

EMOTIONAL EMPOWERMENT



Dear Educator,

Self-awareness, self-control and interpersonal skills are crucial factors for students' success, both in and beyond the classroom. To achieve these important milestones toward maturity requires emotional empowerment—the process through which children learn that experiencing emotions is part of what it means to be human and develop their own strategies to manage difficult emotions.

This free **On Our Sleeves** educational program provides standards-based SEL activities for grades 1-3 and 4-6 that focus on emotional empowerment. Developed by the curriculum specialists at Young Minds Inspired in partnership with mental health professionals from **On Our Sleeves**, the movement for children's mental health, the program's activities are designed to help students learn the connection between emotions, feelings and moods, and practice strategies for recognizing, expressing and regulating emotions. The program also includes a take-home letter for families to help promote greater awareness of social and emotional health. By de-stigmatizing these issues, **On Our Sleeves** seeks to engage children and families in recognizing and processing emotions as an important practice in mental health.

We hope you will share this program with other teachers, guidance counselors, coaches and school nurses, as well as youth group leaders in your community. Please take a moment to share your thoughts on this program at ymiclassroom.com/feedback-onoursleeves for the chance to receive a free book. We look forward to hearing from you.

Sincerely,

Dominic Kinsley, PhD
Editor in Chief
Young Minds Inspired



Questions? Contact YMI toll-free at 1-800-859-8005, or by email at feedback@ymiclassroom.com

ON OUR SLEEVES
The Movement for Children's Mental Health

This program is generously funded by donors to the Christina and Ryan Day Fund for Pediatric and Adolescent Mental Wellness at Nationwide Children's Hospital. The Days are strong advocates for *On Our Sleeves* and champion the mission to start conversations and break stigmas surrounding children's mental health. To learn more, please visit OnOurSleeves.org/DayFamilyFund

TARGET AUDIENCE

Children in grades 1-3 and 4-6, parents, and caregivers

PROGRAM OBJECTIVES

- Promote the mental health and well-being of children.
- Encourage children to discuss their emotions and feelings with trusted adults.

PROGRAM COMPONENTS

Available in this kit and/or downloadable at ymiclassroom.com/onoursleeves:

- This teacher's guide
- Four reproducible activity sheets for grades 1-3 and 4-6
- Classroom poster
- Student certificate of completion (downloadable)
- Reproducible take-home letter for families (downloadable)
- Standards alignment chart (downloadable)
- Teacher reply card or respond at ymiclassroom.com/feedback-onoursleeves. **100 teachers who complete and return the card or respond online will receive one free book from AKJ EDUCATION (akjeducation.com).** While supplies last.

How to Use This Program

Photocopy this teacher's guide and the student activity sheets for your grade before putting the poster on display. Each activity should take approximately one class period. Have students share the completed activity sheets with their families, along with a copy of the take-home letter.

On Our Sleeves identifies five stages of emotional empowerment for children and recommends teaching children to:

1. Identify emotions and what they mean.
2. Recognize emotions as you are feeling them.
3. Notice and understand emotions in others.
4. Express emotions appropriately, even when experiencing difficult emotions.
5. Regulate strong emotions through individual coping strategies, such as deep breathing, exercise, music, etc.

Review your school's policy on mental health concerns before starting this program, and know whom to contact for additional support if needed. Should any student have a problematic response to these activities, accept and validate the students' feelings even if you don't necessarily understand them. Ask open-ended questions such as: *How can I help? What do you need to feel better?* Ask who their most trusted adult is at school and seek their assistance if needed. Know when to inform the child's parent or caregiver.

ALL GRADES

Introduce the Program

Begin by helping students identify the feelings represented by each face on the poster. Then discuss the following:

1. What facial features help identify each feeling or emotion?
2. Ask students to show the facial expression they might make when they feel that way.
3. Ask students to share possible experiences that might trigger each feeling or emotion.
4. Ask students to name some other ways we express feelings and emotions, such as body movements, tone of voice and behaviors.
5. Ask students to name emotions and feelings they have recently experienced. Record student responses on the board or on chart paper. Prompt discussion with examples such as: happy, anxious, angry, sad, uncomfortable, mad, calm, confused, proud, silly and excited. Help students sort physical feelings from emotional feelings that affect our mental health by listing them separately as they come up in the discussion. Physical feelings might include tired, sleepy, etc.
6. Explain that emotions cause feelings, which then lead to moods. Moods can be positive/good, negative/uncomfortable and sometimes in between. Ask students to describe a good/positive mood and a bad/uncomfortable mood.
7. Add that being aware of our emotions and feelings can help us better manage them. Discuss ways to cope with negative feelings and emotions. For example: make statements to describe coping strategies, such as "When I feel ____ I can ____ to help myself." Or try calming activities like deep breathing, drawing, listening to music or talking to a trusted adult.
8. Ask students how they can be supportive if someone else is experiencing difficult feelings such as feeling sad or upset. Encourage responses that reflect empathy and kindness since we don't know what others are going through.

