

Activity Steps (continued)

4. Ask “What are some feeling words we can associate with the different sections?”

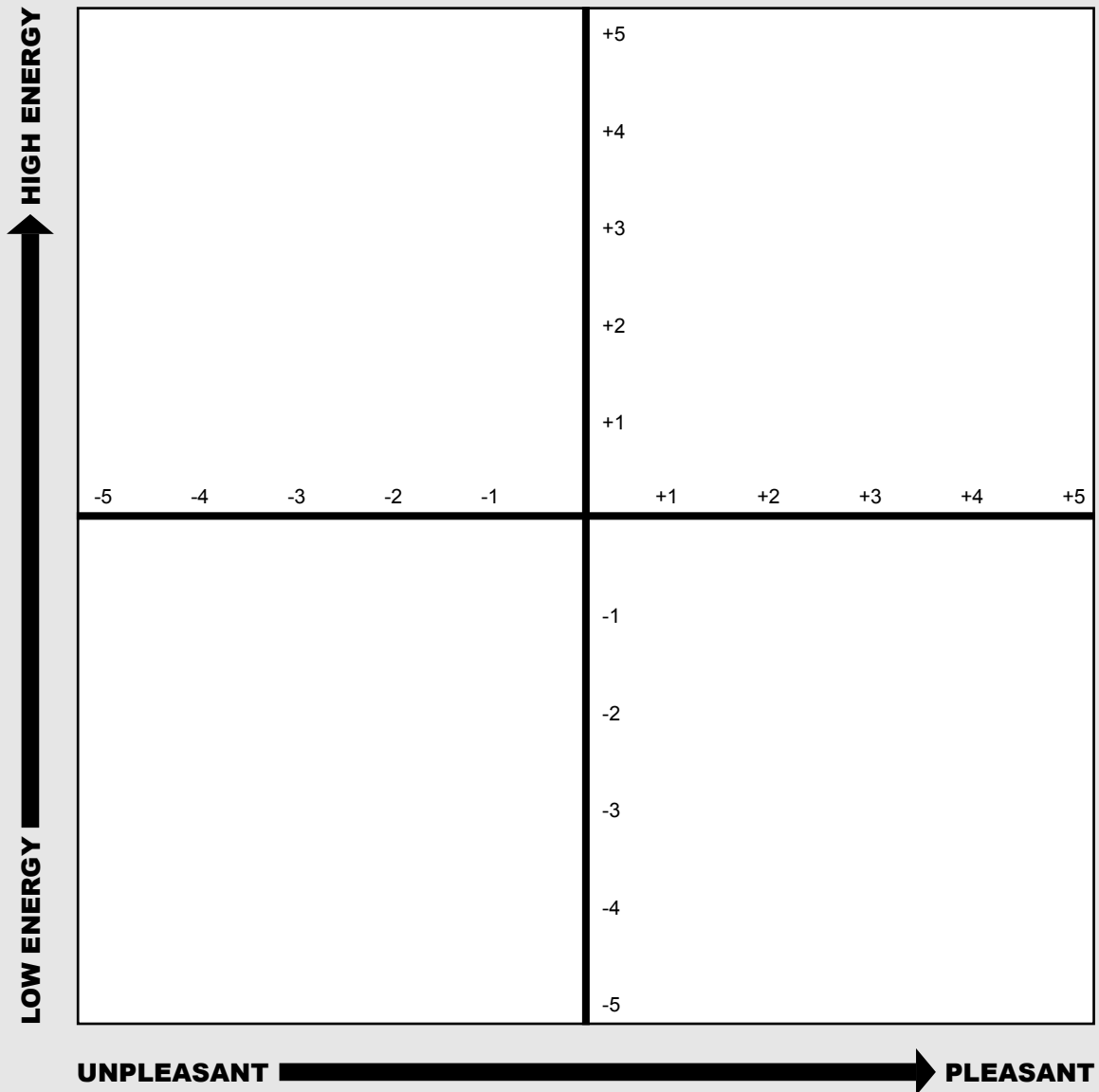
If you have time, ask youth to write feelings word on post-it notes and place these on the corresponding quadrants of the Mood Meter poster.

