



CONTROLLING EMOTIONS

1. DON'T WORRY, BE HAPPY

Worrying is a normal part of our life and it can be helpful at times. We regularly feel worried about things that are real and present in our lives, like school projects, grades, or loved ones. In these cases, worrying has the potential to help us make good decisions. However, worrying excessively or frequently imagining worst-case scenarios and overestimating them is not healthy. Worrying about “what if” simply causes too much unnecessary distress that won’t help us make good decisions; in addition to making us very unhappy and causing us to waste time.

Materials
• Printed handout
• Pen or pencil

STEP BY STEP

- A** If possible, print the handout on the next pages or copy it in your notebook so you can work on it.
- B** Work in groups. Think of a problem or a difficult situation you had recently that made you worry.
- C** Study the diagram in the handout before you begin filling in the spaces.
- D** Fill in the spaces by choosing one of the two possible paths in the diagram. Try to remember which emotion was more intense.
- E** Then share your diagram with the members of your group. Ask and answer questions about your problem and your decisions.
- F** Now read the proverbs about two completely different ways of approaching problems. Work in groups and think about types of problems and classify them according to the proverbs. Read the examples.
- G** Discuss in groups.

1 What are things that make you worry excessively?

2 How does worrying excessively help you solve problems?

3 How helpful is it to know the difference between problems that have solutions and problems that don't?

IT

If you want to learn some helpful tips to lessen your worries, go to <http://www.edutics.mx/5iy> and discuss the content as a class.

CONTROLLING EMOTIONS 1. DON'T WORRY, BE HAPPY

Problem: _____
At that moment, could you have done something to solve it?



No

Yes



Did worrying help in any way? Why?

Which emotion was more intense?

Do you believe you could have done something different? What?

Did worrying help in any way? Why?

Which emotion was more intense?

What did you do to solve it?





CONTROLLING EMOTIONS

1. DON'T WORRY, BE HAPPY

When you have some control over the outcome of the situation	When you have no control over the outcome of the situation
<p>That the birds of worry fly above your head, this you cannot change. But that they build nests in your hair, this you can prevent.</p>	<p>If there is no solution to the problem, then don't waste time worrying about it. If there is a solution to the problem, then don't waste time worrying about it.</p>
<p>(1) Problem: <i>Taking a difficult test.</i> Prevention: <i>Studying hard.</i></p>	<p>(1) Problem: <i>Calling off a picnic with friends due to rain.</i> Solution: <i>Inviting my friends home and watch a movie.</i></p>
<p>(2) Problem: _____ _____ Prevention: _____ _____</p>	<p>(2) Problem: _____ _____ Solution: _____ _____</p>
<p>(3) Problem: _____ _____ Prevention: _____ _____</p>	<p>(3) Problem: _____ _____ Solution: _____ _____</p>
<p>(4) Problem: _____ _____ Prevention: _____ _____</p>	<p>(4) Problem: _____ _____ Solution: _____ _____</p>
<p>(5) Problem: _____ _____ Prevention: _____ _____</p>	<p>(5) Problem: _____ _____ Solution: _____ _____</p>



CONTROLLING EMOTIONS

2. TAKE A DEEP BREATH

When you are calm, your body is in what is known as “rest and digest” mode. Your breathing and heart rate are normal and your muscles are relaxed. Suddenly, something happens. Maybe someone makes an irritating comment, or you remember you have an exam the following day, or something scares you. When you begin to experience a stressful event, your body goes into flight, fight, or freeze mode, which means your heart rate increases, your digestion stops, and your breathing is faster. You are anxious. What do you do? What should you do? What should you avoid doing?

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- A** If possible, print the handout on the next pages or copy it in your notebook so you can work on it.
- B** Look at the first part of the handout. Individually fill in the spaces about your reactions when feeling anxious.
- C** Now read the definitions of anxiety and deep breathing. Then study the information in the handout.
- D** Your teacher will read the instructions for deep breathing. Follow the directions and enjoy.
- E** Briefly, write your experience with this exercise. Describe your sensations and thoughts.
- F** Discuss in groups.

1 What are your physical reactions when feeling anxious?

2 What do you usually do when feeling anxious?

3 What should you do and what should you avoid doing when feeling anxious?

IT

If you want to understand what anxiety is, go to <http://www.edutics.mx/5ij> and discuss the content as a class.



CONTROLLING EMOTIONS

2. TAKE A DEEP BREATH

My reactions when feeling anxious

I feel...

I usually...

I never...

Anxiety is a high level of distress, worry, or fear over a stressful event. Keeping calm is a good way to give yourself time to think and react in a way that will help you deal with the situation without affecting you negatively.

Deep breathing is a relaxation technique. When practiced regularly, deep breathing provides both immediate and long-term relief from stress and anxiety.





CONTROLLING EMOTIONS

2. TAKE A DEEP BREATH

Instructions for deep breathing

- 1 Sit back in a comfortable position.
- 2 Close your eyes. If you wish to leave them open, you may.
- 3 Place one hand on your stomach.
- 4 Inhale slowly through your nose.
- 5 Pause. Hold the air in your lungs for four seconds.
- 6 One, two, three, four. Exhale slowly through your mouth.
- 7 You should have noticed your hand rising and falling when inhaling and exhaling.
- 8 Let's try again...



My experience with this exercise was...



