

SOCIO-EMOTIONAL WELL-BEING

Teacher's Guide: GRADE 9 - Lesson 2

Managing My Emotions

Competency, Element and Performance Criteria

Competency C5.1

Recognise and articulate their emotions, thoughts, strengths, and limitations, fostering a positive self-image and confidence in their abilities.

Performance Criteria

Level 1: Express their emotions in a healthy and constructive manner, using appropriate language and behaviour

Level 2: Articulate more complex emotions and understand their underlying causes

Purpose of activity

This activity will empower students to develop useful strategies to manage and control their emotions in different situations. They will also learn to express their emotions in healthy ways, and design a personalised toolkit of coping techniques.

Learning Outcomes

By the end of this activity, students should be able to:

1. Match physical signs with different emotional states
2. Choose appropriate strategies for managing specific emotions
3. Explain when and how to use different emotion management tools
4. Create a personal toolkit for handling difficult emotions

Resources and Materials

- Emotion cards or pictures showing different feelings
- "Managing My Emotions" worksheets
- Chart paper and markers
- Scissors, glue, and coloured pencils
- Small boxes or folders to create "Emotion Toolboxes"
- Calming corner materials: stress balls, fidget toys
- Sample scenarios written on cards

Teaching Trajectories / Implementation Guidelines

Note: This activity is designed to be flexible and can be delivered over the course of three lessons or class periods.

Part 1: Understanding Our Emotions

1. Create a class list of emotions on the board, including basic ones (happy, sad, angry) and more complex ones (frustrated, anxious, proud).
2. Have students work in pairs to sort emotions into groups (comfortable/uncomfortable, high energy/low energy).
3. Lead a discussion about how our bodies react to different emotions. Ask: "How does your body feel when you're angry? Nervous? Excited?"
4. Have students complete the "Body Reactions" section of their worksheet, drawing or writing where they feel different emotions in their bodies.

Part 2: Learning Emotion Management Strategies (30 minutes)

5. Introduce the concept of an "Emotion Toolbox" - strategies we can use to handle different feelings.

6. Teach and demonstrate 6 key strategies (one at a time):

Deep Breathing

Count to 4 while breathing in slowly through your nose, hold for 1, then count to 4 while breathing out through your mouth.

5-4-3-2-1 Grounding

Name 5 things you can see, 4 things you can touch, 3 things you can hear, 2 things you can smell, and 1 thing you can taste.

Movement Break

Do 10 jumping jacks, stretch, or walk around to release energy.

Positive Self-Talk

Say helpful phrases to yourself like "I can handle this" or "This feeling will pass."

Take a Break

Move to a quiet space for a few minutes to calm down.

Talk to Someone

Share your feelings with a trusted person who can help.

7. Have students complete the "Strategy Match" section of their worksheet, connecting strategies to emotions they help with.

Part 3: Creating Personal Emotion Toolboxes

8. Distribute materials for students to create their own Emotion Toolbox (can be a decorated folder, box, or visual chart).
9. Guide students to include:
 - A list of emotions they often feel
 - At least 4 strategies that work best for them
 - Visual reminders for each strategy (drawings or cut-out pictures)
 - A personal "calm-down plan" with steps to follow
10. Allow students to personalize their toolboxes with colors and decorations.

Part 4: Practice and Reflection

11. Read aloud different scenarios that might trigger strong emotions (e.g., "Someone laughs at your mistake" or "You have to speak in front of the class").
12. Have students identify which strategy from their toolbox they might use in each situation.
13. Ask volunteers to share their choices and explain why that strategy might help.
14. Lead a closing discussion with these questions:
 - "When might you use your emotion toolbox at school?"
 - "How can managing your emotions help you in friendships?"
 - "Why is it important to understand what causes your emotions?"

Assessment (Activity Sheet/Worksheet for students)

Students will complete the "Managing My Emotions" worksheet which includes:

1. Body Reactions Chart - matching physical responses to emotions
2. Strategy Match - connecting management techniques to appropriate emotions
3. My Emotion Plan - creating a personal step-by-step plan for handling strong emotions
4. Scenario Practice - responding to given situations with appropriate strategies
5. Self-Assessment - rating their confidence in using different emotion management tools

Extension of Activity

- Students keep a simple weekly log of emotions they experience, what caused them, and which strategies helped.
- Create a class "Calm Corner" where students can practice their strategies when needed.
- Students teach a partner one emotion management strategy they find helpful.
- Create a visual chart showing different emotions and strategies that can be posted in the classroom.
- Students act out scenarios showing how to use different strategies in real-life situations.