Extension Activity

Give youth magazines or ask them to search the internet for pictures that represent each of the four sections of the Mood Meters they create. Youth can create group collages or individual collages using the Mood Meter handout.



MOOD METER



SESSION #4: WHAT IS EMOTIONAL INTELLIGENCE?

Overview:

Introduce youth to the concept of Emotional Intelligence and RULER skills.

Materials:

RULER handouts, Mood Meter, Technology to show video, Collage materials – magazines, etc.

Icebreaker: Revisit the Mood Meter and check in – ask youth what quadrant they are in.

Preparation	<p>Watch the video at this link: https://vimeo.com/52622352 You can also read about emotional intelligence here: https://psychcentral.com/lib/what-is-emotional-intelligence-eq/</p>
Introduction	<p>Introduce the day: “Today we are going to learn how to be smart about our feelings and we will learn the the skills to help us do that. We will learn an approach called RULER to help us remember the skills.”</p>
Activity Steps	<p>What is Emotional Intelligence and what are the five skills of RULER?</p> <ol style="list-style-type: none"> 1. Show the D-News video on emotional intelligence: https://www.youtube.com/watch?v=dmz9Yb9dWck 2. Give youth this definition of emotional intelligence: “So now that you have learned a little bit about emotional intelligence, we are going to think about it in more detail. Emotional Intelligence is being smart about our feelings – using our thinking to inform our feelings, using our feelings to inform our thinking. For example, if you are upset and know how to manage your feelings, you can be smart about when and how to talk with some about what is upsetting you.” 3. “One way to remember the skills of emotional intelligence is to think about the word RULER. Each letter in the word RULER stands for a different emotional intelligence skill.” Give students the RULER handout. <ol style="list-style-type: none"> a. The first R in RULER is for recognizing emotions in yourself and in others. This means noticing that you or other people are experiencing different emotions. Recognizing emotions in yourself involves noticing what is happening in your body and in your thoughts. Recognizing emotions in others involves noticing what their face looks like, what their voice sounds like, and what they are doing with their bodies.

Activity Steps (continued)

b. The U in RULER stands for **understanding** emotions. This means understanding what causes our own and other people's emotions and what the consequences of our emotions are. It also involves understanding that an event may cause different emotional reactions in different people.

c. The L in RULER stands for **labeling** emotions – being able to find the right word to use for your feelings. Having a good emotions vocabulary helps us communicate our feelings – we “name it to tame it.”

d. The E in RULER stands for **expressing** emotions – this skill is about knowing when and how to express emotions in different situations. How we express emotions in one situation might be different in another. On another day, we will do an activity that will explore the skill of expressing emotions in more detail.

e. The second R in RULER stands for **regulating** emotions – being able to manage your emotions effectively. We will also practice this skill on another day.

4. Art activity: Ask students to pick one of the RULER skills and make a collage of images from magazines or the internet that reflect that skill or that represent what their life would look like if they mastered that skill in their life.



RULER: SKILLS OF EMOTIONAL INTELLIGENCE

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

Recognizing emotions is the first R of RULER: We identify emotions in ourselves and others by interpreting facial expressions, body language, vocal tones, and physiology – how our bodies feel. Some things to remember:

- Not all emotions are easy to read
- Knowing what’s happening helps us recognize the emotions that we and others are feeling
- When we misread emotions, it can lead to misunderstandings
- Some situations can make this more difficult, for example if you are stressed or afraid
- Recognizing emotions is a skill that takes time to develop

Understanding Emotions is the U of RULER: Knowing the cause of our own feelings and that an event may cause different emotional reactions in different people can help us respond to and regulate emotions better.

Labeling Emotions is the L of RULER: Having and using feeling words to describe the full range of emotions helps us communicate our feelings – we can “name it to tame it.”

Expressing emotions is the E of RULER: Knowing how and when to express emotions with different people and in different situations.

Regulating emotions is the second R of RULER: This skill involves using strategies to manage our feelings and behaviors.

