

My Rights My Life for High School Students

Class 2 Guide: Feelings

Pre-teach

This class focuses on identifying feelings as well as healthy and unhealthy ways to respond to feeling strong emotions. Being able to talk about emotions in a healthy way is a key part of communication in relationships. A couple of strategies to help students begin to recognize when they are feeling emotions and to name those feelings, are included below:

- Search online for pictures of people showing various emotions with their faces and bodies. Try to find people with different racial and ethnic identities. Project these pictures on a screen/board in front of students and ask them to guess what emotion the person is experiencing. Ask students to explain why they think the person is feeling that way (what are the visual cues?).
- Emojis are a fun and accessible way to discuss emotions with young adults. Show various Emojis on your classroom screen/board and ask students to name the associated emotion. For an independent activity, print out pictures of various Emojis and names for emotions. Have students sort and pair these at their desks. Example: A student will put the word "mad" together with the red-faced emoji with its eyebrows inverted.
- Use pictures or video clips from the movie *Inside Out* to help students recognize and name their feelings.

Finally, in the days leading up to this class, you can also introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). Some of the feelings are also included as an essential word in all communication boards (see Lesson 1 Guide for all essential word definitions). To enhance understanding, you can ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

Vocabulary terms and definitions

- Feelings: your emotions, such as happy, sad, mad, or scared
- I statements: sentences that start with the word "I"
- Nervous: feeling worried about something
- Tired: feeling sleepy; people sometimes yawn when they are tired
- Grogginess: feeling sick to your stomach or really uncomfortable
- Hurt: when someone does something that makes you sad or upset

Post-teach

One easy way to continue working on emotions with students is to do the feelings check-in on a daily basis. Encourage natural opportunities throughout the day for students to identify and name their emotions. For example, if a student is mad that another student is laughing at them, ask the mad student to use the I Statement Tool

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to tell the other student how they are feeling. Anytime a student uses an "I feel" statement during the year, recognize and praise their use of this healthy communication tool. If a student responds to an emotion in an unhealthy way, encourage them to try to use an "I feel" statement instead.

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Class 2: Feelings

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Name and describe common feelings, including happy, mad, sad, and scared.
- Identify "I feel" statements as one healthy way to respond to feelings and strong emotions. Discuss unhealthy ways to respond to strong feelings.
- Choose at least one thing they can do to feel better when they are feeling mad, sad, or scared.

TEKS Alignment

Health Education, Subchapter C, Rule §115.38, Health 1

(2) Mental health and wellness-social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(A) discuss and demonstrate perspective-taking and ways to show respect for others' feelings and express empathy toward others; and

(B) analyze forms of communication such as passive, aggressive, or assertive and their impact on conflict resolution.

(5) Mental health and wellness-identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness.

Materials

- Dry erase board and dry erase markers or flipchart paper and markers
- Pens/pencils for all students
- Blank index cards
- Computer
- Projector
- Projector screen
- Class 2 PowerPoint
- Printed copies of Class 2 PowerPoint for all students (one slide per page)
- Feelings Worksheet for each student (see template at end of lesson plan)
- Optional: Folder or binder for each student to keep all of their *My Rights My Life* materials in one place

Class Preparation (5-10 minutes)

Give each student a copy of the PowerPoint so they can follow along and take notes. We found that student understanding increases when they have two options for viewing information: on the screen at the front of the room and on their own printed PowerPoint.

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Display and discuss slides 1-3.

Feelings Check-In (5-10 minutes)

Display and discuss slide 4-5.

Talk About Feelings (10-15 minutes)

Display and discuss slides 6-9. Give students time to process the information and check in periodically for questions.

Brain Break (5 minutes)

Display slide 10. Use one of the suggested brain break activities from the slide notes, or come up with your own.

I Statements Practice (10-15 minutes)

Display and discuss slides 11-18. Give students time to process the information and check in periodically for questions.

Feelings Worksheet (15-20 minutes)

Display and discuss slide 19. Use slides 20-23 to give students a preview of the Feelings Worksheet they will complete independently. As students complete their worksheet, walk around, and provide support as needed. It can be helpful to give students a folder or binder to keep all of their *My Rights My Life* materials, including the completed Feelings Worksheet, in one place.

Questions (5 minutes)

Display slide 24. Collect any notecard questions from students. Before your next class session, research, and prepare answers to students' private questions.

Exit Ticket (5 minutes)

Use slides 25-27 to check for student comprehension of major class topics.

Power Huddle (2 minutes)

Display slide 28 and lead the class in the Power Huddle.

Closing (5 minutes)





Display and discuss slides 28-29.

Materials

Feelings Worksheet

What is an I statement you
can use when you are mad?







| I STATEMENTS | |
|---|-------|
|     | |
| I FEEL | _____ |

What helps you feel better when you are mad?

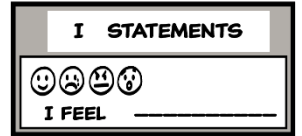
What is an I statement you
can use when you are sad?



| I STATEMENTS | |
|---|-------|
|     | |
| I FEEL | _____ |

What helps you feel better when you are sad?

What is an "I" statement you can use when you are scared?



What helps you feel better when you are scared?

If you still feel mad, sad, or scared, you can talk to someone you trust.

Who are two adults you trust that you can talk to?

Name: _____

Name: _____