

# All My Emotions



45-minutes



## Objectives:

- Build emotional vocabulary
- Introduce the stress-response and how to manage false alarms
- Practise naming, communicating and reflecting on emotions.



## I Can Statements:

- I can **communicate** my thoughts and emotions.
- I can notice my **stress-response** and recognize **false alarms**.
- I can think of ways to manage stress.

### mindful CHECK-IN

#### Encourage

- **Act** out how you are feeling. Students have 3 chances to guess.
- **Invite** each student to act out their emotions.
- **Ask**, "Why are you feeling this way?"
- **Thank** each student for sharing.



5-minutes

Check-in's help gauge emotions & knowledge; they help develop:



#### SEL Skills:

- Emotional Awareness

### PLAY

#### Explore

- **Watch** Mo Mindful's "[Hand Model of the Brain.](#)"
- **Encourage** students to try the hand model.

#### Play: "All My Emotions" game

- **Select** an emotion card. Ask, "When is it good to feel \_\_\_\_?"
- Distribute cards. **Challenge** small groups to think of creative and reasonable answers for each emotion.

#### Reflect

- **Invite** volunteers to share with the whole group.
- **Discuss** which emotions go with our **stress-response**.



15-minutes



#### CQ Skills:

- Creativity
- Communication
- Collaboration
- Critical Thinking

#### SEL Skills:

- Emotional Awareness

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## OTHERS

### Problem Solve

- **Brainstorm** different **false alarms** that might cause stress.
- **Think, pair, share** strategies for calming down and managing the **stress-response** for each **false alarm**.

### Experiment

- **Challenge** partners to the explore different strategies to see which ones work well for them.
- **Encourage** them to think of ways to help someone who is stressed.

### Share

- **Invite** volunteers to share their discoveries.



15-minutes



#### CQ Skills:

- Creativity
- Communication
- Collaboration
- Critical Thinking

#### SEL Skills:

- Emotional Awareness
- Social Connection

## DOWNTIME



### Breathe: Box Breathing

- **Everyone stand** and draw a box in the air.
- **Inhale** through your nose as you draw up one side,
- **Hold** your breath as you draw the top,
- **Exhale** as you draw down the other side,
- **Pause** as you draw the bottom of the box.
- **Repeat**

### Gratitude Circle

- **Invite** students to share a specific thing about someone in the group for which they are grateful.

**Discussion:** Use these questions to engage your students further...

- How does my stress-response help me?
- How might my stress-response cause difficulties?
- How might I manage it?



10-minutes



#### Brain Science Fact:

**Play, Others, & Downtime** let us manage stress:

#### PLAY

- sports & board games
- arts & crafts

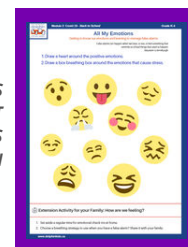
#### OTHERS

- petting a cat
- visiting with friends

#### DOWNTIME

- deep breathing
- enjoying nature
- meditating

USE THIS WORKSHEET WITH THIS LESSON PLAN

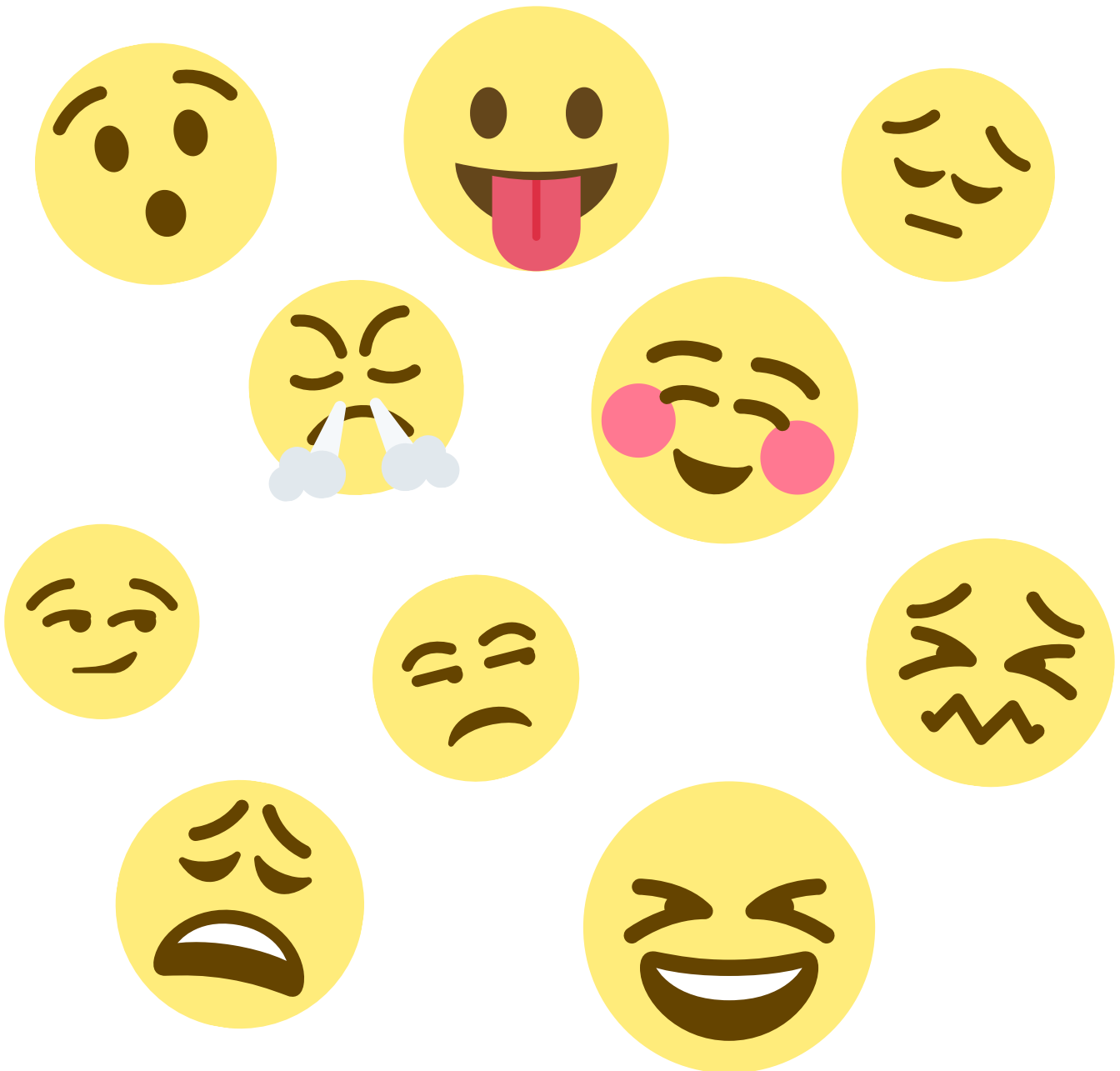


# All My Emotions

Getting to know our emotions and learning to manage false alarms

False alarms can happen when we hear, or see, or feel something that reminds us of bad things that used to happen  
-Blaustein & Kinniburgh

1. Draw a heart around the positive emotions.
2. Draw a box breathing box around the emotions that cause stress.



## Extension Activity for your Family: How are we feeling?

1. Set aside a regular time for emotional check-ins at home.
2. Choose a breathing strategy to use when you have a false alarm? Share it with your family.