SESSION #5: READING EMOTIONS IN FACES

Overview:

Youth will play a game where they will try to guess feelings based on facial expressions.

Materials:

Mood Meter, Technology to show video, Feeling word cards

Icebreaker:

1. Check in on the Mood Meter and ask youth to volunteer to share where they are.
2. Say: Today we are going to talk about facial expressions. What expressions do you think are hard to read? Share with the whole group or with a partner.

<p>Introduction</p>	<p>Introduce the day: "Today we are going to learn about how to recognize feelings by looking at facial expressions."</p>
<p>Activity Steps</p>	<p>FACES – recognizing and expressing emotions</p> <ol style="list-style-type: none"> 1. Explain that you are going to show a video describing how to recognize facial expressions for several emotions. 2. Show the video at the following link: https://www.youtube.com/watch?v=B0ouAnmsO1Y 3. After the video, ask youth to work with a partner - or form a group of three. Ask youth to take turns picking up an emotion word card and then ask each youth to act out the feeling using only facial expressions (no words) while their partner (or group) tries to guess what it is. <p>When the partner guesses, they should answer the question, "What were the specifics about your partner's facial features that gave you clues about the emotion s/he was expressing?"</p> <ol style="list-style-type: none"> 4. Debrief: Ask youth what they learned about trying to recognize emotions using just facial expressions. Key points to make include: <ul style="list-style-type: none"> • Not all emotions are easy to read • Without knowing what's happening, it can be difficult recognize the emotions that others are feeling • The better you know someone, the easier it is to know their facial cues • When we misread emotions, it can lead to misunderstandings • Recognizing emotions is a skill that takes time to develop • Ask: "Was there anything that surprised you, or something new you learned, in how easy or hard it was, or in the discussion?"

FEAR

SURPRISE

SADNESS

DISGUST

ANGER

CONTEMPT

HAPPINESS

FRUSTRATION

SESSION #6: EXPRESSING EMOTIONS WITH EMOTIONAL INTELLIGENCE

Overview:

Youth will learn about the skill of expressing emotions.

Materials:

Chart paper and markers or access to a white board.

Icebreaker:

1. Check in on the Mood Meter – stand and ‘show’ your feelings with your face and body
2. Ask students to pair up and choose an emotion to express, their partner will guess what they are expressing. Switch roles and repeat.

Introduction

Today we are going to learn some skills about how to express emotions in an emotionally intelligent way. This means knowing how to express emotions at the right time, in the right place, and in the right way.

Activity Steps

Explain to youth that they are going to learn about a strategy called ‘I-statements’ – a strategy that will help them communicate their feelings in a way that others can understand. Using this strategy will allow them to be assertive without being mean.

I-Statements

1. Introduce the concept of “I-statements” by asking youth to think about the difference between saying, “You made me angry” and “I’m angry with you.”

Explain that a statement that starts with the word ‘you’ usually blames someone else, verbally attacks the other person, makes judgments about him or her, or sometimes even calls the person names. These statements are called ‘you-messages’. An example is, “You are so mean!” or “You are making me mad!”

Ask youth to give you other examples of ‘you-messages’? Write student responses on chart paper or a white board. If students need more prompts, you can ask for ‘you-messages’ for the following situations:

- You share something with a friend on the condition that the friend not tell anyone else. Soon everyone in your class knows about it.
- Your best friend didn’t invite you to stay over on the weekend like you had planned.
- Someone won’t let you join a game or let you sit with them at lunch.
- Someone is telling things about you that are not true.

Ask “What do you think will happen if you use ‘you-messages’ in these situations?” Validate responses and summarize by saying that they will not solve the problem or get what they want and may even make things worse.

Activity Steps (continued)

2. Explain that an I-message is a way to be assertive and strong without being mean when you are angry or upset or disappointed with something another person has done. Just like 'you-messages' usually start with the word, "you," "I-messages" start with the word "I."