ACTIVITIES FOR GRADES 1-3

Feelings and Moods

Begin this activity with the list of feelings and emotions you created for Step 5 above. For each word on the list, ask students if it is associated with a good mood or a bad mood. Underline the words associated with a good mood, circle those associated with a bad mood and put a check mark by any that are in-between. Ask students to describe the differences between these moods.

PART 1: HOW DO YOU FEEL?

Now distribute the activity sheet and review the directions. Have students fill in the chart on their own or do the activity as a class.

PART 2: COLOR BREATHING

Read the directions and have students complete their color choices. Then lead them through the steps of Color Breathing, explaining that this is a strategy to help manage negative moods. Follow up by brainstorming more ideas for managing feelings and moods. For example: talk to a trusted adult like a teacher or parent, stretch, color, hold a calming object like a stuffed toy, etc.

It's OK to Feel That Way!

Play "Feelings Charades" with your students. Prepare paper strips, each with a word that names a feeling such as proud, happy, nervous, shy, curious, excited, mad, etc. Have student volunteers choose a paper strip, enact the feeling and have classmates try to identify it. As feelings are named, discuss what physical actions expressed by the volunteer helped students guess. Then ask students to share a time when they experienced that feeling.

PART 1: I SEE HOW YOU FEEL

Distribute the activity sheet and review the directions with students. After they match the feeling words to their corresponding faces, have students listen as you read the scenarios below and name the feeling listed in Part 1 that they'd feel in each scenario. If appropriate, have students describe a time they experienced that feeling. If the feeling gave them a bad mood, ask them to share the calming strategies they used to feel better. Scenarios:

- ▶ You weren't invited to friend's birthday party. (sad, angry)
- ▶ A family member is sick and in the hospital. (sad, afraid)
- ▶ You got the present you wanted for your birthday. (joyful, surprised)
- ▶ Your sports team won the game. (joyful)

PART 2: FEELING WITH FIVE SENSES

Remind students all feelings are OK because they are part of what makes us human, and emphasize that by recognizing and talking about our feelings, we are taking care of our mental health. Review the directions for Part 2 and help students use the activity sheet framework to create a sensory-based poem about one of the feelings listed in Part 1. Have students create illustrations for their poems and then share their work.

ACTIVITIES FOR GRADES 4-6

The Science of Emotion

Begin this activity by watching "The Hand Model of the Brain," a short animated video on YouTube (bit.ly/35vpOfw) that describes the three main parts of the brain: prefrontal cortex, amygdala (a-mig-da-la) and hippocampus (hip-po-cam-pus).

PART 1: MEET YOUR BRAIN

Distribute the activity sheet and help students review the brain diagram and the description of how the brain processes strong emotions. Ask students to share ideas of calming practices that can assist the pre-frontal cortex in getting the information it needs to manage strong emotions. Ideas may include taking deep breaths, listening to music, engaging in physical exercise, etc.

Next, ask students to share their thoughts on how understanding the brain could help us handle difficult feelings in the following situations: you didn't get invited to a classmate's birthday party; your team lost when you missed the winning shot; a family member is sick; you keep getting low scores on your math test. Help students explain how the brain might process these feelings to produce a positive or negative mood.

PART 2: THINK ABOUT IT

Have students write a reflection based on the diagram and one of the feelings discussed for Part 1 or another feeling. Student reflection responses will vary but should incorporate the understanding that emotions are part of what it means to be human and this knowledge of brain/emotion connections can help them to manage emotions in a healthy way.

Feelings Check-In

Begin by asking students if they know what "mindfulness" means. Explain that mindfulness is being purposefully aware of what you're sensing and feeling in the moment, without interpretation or judgment, and can help us cope with stressful feelings. Provide examples such as keeping a gratitude journal or taking deep breaths. Ask students to share strategies they've successfully used to manage feelings and emotions.

PART 1: HOW DO YOU FEEL?

