

Taking charge of feelings-2

Skill Area(s):
 Feelings/Emotions
 Conversation Skills
 Perspective Taking

Level: beginning, intermediate

Goal: Students will learn that people are in charge of their own feelings

Materials needed: Judges gavel, Book- Social Star 3 pages 13, 101-104, taking charge of feelings poster pg. 13, story of Billy Blamer, I'm in charge gavel, scissors

Activity: Call the class to order by pounding the gavel and announcing, "order in the classroom!" Ask the students who usually pounds a gavel and why? (judge). Ask students to name other people who are in charge and what it means to be in charge.

- ❑ Go over taking charge of feelings poster with group
- ❑ Pair students and ask them to take turns telling each other their skills for taking charge of feelings. Have them work together to think of situations when its importing to take charge of one's feelings, share with the group.
- ❑ Read a story about Billy Blamer on page.102, discuss with the group questions on page 102
- ❑ Give each student a paper gavel to cut out, on the back have them write "I'm in charge of my feelings!" The gavel can be taped on their desk or put in a folder to help them remember to take charge of their feelings.
- ❑ Pages 102-103 have examples that can be read to the group and then they decide if the person in the example is taking charge if their feelings or not.
- ❑ Role-play situations where students are taking charge of their feelings. Examples may include; someone bumping them in the hallway and laughing, being left out on the playground, tripping when walking back to their desk. Students may be able to come up with real life situations they have experienced. Examples from the book are:

HOME

Pretend you're really hungry and your morn says you can't have anything else to eat until dinner. How might you feel? Show how you could take charge of that feeling and express it responsibly.

SCHOOL

Pretend you'll be getting a new teacher for the rest of the school year. How might you feel? Show how you could take charge of that feeling and express it responsibly.

COMMUNITY

Pretend your clarinet teacher makes you do the same things over and over again during your lessons. How might you feel? Show how you could take charge of this feeling and express it responsibly.