Give youth this formula for an I-message: (write it on the board or have it written on chart paper before the session starts)

- a. I feel _____ (say your feeling)
- b. When you _____ (describe the action – what happened, not what you think about it)
- c. Because _____ (say why the action connects to your feeling)
- d. Will you please _____ (say what you want the person to do)

Explain the steps:

a. The first step in an 'I-message' is to say how you are feeling. No one can argue with what you are feeling – they can't say, "no, you're not feeling that way." Saying exactly what we're feeling lets the other person understand us better and see how their actions have affected us.

b. The next step in an 'I-message' is to say what happened. Try not to turn this into a "you statement" that accuses someone of being unfair or mean – just stick to what has happened. For example, don't say, "I feel angry when you are mean." That is a 'you-statement' in disguise! A better way to say that is, "I feel angry when you say things about me that are not true."

c. The third step in an 'I-message' is to say why the feeling connects to what happened. You can start this part of the I-statement with the word "because." In the example we are using, we could say, "I feel angry when you say things about me that are not true because other people might think badly of me." This helps the other person understand the why their actions upset you.

d. In the final step is to tell the person what you want. This can often be done with a question – "Can you please tell people those things are not true?" This is a time when saying please can go a long way toward getting the other person to do what you want, and the question lets the other person know that there is some way they can make things better.

Activity Steps (continued)

3. Practice using I-statements

Go back to the list of you-statements youth generated earlier in the lesson. As a whole group or in small groups, ask youth to create an I-statement to replace each you-statement. Then ask youth to role play and practice saying the statements with another group member.

Expressing Emotions with Emotional Intelligence: The Right Time, the Right Place, the Right Way

Explain the steps of effective communication. It might be helpful to have these steps written on a piece of chart paper or a white board.

1. Whether we are having an argument or we just want to tell someone how we feel, there are important things to do to make sure that the conversation goes in a positive direction. Steps in effectively communicating about feelings include the following:

- a. Check in with ourselves. If we are feeling strong emotions, it is important to make sure we are in a calm place before we have a conversation.
- b. Choose a time that is good for both of you. For example, trying to talk with your mother about something that is upsetting you while she is busy with something may not be the best time.
- c. Pick a quiet place, if possible, to have the conversation: it's hard to pay attention to what someone is saying if there are a lot of distractions going on around you.
- d. As we learned in the previous activity, it is best to use "I-statements" to tell how you feel. For example, "I feel disappointed because we didn't go out for dinner like you promised." Stating something directly rather than yelling, calling someone names, or blaming is effective communication.
- e. Listen to the person's response and give them a chance to explain their side of things. It can be tempting to use "you-statements" at this time, but remember the "because" part of the I-statement and say it again if you are tempted to use a "you-statement."
- f. Be ready to problem-solve together or set up another time to talk about it.
- g. Thank the person for making time to talk with you. For example, "Thanks Mom, it helps to be able to talk about my feelings with you."

Activity Steps (continued)

2. Re-writing a conversation. Ask youth to think of a time when they expressed a feeling to a friend or family member in a way that didn't go well. Ask, "Would it have been different if you followed these steps?"

Give youth paper and pencils and ask them to re-write the scene using the steps above. Prompt them to think about where and when they would have the conversation, what they would do to make sure that they were calm, what they would say and how they would say it.

Ask youth to practice their new scene with a partner. Give one minute for this and then switch roles.

Ask for volunteers to act out their conversations for the whole group.



SESSION #7: EXPRESSING EMOTIONS: YOUR VOICE

Overview:

Youth will gain experience/practice using the skill by playing a game called “Your Voice.”

Materials:

Cards for the Game Your Voice

Icebreaker: Check in on the Mood Meter – stand and ‘show’ your feelings with your face and body

