we are feeling, we can find ways to manage how we are feeling (either maintaining a feeling or shifting to a different feeling).
6. Introduce belly breathing as one strategy to manage emotions. Ask students to sit comfortably with one hand on their heart and one hand on their stomach. Invite them to close their eyes if they wish to do so. Have students breathe normally and pay attention to their breath (for example, by saying "in, out..." as they breathe).



## MOOD METER ROUTINE

### A Three-Step Reflection Check-In

- 1 How are you feeling right now? Where does that fall on the Mood Meter?
- 2 Why do you think you are feeling that way?
- 3 Do you want to stay in this part of the Mood Meter or move to a different area? How can you do that?

Have students "tune in" to how the breathing affects how they feel. Explain that belly breathing is one strategy for calming their emotions. (Learn more about belly breathing at [inspired.fb.com/activities/mindful-breathing](http://inspired.fb.com/activities/mindful-breathing).)

7. Present the following scenario to the class: Ramon comes back from recess to find that his art project has fallen apart. He feels angry that the work he was excited about is ruined.
8. Ask each group to list other things besides belly breathing that Ramon can think about or do when angry. Encourage students to refer to the classroom poster for support. Discuss each group's responses.
9. Distribute Activity Sheet 2. Ask students to complete the title of the page with the word *angry*. Each student will illustrate and write about a strategy for managing anger. As a class, reflect on why it's important to be aware of strategies for managing emotions.
10. Repeat the lesson on subsequent days, focusing on the blue (sad), yellow (happy), and green (calm) areas of the Mood Meter.

## ACCELERATION OPTION

Combine the four areas of the Mood Meter into one lesson:

- In step 4, ask each group to list signs of being angry, sad, happy, and calm.
- In step 8, ask each group to list strategies for managing anger, sadness, happiness, and calmness. Share these scenarios with the class, if desired:
  - Taylor was looking forward to his grandparents' visit but just found out it's been canceled. He feels sad and doesn't want to do any activities with the class. What can he do to manage his sadness?
  - Sara spent recess running around the playground and has a lot of energy. She comes back to class and is having trouble focusing on reading. What can she do to feel calmer?
- In step 9, invite students to choose which emotion to use for Activity Sheet 2.



<sup>1</sup> The Mood Meter is a research-based tool from the Yale Center for Emotional Intelligence.

# MOOD METER



**RED: angry, nervous**



**YELLOW: happy, excited**



**BLUE: sad, lonely**



**GREEN: calm, relaxed**



# HOW I CAN HANDLE EMOTIONS



**THINK**  
.....  
THINK KIND THOUGHTS  
ABOUT YOURSELF

**SAY**  
.....  
SAY SOMETHING  
POSITIVE TO  
YOURSELF

**WRITE**  
.....  
WRITE ABOUT  
YOUR FEELINGS AND  
WHAT MADE YOU FEEL  
THAT WAY

**BREATHE**  
.....  
TAKE THREE DEEP  
BELLY BREATHS

 **ADD YOUR OWN!**

**MOVE**  
.....  
TAKE A WALK OR DO  
SOME STRETCHES



MY NAME



**ACTIVITY  
SHEET 2**

# WHAT TO DO WHEN I'M FEELING...

1. Choose one area of the Mood Meter: happy, calm, sad, or angry.
2. Would you like to feel more of this feeling or less of this feeling?
3. What can you do to feel more or less of this emotion?

Draw and write your answers below.

what can you say to yourself?

The emotion I choose is:



what can you do with your body?