

4.14 Managing Emotions

Topic: Peace in a Family

Subtopic: Managing Emotions

4D. Conflict management

4H. Making Good Choices

Class: Standard IV (Grade 4)

Objectives: **Knowledge:** When asked how to handle emotions students be able to write or draw appropriate ways to express emotions.

Attitude: Students will want to express emotions in appropriate ways.

Materials Needed:

Blackboard and Chalk

Exercise book

References: Story of Joseph (see last week)
Peace Education Lesson 14 & 15

Memory Verse: Ephesians 4:26

Teacher Activities

Introduction: Divide the class into small groups. Have each group come up with a short skit demonstrating an emotion. (See *Peace Education*, Lesson 14.) Think of appropriate ways to handle that feeling. Help students understand that they need to recognize their feelings and also be able to identify what others are feeling (empathy).

Bible Story: Have a student briefly retell the story of Joseph. What feelings did Joseph's brothers have? What did their jealousy and anger lead them to do?

Write on the board: *Handling Emotions:*

1. *Identify the feeling*
2. *Make Good Choices.*
3. *Use I-statements.* Explain that I-statements are a way to state how you feel without blaming others.

Discuss and give examples for each of the rules.

Application: Have students divide a page into four parts and write or draw how they would express four different feelings.

Evaluation: Are students able to recognize when they are upset and make good choices? Encourage students to use I-statements. Try using an I-statement the next time you are angry or upset.

Student Activities

Introduction: In small groups, students will do a skit demonstrating an emotion while the rest of the class guesses what the emotion is.

Bible Story:

Retell the story of Joseph.

Suggest good ways to express emotions. Examples: Walk away, listen to music to calm down, talk to a friend, brainstorm ways to solve the problem, pray about it, write your feelings in a journal, forgive and say an I-statement to the person who hurt you,

Practice I-statements by using this format: I feel _____ when _____. I want _____.

Application: After discussion, students write a feeling word in each of the four corners of a paper (angry, afraid, hurt, lonely). Students draw pictures to show appropriate ways to express each of the four feelings.

Evaluation: Are students able to write or draw an appropriate behavior in each box? Are students able to write an I-statement.

Extension Activities:

Identify emotions. Read a story and identify the emotions of people in the story. See Lesson 15 in *Peace Education* (Story - 300 Cows) or choose another story where children express strong emotions. Remind them that *empathy* is understanding others' feelings.

Bible Story Review. Think about other Bible stories we have had. How did the characters feel? What did they do? Were these good choices or not.

Poems. Have students try writing a poem, song or rap to express a feeling. Some students may want to work with a partner on a poem or song.

Rules for handling emotions. Have each student make a small poster with the three steps for Managing Emotions. Encourage them to hang it up where it will remind them what to do.

Notes for Teacher

In this lesson students will identify three steps to handle emotions: 1. Identify the feeling. 2. Make good choices about what to do. 3. Use an I-statement. Emphasize that students need to calm down and think before they act. Help students brainstorm good ways to handle emotions.

Key Points: Even when we are angry or upset, we can choose to act in responsible ways.

Introduction: Divide the class into small groups and give each group a feeling word. They are to act out the emotion without using the word in their skit. The rest of the class will guess what the feeling word is. Here are some words you could use: angry, disappointed, lonely, afraid, confused, excited, hurt, happy. After the skits, have the students brainstorm appropriate ways to express or cope with the feeling word they were given.

Bible Story: Use the story of Joseph to explain how jealousy and anger can lead to violence. Joseph's brothers let their anger and jealousy grow until it caused them to act violently toward their brother. What could they have done instead? (Talked about it with their father, forgiven Joseph, learn to cool down by counting slowly, breathing deeply or working off their anger by exercising, look for things to be thankful for instead of things to complain about, write out their feelings, talk about it or pray about it and then let go of their anger.)

Discuss the memory verse. God knows that we will get angry sometimes but we need to choose wisely how to react and not stay angry very long. We must learn to let go of anger and forgive quickly so the anger doesn't build into something that can hurt us or others.

Write the three rules for handling emotions on the Board.

1. *Identify the feeling*
2. *Make Good Choices*
3. *Use I-statements.*

Explain that it is important to recognize what you are feeling and name that feeling. Then make good choices about how to handle your feelings. Have the students name some feelings and discuss appropriate ways to cope with those feelings such as Walk away, listen to music to calm down, talk to a friend, brainstorm ways to solve the problem, pray about it, write your feelings in a journal, and forgive. Another way to cope is to say an I-statement to the person who hurt you.

Explain that I-statements are a way to state how you feel without blaming others. Sometimes when we are angry or upset about something we start yelling at people. We say things like, "You made me do that." "It's your fault," or we call people names, "You are a ____." This is *blaming*. (Write the word on the board.) Blaming is when we say someone else is responsible for how we feel or act. Today we want to learn a better way to let people know how we are feeling. It is called an I-statement. Write the statement below on the board and read it to the class. Have the students write the three rules for Handling Emotions and this sentence in their Exercise Books.

I feel _____ because (or when) _____.
I want _____.

Choose a feeling word and give an example of an I-statement: "I feel angry when someone breaks a promise. I want my friends to keep their promises." Choose another feeling word (curious, excited, lonely) and have someone give an I-statement.

Say, **Who can give me an "I-feel" statement that Esau could have said after Jacob took his first-born rights for a bowl of stew?** (Example: I feel sorry that I let you take my first-born rights away from me. I want you to give them back.)

Who can give an "I-feel" statement for Jacob to say to his father-in-law, Laban, after he found out he was married to Leah instead of to Rachel. (Example: I feel furious that you lied about which sister I could marry. I want to marry Rachel.)

Let's say someone is angry because he is being ignored and no one will listen. Who can give me an I-feel statement? (Examples: I feel lonely when you ignore me. I want you to listen to me.")

Let's say, you don't understand the math problems and you want your friend to explain it. What could you say? (One possible answer is, "I feel confused when we do this kind of math problems. I want you to explain it to me.")

Let's say someone took your book without asking. What do you say? (One possibility is, "I feel frustrated when you take my book without asking. I want you to give it back.")

Discuss the Memory Verse. Talk about handling strong emotions like anger. Explain that violence often happens when people stay angry for a while and let the anger build up into something they can't control any more. Anger tells us something is wrong that needs to be fixed. We must decide if we can fix it, we need to ask for help or if it is something we really can't change right now. We need to decide if we should tell the person how we feel or just forgive them and go on. Staying angry will cause more trouble. Learn to problem solve and fix those things you can fix and forgive and let go of those you can't.

Application: Choose two of the following situations and have them write an I-statement for them in their exercise book.

- Someone pushed you out of line.
- Someone was said a lie about you.
- Someone called you a name.
- Someone won't listen to you.
- Someone told you she would help you, but she didn't do it.