<p>Introduction</p>	<p>Tell students that today they are going to learn about expressing emotions by recreating the TV show “The Voice” – we will call it “Your Voice.” It is a game where judges guess what emotion you are expressing in your voice – and you will tell them if they are right or wrong! Sometimes the words you say will match the emotion and sometimes they will be different.</p>
<p>Activity Steps</p>	<p>1. Explain how the game works:</p> <ol style="list-style-type: none"> a. Depending on the size of the group, 2-3 youth act as “judges” and sit with their backs to the “performer/expresser.” b. Each judge is given a deck of <u>feelings</u> cards. c. Performers/expressers draw a <u>feelings</u> card and <u>sentence</u> card from the respective deck. d. The performers/expressers say the sentence as if they are feeling the word on the card. e. Explain that some of the sentences and feelings words will match while others will not. The point is to guess the feeling being expressed in the voice. f. The judges try to guess the feeling being expressed based on “your voice” and identify a feeling card from their deck. g. When they have selected, they turn around and compare to the performer/expresser card. <p>2. Game Variations</p> <ol style="list-style-type: none"> a. Divide the group into two smaller groups and create a competition between the teams with a point going to each performer who expresses the feeling well enough for the judges to guess correctly. b. Instead of using their voices to communicate the feelings, ask youth to communicate the feeling without words (no sentence cards needed).

Activity Steps (continued)

Discussion questions:

1. How could you tell what someone was feeling even when the words didn't match the voice?
2. Was it easy or challenging to say something while expressing something different in your voice?
3. What happened to your face and body while you were saying the sentences? Did they match the words or your voice (feelings word)?
4. What makes your voice/vocal tone important – sometimes even overpowering their words?
5. What was something you learned today that you didn't know before – either about emotional expression in general or just about your own way of expressing emotions?



Things were so crazy today.

I just love my best friend.

**That was the most boring book
I've ever read.**

**I'm going to walk my dog
after school.**

I lost my favorite hat today.

This was the best day.

**I have to take the worst
test tomorrow.**

I can't wait to go on vacation.

I love spending time with my friend Janine – she is so chill.

We just won the championship basketball game.

I really appreciate your doing me that favor.

Thank you so much for letting me borrow your book.

I had to get up early for school today.

Lunch was delicious today.

That book we read for English class was so depressing.

I really don't want to go to the baseball game tomorrow.

CALM

ANGRY

EXCITED

FRUSTRATED

HAPPY

SAD

CHEERFUL

BORED

NERVOUS

DEPRESSED

IRRITATED

FURIOUS

SURPRISED

DISGUSTED

PROUD

ENTHUSIASTIC

SESSION #8: BULLYING AND EMOTIONS

Overview:

Youth will learn the definition of bullying and the difference between conflict and bullying. Then, they will explore the emotions the targets of bullying experience all day long and think about the effect those emotions have on learning, decision-making, relationships, health, and everyday effectiveness.

Materials:

Technology to watch video, Emotion Timeline worksheet, one per person, pens or pencils, markers or crayons, Post-it notes (optional)

Icebreaker:

1. Think about a time someone made you feel really good about yourself. Where were you and who was that person. Share with a partner.
2. Share this Maya Angelou quote: "I've learned that people will forget what you did, people will forget what you said, but people will never forget how you made them feel." Ask youth what they think this quote means.

Introduction

1. Explain that today's learning starts with understanding how emotions matter when someone is being bullied.
2. Tell youth that you will start by learning about what bullying is and what it is not. Then, you will think about what someone who is being bullied feels during the day.

Activity Steps

What is bullying?

1. Offer this definition: Bullying is a form of emotional or physical abuse that has three characteristics:
 - It's deliberate—a bully intentionally tries to hurt someone, the harm is done on purpose
 - It's repeated—a bully often targets the same victim again and again
 - There is an imbalance of power—a bully chooses victims he or she perceives as weak, vulnerable, or unable to defend themselves
2. Explain that bullying behavior is not one thing. It can include saying mean things, spreading rumors or inappropriate photos, bothering someone, or making threatening remarks, among other things. There are different kinds of bullying:
 - **Physical** – pushing, hitting, tripping, or property damage
 - **Verbal** – making fun of, name-calling, insulting, threatening with harm, intimidation
 - **Relational** – excluding someone, spreading rumors, turning people against someone for the purpose of hurting them
 - **Cyberbullying** (social media) – posting hurtful messages or pictures online or sending hurtful email or text messages

Activity Steps (continued)

3. Tell students that they are going to see a video about the difference between bullying and conflict

Show the video:

<https://www.youtube.com/watch?v=PM8QO-zCYpo>

Ask: What did you learn about the difference between bullying and conflict?