Distribute the activity sheet and review the directions. Have students complete the feelings prompts independently, then ask for volunteers to share their responses. If students are hesitant to share, suggest they describe how they imagine familiar story or cartoon characters might complete the prompts.

PART 2: FEELING WITH FIVE SENSES

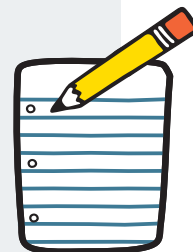
Remind students that all feelings are OK because they are part of what makes us human, and emphasize that when we manage our emotions and feelings by recognizing and talking about them, we are taking care of our mental health. Review the directions for Part 2 and help students use the activity sheet framework to create a sensory-based poem about the feeling they explored in Part 1. Encourage students to incorporate metaphors, similes and other poetic elements in their work. Students may also create illustrations for their poems. Reuse the activity to encourage ongoing conversations about feelings.

CERTIFICATE AND TAKE-HOME LETTER

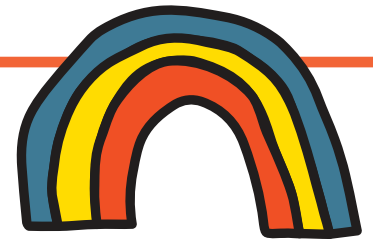
Distribute personalized copies of the certificate to students after completing Activity 2. Encourage students to share the certificate with their family, along with the take-home letter. Explain that as a Mental Health Ambassadors, students can share what they have learned about recognizing, expressing, and managing emotions and feelings.

Resources

- ▶ *On Our Sleeves*, OnOurSleeves.org
- ▶ *Downloadable Self-Care Activities and Calming Tools*, OnOurSleeves.org/mental-wellness-tools-guides/self-care/activities-calming-tools
- ▶ *How to Support Mental Health Needs for Kids*, OnOurSleeves.org/mental-wellness-tools-guides/kids-behavioral-health
- ▶ *YMI—On Our Sleeves microsite*, ymiclassroom.com/onoursleeves

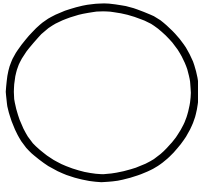

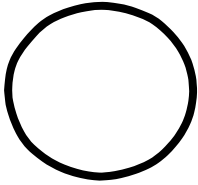
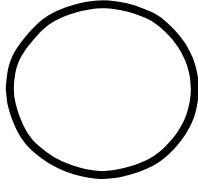
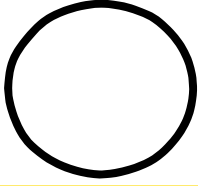
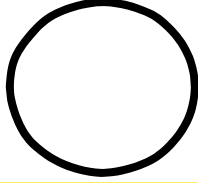


FEELINGS AND MOODS



Part 1: How Do You Feel?

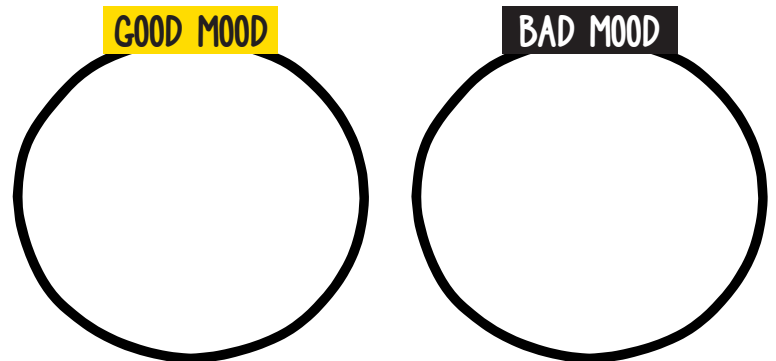
We all experience different feelings and that is OK! Fill this chart to learn about feelings. Circle the feeling words that can cause a bad mood. Underline the feeling words that cause a good mood. Then choose a synonym for each feeling word from the word bank and write it on the blank line. Use the circles to draw a face showing how each feeling looks.

FEELING	SYNONYM	HOW IT LOOKS	WORD BANK
ANGRY	_____		GLUM JOYFUL MAD NERVOUS THRILLED 
WORRIED	_____		
HAPPY	_____		
SAD	_____		
EXCITED	_____		

Part 2: Color Breathing

Feeling blue? Try Color Breathing the next time your feelings cause a bad mood.