CONTROLLING EMOTIONS

3. THIS IS JUST TO SAY...

Empathy is the ability to understand how someone else is feeling or the situation they are in. It is the ability to “put yourself in someone else’s shoes” and to understand the way a situation makes them feel. In today’s world, with social media being so important in our lives, it is common for politicians, actors, and journalists, as well as ordinary people, to make public statements of apology or regret. In 2017, the #MeToo movement received a lot of attention and there were many public apologies. However, the victims were not only seeking for public apologies from wrongdoers. They also wanted people to understand how they were affected by what happened to them. They wanted empathy.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- If possible, print the handout on the next pages or copy it in your notebook so you can work on it.
- Read the differences between empathy and apologizing.
- Think of examples of honest apologies that included empathy. These may be public apologies or personal ones you have experienced. Write them in the space provided.
- Think of other examples of apologies besides those from the #MeToo movement, that you believe did not include empathy and write them in the space provided. They do not have to be public apologies.
- Read the famous poem called “This Is Just to Say” by William Carlos Williams. The poem is about a person causing a loved one inconvenience and offering an apology. Does the poem show any empathy? Discuss your thoughts in groups.
- In groups, write your own version of the poem showing empathy. Don’t worry about writing a poem that follows the conventional features of this type of text. What really matters is that you are able to show empathy.



CONTROLLING EMOTIONS

3. THIS IS JUST TO SAY...

G Discuss in groups.

1 Is it difficult for you to apologize? How do you think empathy influences your apology?

2 Do you think it is difficult for a person to apologize in public? Why?

3 What do you usually do and how do you behave after doing something wrong?

IT

For a better understanding of the differences between empathy and sympathy, go to <http://www.edutics.mx/5iC> and have a group discussion.

Empathy is about sharing an emotion with someone, or feeling the way they feel, even if you aren't in the same situation.

It is also when you feel an emotion someone else is feeling even if you are not directly affected by what is causing their distress.

“Putting yourself in someone else’s shoes” is being able to understand another person’s way of looking at a situation, even if you see it differently.

Apologizing is to express concern or regret for circumstances you might have caused someone. An apology may or may not show empathy. You may understand what the person experienced, but be unable to put yourself in that person’s shoes.

Whether you were the person causing the suffering of another or not, you may think it is not a big deal and don’t understand the other person’s feelings.

You may accept that the other person is suffering, but you can’t see things from their point of view, or from their perspective.

Examples of apologies that included empathy:

1

2

3

Examples of apologies that didn't include empathy:

1

2

3



CONTROLLING EMOTIONS

3. THIS IS JUST TO SAY...

This Is Just to Say

**by William Carlos Williams
(1883-1963)**

I have eaten
the plums
that were in
the icebox

and which
you were probably
saving
for breakfast

Forgive me
they were delicious
so sweet
and so cold



This Is Just to Say

by _____



CONTROLLING EMOTIONS

4. ANXIETY TRIGGERS

At some point in your life, you have experienced fear and anxiety. Fear is the immediate response to a specific threatening situation. Anxiety is less intense than fear, but it is an emotion experienced when anticipating something threatening, dangerous, or upsetting that might happen in the future. For example, you may be anxious about walking alone on a dark street in the middle of the night, but you may experience fear if a person grabs you by the arm while you are walking.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- A** If possible, print the handout on the next page or copy it in your notebook so you can work on it.
- B** Read the explanation of anxiety triggers.
- C** Read all the anxiety triggers before you begin to score them.
- D** In pairs, think of other anxiety triggers and write them at the bottom of the list.
- E** Individually, score the triggers according to your own personal point of view. Share your anxiety triggers with your classmate.
- F** Read the six ways you can turn negative thoughts into positive thoughts.
- G** In pairs, help each other figure out how to reduce the intensity of your high-scoring anxiety triggers.
- H** Discuss in pairs.

1 Do you think your thoughts and mood begin to change before getting anxious?

2 How can your thoughts deepen your anxiety?

3 Is there a way for you to manage those thoughts? How do you deal with the situation once it is happening or about to happen?

IT

If you want to learn how to deal with anxiety, go to <http://www.edutics.mx/5i9> and discuss the content as a class.



CONTROLLING EMOTIONS

4. ANXIETY TRIGGERS

● **Anxiety triggers** are situations that make you feel anxious.

1	2	3	4	5
feeling a little anxiety	feeling some anxiety	feeling anxiety	feeling a lot of anxiety	feeling extreme anxiety

Common anxiety triggers	1	2	3	4	5
(1) Getting bad grades					
(2) Watching the news					
(3) Meeting new people					
(4) People not texting me back					
(5) Thinking about going to university					
(6) Other people's expectations of me					
(7) Being away from my phone too long					
(8) Being around certain people at school					
(9) Interacting with a particular family member					
(10) Rumors about me spreading around school					
(11)					
(12)					
(13)					
(14)					
(15)					

Six positive ways to tone down anxiety triggers:

- 1 Don't overgeneralize.** If something happened once it doesn't mean it will happen again.
- 2 Direct your thoughts.** Avoid focusing only on the negative aspects of a situation.
- 3 Don't jump to conclusions.** Do not make assumptions without having all the facts.
- 4 Beware of magnification.** Do not blow negative situations out of proportion.
- 5 Drop the labels.** Do not label yourself or others based on a limited amount of information. *He / she is a bully; they are racists; he / she is greedy; I'm such a fool.*
- 6 Relieve yourself of blame.** Understand and accept that, in some situations, you cannot blame anyone, especially yourself.