4. Give a list of different situations and ask youth to decide whether or not the situations involve bullying. The discussion about why they think a situation is or isn't bullying is important in reinforcing their understanding of bullying.

You can use these examples, use your own, or ask youth to pose situations for discussion:

- Someone tells you that you are stupid after you answer a question incorrectly in class. (not bullying)
- Someone tells you that you can't play a game with them at recess. (not bullying)
- The person who sits next to you in class makes unkind comments about the way you look every day. (bullying)
- Someone copies off your test. (not bullying)
- A group of kids at school laughs every time you walk by their table at lunch. (bullying)
- Right in front of you, someone asks your best friend to go to the movies with them. (not bullying)
- Your best friend says that you are being too dramatic everytime you tell her that she has let you down. (bullying)
- Someone makes a comment about where you buy your clothes and then makes fun of you in a Facebook post -- everyone in your class likes it. (bullying)

Reinforce the definition of bullying: that it includes a power dynamic, has intent to hurt behind it, and is repeated over time.

Explain that you are going to revisit the Emotions Timeline

1. Give each person a copy of the Bullying Feelings Timeline worksheet.
2. Tell youth to think about a typical day from the perspective of someone who is bullied.
3. Ask youth to write in a word telling how they think this person would feel as they move through their day.
4. Refer to the Mood Meter and ask youth to look at the timeline and color each of the dots to match the feeling with the color of the section it falls in.

Activity Steps (continued)

5. Discussion:

- What did you learn about the feelings of someone who is bullied?
- How does their timeline look compared to the one that you completed for yourself?
- How do you think that person's emotions affect them during the school day and after school? Do they affect how well they learn or remember information? Their relationships with others? How might their emotions affect their health?
- What was something new you learned today?



BULLYING FEELINGS TIMELINE WORKSHEET

**HOW DOES THE BULLIED
PERSON FEEL?**

**WHAT'S HAPPENING IN THE BULLIED
PERSON'S DAY?**

They get ready for school

They get on the bus

They get to school

Class time

Lunch

Recess

Class time

School gets out

They get to the club

They go home

They go to bed

SESSION #9: REGULATING EMOTIONS

Overview:

Youth will learn what emotion regulation is, explore helpful and unhelpful strategies for regulating emotions, and learn effective thought and action strategies for regulating emotions. (This session can be broken into two separate sessions if extra time is needed.)

Preparation:

Watch the two videos on emotion regulation and select the one that is most appropriate for the youth in your group

Materials:

Equipment to show the video, large post-it chart paper to hang on wall, markers, blank paper for individuals to use

Icebreaker:

1. Check in on the Mood Meter
2. Think of a place where, when you are there, you feel really happy. It could be the beach or a park, or maybe it's in your room or a friends house. Ask youth to pair share or share with the large group.

Introduction	Today we are going to learn about regulating emotions and talk about both ineffective and effective strategies.
Activity Steps	<p>Regulating Emotions</p> <ol style="list-style-type: none"> 1. Ask youth, "What does it mean to regulate your emotions?" 2. After getting youth responses, give the following definition: "The act of regulating emotions is the thoughts and actions we use to manage our emotions and to help others manage theirs." 3. Watch one of the videos on managing emotions: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=qU8qtcQpQmA&index=1&list=PLUTTjQp_AEIbAhvfaEoPrC0V2-bfOYsaJ https://www.youtube.com/watch?v=3bKuoH8CkFc <p>Debrief video</p> <ol style="list-style-type: none"> a. What did you learn in the video that you didn't know before? b. What skills did you learn from the video? <ol style="list-style-type: none"> 4. Explain that, in the video, the character was trying to reduce the emotions he was feeling – he wanted to feel less angry so that he didn't do something he would regret. But there are other goals for managing emotions.

Activity Steps (continued)

a. Ask if there are times when youth might like to feel more of a feeling. An example is wanting to feel *more* excited when you are getting ready to play sports.

b. Ask for examples of times they might want to *avoid* feeling an emotion. An example is when you don't want to feel nervous about taking a test.

