# Unit 1: Emotion Management

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Generic Time Period**
Length: **10 Weeks**
Status: **Published**

## Unit Overview

The students will learn skills for managing strong emotions, such as frustration, excitement, disappointment, and anger. They will learn strategies to help them "calm down" in emotional situations. Students will learn how to be a member of a social group and how to interact with peers while controlling strong emotions.

## Standards

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|---|---|
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |

## Essential Questions

- Why do people have strong feelings?
- How can I calm down?
- How can strong emotions be expressed appropriately?

## Application of Knowledge and Skills...

## Students will know that...

- 1. identifying strong feelings and understanding their impact in different situations are important life skills.
- 2. there are specific strategies one can use to help manage strong emotions and calm down.
- 3. key vocabulary for the unit includes: emotions, calm down, tense, anger, and disappointed.

## Students will be able to...

- a. compare and contrast different methods of calming down.
- b. define strong feelings and describe how to identify them.
- c. identify strategies for managing anger.

- d. identify from where anger originates.
- e. describe how to positively redirect feelings.
- f. list at least three ways to calm down.

## Assessments

- Feelings/Emotion Management Pre-Test Diagnostic: Instructional/Assessment Focus After viewing a picture book with drawings/photographs of different strong emotions, students will identify each emotion and will explain why the individuals may be expressing it.
- Calming Down Role-Play Summative: Dramatization In small groups, role-play an emotional situation and demonstrate strategies for calming down.
- Waiting List Summative: Visual Arts Project In small groups, students will brainstorm and draw activities on butcher paper that they can engage in while they wait for a turn.
- Emotion Management Picture Test Formative: Other visual assessments Students will view drawings/pictures of different emotions and correctly identify each feeling.

## Activities

- "Impulsive Puppy" and "Slow Down Snail": A story about how emotions can have physical manifestations. Students will listen to the story and describe how they feel and why.
- Strong Emotions Game: A teacher-made board game in which students will respond to prompts to move across the board.
- Student Strategies: Students will compile a list of three ways to calm down.
- Calming Down Handout: A worksheet describing six different ways to calm down.
- Calming Down Picture Prompts: Pictures of children using calm-down techniques. Students will identify the strategy each is using and why the person might need to calm down.
- Calm Down Pictures: Students will draw something that helps them calm down.
- Waiting Sheets: Students will create waiting sheets for different parts of the room to help them recall the skill of waiting for an area or activity.
- The Waiting Game Reading: A short story about waiting and how to wait appropriately.
- Disappointed Role Play: In a large circle, students will be given prompts about disappointment. They will share their ideas about how to handle disappointment.
- The Anger Song: A lyric sheet and CD that helps students understand the origin of anger and ways to handle anger.
- Anger Skit: A role-play in which students learn about "tense" and "relaxed" through simulation using cooked and uncooked spaghetti.
- Anger Body Outlines: With a partner, students outline their bodies and draw angry faces on their bodies. They write or draw what makes them angry.

## Activities to Differentiate Instruction

- Students draw pictures of "Impulsive Puppy" and "Slow Down Snail" to help demonstrate strong emotions.
- Students practice good calming-down behaviors and are rewarded with "Heart" stickers. Children set a goal to get as many heart stickers as possible.
- Students receive individual counseling to build strategies/techniques to calm down.
- Play *Anger Song* during free time.

## Integrated/Cross-Disciplinary Instruction

- Language Arts connection: Students list descriptive words that relate to strong feelings.
- Social Studies connection: Students role-play being the president and using calm-down strategies.

## Resources

- *Second Step* Workbook
- *Second Step* Unit Cards
- "Impulsive Puppy" & "Be Calm Bunny" Handouts
- CD: "Second Step Sing Along"
- Teacher-created handouts, activities, and lessons
- Butcher paper and index cards