

## Lesson Plan - How can I handle my feelings?

**Purpose :** Discover smart ways to manage our feelings as they pop up. We will look at how our emotional reactions affect us and those around us and find out how we can let out tough emotions in a good way.

**Equipment needed:** Pencil, paper, computer, projector, [optional meta-moment worksheets](#).

**Lesson timings** (50 minutes): The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

Pre-Work: Teachers Students		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other.  Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	Remind learners how a classroom that explores CfL topics needs to look, feel and sound.
Check-In Individually (5 mins)  Mood Meter	Invite students to use the mood metre to identify how they are feeling. <ul style="list-style-type: none"> <li>● Where are you on the mood metre?</li> <li>● What is the emotion called?</li> <li>● Why are you feeling that way?</li> <li>● What will you do now you know who you are feeling?</li> </ul>	It can be useful to demonstrate using the mood metre by thinking aloud to the students and sharing your mood and why.
Warm-Up Groups of 4 (10 mins)  Discover Meta-Moments	Invite the students in their groups to review the <a href="#">Meta-moment cartoon</a> and discuss: <ul style="list-style-type: none"> <li>● What each box is showing.</li> <li>● What the character is saying and feeling in each box</li> </ul>	
Main Activity Groups of 4/individually (10 mins)  The Meta-Approach	Invite students to engage with the Meta- moment approach and think about what is actually going on.  Each member of the group will take on being the character in a meta-moment box <ul style="list-style-type: none"> <li>● Imagine the self-talk that may be going through their mind.</li> <li>● share what the inner voice of the character is saying</li> </ul>	

<p>Main Activity /individually (15 mins)</p> <p>Your Best-Self</p>	<p>Invite students to practice the meta-approach so they can decide whether it works for their own self-regulation.</p> <p>Encourage students to remember a situation where they had a strong emotional reaction. Ask them to:</p> <ul style="list-style-type: none"> <li>● Sense the shift in emotion as you remember the scene</li> <li>● Recall how you felt</li> <li>● Remember how you reacted.</li> </ul> <p>How do you feel about your reactions looking back? Share with the class (or pass).</p> <p><b>Now: Encourage students to deepen their thinking about their reaction using the meta-approach.</b></p> <p><b>Encourage them to: Imagine if they had stopped and:</b></p> <ul style="list-style-type: none"> <li>● Pictured their best self - the qualities about themselves that they are proudest of</li> <li>● Reached into their toolkit of healthy responses and thought about how to respond</li> </ul> <p><b>How do they think their reaction may have changed?</b> Share with the class (or pass)</p>	<p>Encourage students to reflect individually for the first part of the task.</p> <p>The challenge is to remember the emotional scenario and for them to feel the emotional shift in themselves as they remember it.</p> <p>Capturing that shift encourage them to think about how they reacted and how they would have liked to have reacted.</p>
<p>Reflection Individual/ Whole Group (10 mins)</p> <p>Meta-moment strategies</p>	<p>Encourage students to:</p> <ul style="list-style-type: none"> <li>● Think about the steps in a meta-moment</li> <li>● Write down how they think of their best self and how their best self treats others.</li> <li>● They can share two strategies that will help manage your emotional responses in a healthy way</li> </ul>	
<p>Check Out (5 mins)</p>	<p>Students can observe the learning cycle experience and decide how they practice these strategies in their daily lives</p>	

\*Most CfL activities work best when the teachers join the students and do the activity with them.