Explain that whatever the goal of the emotion regulation, there are a lot of different strategies for managing your feelings – the thing is, some work and some don't.

Helpful and Unhelpful Strategies for Managing Emotions

1. Ask youth to form groups of 4 or 5. Using large chart paper, ask youth to draw a line down the center of the paper. Label the left column "UNHELPFUL" and the right column "HELPFUL."

2. Ask youth to brainstorm all of the unhelpful things they do when they are upset – the kinds of things they look back on and think "I wish I didn't do that," or "That didn't help or made things worse." For example, yelling at your best friend when she couldn't come to your house or waiting until the last minute to do your homework because you were feeling stressed. Youth might come up with some of the following as well: worrying, blaming oneself or others, negative self-talk, complaining, yelling or screaming, ignoring a problem, physical aggression.

3. Now ask youth to brainstorm and list all of the helpful things they do to manage their feelings when they are upset – the things that work. These are the strategies they look back on and say "I like the way I handled myself." For example, calming down before you talk with your friend when you are upset, or saying something encouraging to yourself when you have to do difficult homework. Youth may also identify the following: taking deep breaths, getting help from a friend or adult, taking some time alone, exercising, doing something constructive and enjoyable.

4. Point out that...

a. Unhelpful strategies are easy, automatic, and require no practice, but are usually not good for you.

b. Helpful strategies require work, practice, and are not easy to implement, but they are usually good for you.

c. The more you use helpful strategies the more likely they will become your "go-to" strategies when you need them.

Activity Steps (continued)

Action and Thought Strategies

1. Explain that you will learn three effective strategies – one action strategy and two thought strategies.

2. First is the action strategy: Guide youth through an exercise that demonstrates how breathing impacts our feelings and how we might understand our emotions:

a. Ask everyone to breath using ONLY their mouth. Start off breathing in and out slowly, then go faster and faster until participants start “panting.” Ask them if they felt that was relaxing. Let them know that fast mouth breathing tells the brain that something is wrong.

b. Now, guide youth through a brief mindfulness activity created by Tich Nhat Hanh, a Tibetan Monk. Breathing in and out, to the count of 4 each time, say the words: In-Out, Deep-Slow, Calm-Ease, Smile-Release. Ask youth to say this to themselves 3 times as you say it aloud. Ask youth how they feel after doing the exercise. Let participants know that the more controlled and slowly they breathe, the faster they will able to calm down.

3. Next are the thought strategies: We can’t always control what happens to us, but we can control how we think about it.

a. The first strategy is Positive Self Talk – these are positive things we can say to ourselves to help us manage our emotions when we are upset. Many of us say a lot of negative things to ourselves, things like, “I’m so stupid,” or “I can’t do it.” Positive self-talk is the opposite of this – it means saying things to yourself like: “I can do this if I work hard,” or “I can handle this.” When we say positive things to ourselves, we begin to view the world in a more positive manner and it is easier to manage our emotions.

As a whole group, spend one to two minutes asking youth to call out positive self-talk statements.

Now ask youth to think about positive self-talk they can use in the situations below. Do this as a whole group, in small groups, or in pairs. If in small groups or pairs, ask youth to report out after the activity.

Give these directions: *For each of the situations below, think of something positive you can say to yourself. Remember, these are the things that you say to yourself to help you manage your emotions, not the things you would say to others in these situations.*

- 1) You find out that a friend is going to a party you weren’t invited to.
- 2) The kids at the popular kids’ lunch table won’t let you sit with them.

Activity Steps (continued)

- 3) You learn that a friend earned a better grade on an exam than you did.
- 4) Your friend didn't wait for you to walk home and your feelings are hurt.
- 5) You foul out of a basketball game.

b. The second thought strategy is Visualization. This strategy involves thinking about a place where you can be calm. For example, if you are upset and need to cool off before talking with someone, you can imagine yourself in a place where you feel calm or happy.