1. What color makes you think of a happy mood? Color the first circle with that color.
2. What color makes you think of a bad mood? Color the second circle with that color.
3. Close your eyes. Breathe in deeply. Imagine the happy mood color filling your body.
4. As you exhale, imagine the bad mood color leaving your body.
5. Repeat 3-5 times.



IT'S OK TO FEEL THAT WAY!



Part 1: I See How You Feel

Draw a line to match each facial expression to its feeling word.



ANGRY

AFRAID

JOYFUL

SAD

SURPRISED

Part 2: Feeling with Five Senses

Choose a feeling from Part 1 and write a poem about it. Fill in the blanks below to describe the feeling as if it were something you could smell, taste, touch, hear, or see.

Choose a feeling: _____



Smells like _____



Tastes like _____



Feels like _____



Sounds like _____



Looks like _____

THE SCIENCE OF EMOTION

Part 1: Meet Your Brain

Do you know what the connection is between your brain and your feelings? Emotions are chemical responses sent from the brain in reaction to everyday experiences. This results in a range of different feelings. These parts of the brain play a role in how you experience emotions.

PREFRONTAL CORTEX

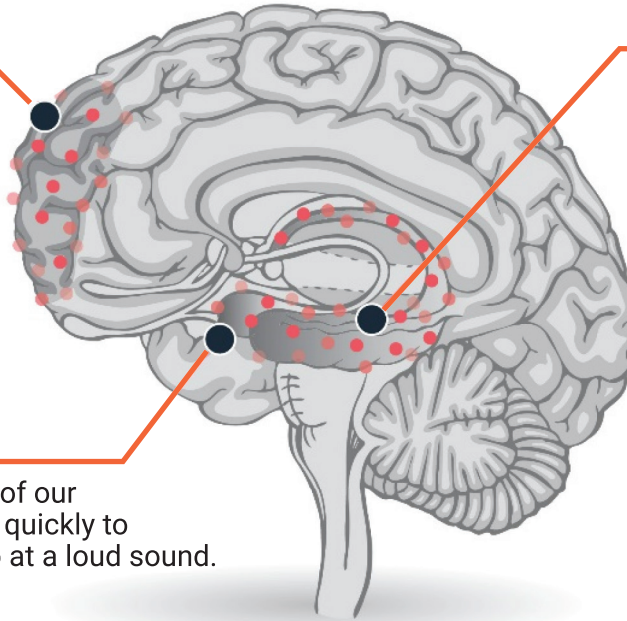
The prefrontal cortex helps us think, learn and process emotions so we can make smart decisions.

HIPPOCAMPUS

The hippocampus helps us remember. It stores all the things you learn in school plus memories and emotional experiences from your life.

AMYGDALA

The amygdala is in charge of our emotions. It helps us react quickly to danger, like when you jump at a loud sound.



So what happens when we experience strong emotions? It starts with the amygdala. Sometimes it can't tell the difference between a danger (like a ball coming at you) and everyday stressful events (like an upcoming test). When this happens and the amygdala takes over, the prefrontal cortex does not get the information it needs to do its job. This interferes with how the prefrontal cortex helps you think through a difficult feeling. It also interferes with how the hippocampus processes memories of past experiences where we may have successfully handled a similar feeling in a different situation. Learning strategies to help us manage strong emotions or keep calm can help our brains in these situations.

Part 2: Think About It

You have learned about the brain and its role in how we process emotions. Why is knowing this important to your mental health? Use the space below to write a reflection.



FEELINGS CHECK-IN



Part 1: How Do You Feel?

Choose a word from the list below that describes how you are feeling today, or write in your own word. Then use the prompts below to write about your feelings.

EMOTION	RELATED FEELINGS
 ANGER	angry, annoyed, mad, grumpy, irritated
 FEAR	anxious, uncomfortable, worried, nervous, stressed
 SADNESS	sad, frustrated, unhappy, lonely, hurt, upset
 HAPPINESS	happy, proud, excited, calm, confident, comfortable

- ▶ Today I'm feeling _____.
- ▶ I'm feeling this way because _____.
- ▶ I'll manage this feeling by _____.

Part 2: Feeling with Five Senses

Focus on the feeling you explored in Part 1 and write a poem about it. Fill in the blanks below to describe the feeling as if it were something you could smell, taste, touch, hear, and see. Be creative – use metaphors, similes, and imagery to describe your feeling.

Choose a feeling: _____



Smells like _____



Tastes like _____



Feels like _____



Sounds like _____



Looks like _____