Another example is when you have to interact with someone who has been unkind to you. You can imagine that you live in a big house with a giant fence around it – you get to decide who comes in and who doesn't, and only people who treat you with respect and kindness can come in. Imagine that you are keeping the gate closed and not letting the unkind person into your house. This can help you stay calm while you decide what to do or say in the situation.

Now guide students through a visualization of the house with a fence:

Close your eyes and imagine that you live in a home that you really like. You can make this house just as you want it. What is it like? What is in the house? Where do you like to sit in the house? (Pause to allow youth time to visualize.)

Now imagine that the house is surrounded by a large yard. What is in the yard? Trees? Grass? A swimming pool? Where do you like to spend time when you are outside? Imagine that you are there.

Now imagine that there is a big fence with a gate. Only you control the gate and you have the power to open it or keep it closed. What does it feel like to have that power?

Now imagine that you are letting some people in, but then someone who you don't want to let in comes to the gate. Imagine yourself staying calm – you have control of the gate. What would you say to this person?

Tell youth that this visualization works best if they practice it. If they “go to” their house often, they will be better able to do it when they need to use it to stay calm.

SESSION #10: BULLYING AND EMOTION REGULATION

Overview:

Youth will learn to apply what they learned about regulating emotions to bullying situations.

Materials:

Large post-it chart paper to hang on wall, markers, blank paper for individuals to use

Icebreaker:

1. Check in on the Mood Meter
2. Think of something nice you said to yourself since you learned about positive self-talk and share it with the group.

Introduction

Today we are going to think about effective and ineffective strategies for managing emotions in bullying situations.

Activity Steps

Review the ineffective strategies discussed in the previous session and apply them to a bullying situation:

1. Ask youth, "Who can remember some of the ineffective strategies we discussed the last time we talked about emotion regulation?" Ask for examples.
2. Give an example of a bullying situation, one from a previous lesson, a new one that you create, or one that the youth in your group come up with.
 - a. Ask youth what they think the target of the bullying might be feeling. Ask what the person is feeling in their body and what they are thinking.
 - b. Explain that the person's goal is to stay as calm as possible in the situation. Ask what youth think would happen if this person used the ineffective strategies they identified. Would any of them help the person stay calm? Would it make the situation better or worse?

Helpful Action and Thought Strategies applied to bullying.

1. Tell youth, "Now let's think of effective strategies the person being bullied can use to manage their emotions. Ask youth if they can remember the action strategy they learned during your last Be a STAR session. Review as necessary:
 - a. Deep, slow breathing. Ask youth to breath in to the count of four and out to the count of four – repeat 4-5 times.

Activity Steps (continued)

- b. Ask youth if they can feel the difference in their body.
- c. Ask what they think it would feel like for the person being bullied if they took several deep breaths when confronted by the bully.
- d. Ask youth how this strategy could help after the situation ended. Would it be helpful?

2. Now ask youth to recall the two thought strategies they learned about when you discussed emotion regulation. Review as necessary:

- a. Positive Self-Talk – these are positive words you can say to yourself: “I can do it,” “I am a good student,” or “I can handle this.”
- b. Visualization – this strategy involves imagining that you are in a calm, safe place where you can manage your feelings. An example is the house with a fence.

3. Ask youth to think again about the person who is being bullied. This person’s goal at the moment is to stay as calm as possible in the situation. Ask the following questions to guide the discussion.

- a. What could someone who is being bullied say to themselves to help them get through the moment?
- b. What could the person say to themselves to manage their emotions after the situation ended?
- c. If you were the person being bullied, what could you say to yourself to tell a different story about a situation where you are being bullied?
- d. How could the person being bullied use visualization in the situation?

Bullying and Self-Regulation:

Tell students that the next activity will give them a chance to use their new knowledge of effective strategies to think through a bullying incident. Ask students to create a timeline to record what happens first, next, next, next and finally between 4 people – the bully, the target, and witnesses to a bullying incident.

Jordan fails test >>>>>>>>>> Jordan humiliates James

Say:

“It starts here: Jordan gets a failing grade on his math test in his last period at school; he is very upset.

Next: He takes the bus to the Club, angry the whole time.