

Hacking Emotional Health Teacher Guide

SUBJECT

Life Skills/Health

LENGTH

4 Weeks

GRADES

6th-8th

TIME

15-30 minutes





OVERVIEW

Everyone feels differently about sharing their feelings; creating an atmosphere of trust, respect and safety will encourage more open and authentic participation. Complete all assignments in the workbook during class, allow those who would like to share, to share if they are willing, but don't require it. Watch the videos beforehand to prepare for a discussion with students about what they learn and how it applies to them in their lives.

PHASES

TEACHER GUIDE

STUDENT HOMEWORK

<p>TRAUMA RESPONSE</p> <p>(THINK: STRONG NEGATIVE EMOTIONS, LOSS, BAD GRADE, ETC)</p>	<div data-bbox="678 726 769 816"></div> <p>Watch the video  <small>PLAY THE VIDEO</small></p> <p>What does BREAK stand for? When could you use these skills?</p>	<p>Practice taking a BREAK when you have strong emotions or thoughts this week. Write down what works best for you in your workbook. Talk to a parent or trusted adult about how you deal with strong emotions and share how you BREAK.</p>
<p>ANXIETY AND STRESS</p> <p>(ANXIOUS, WITHDRAWN, ANGRY, ETC)</p>	<div data-bbox="678 1016 769 1106"></div> <p>Watch the video  <small>PLAY THE VIDEO</small></p> <p>What hacks were discussed? What other hacks work for you?</p>	<p>Try 2 new hacks you haven't used before. Write what happened. Share what works for you with a parent or trusted adult and find out what works for them.</p>
<p>IDENTIFYING FEELINGS</p> <p>(FEELINGS WHEEL)</p>	<div data-bbox="678 1295 769 1386"></div> <p>Watch the video  <small>PLAY THE VIDEO</small></p> <p>Why is identifying our emotions important? Act out or talk about the emotions on the wheel as a class.</p>	<p>Have students look up the definitions to 10 feelings they are less familiar with. Have them write down the definitions and use them in a sentence. In a second sentence have them write how they would manage the emotion.</p>
<p>SOCIAL HEALTH</p> <p>(SCHOOL, HOME, COMMUNITY, FRIENDS, TEAMS, ETC)</p>	<div data-bbox="678 1606 769 1696"></div> <p>Watch the video  <small>PLAY THE VIDEO</small></p> <p>Why are no people or friendships perfect? What qualities do you try to bring to your friendships? What traits do you look for in a friend?</p>	<p>Write a short story about friends and the traits those friends have. In the story identify how they work through strong emotions and how they get support from each other.</p>

REQUIREMENTS

- Workbooks for each student
- TV, Computer, Video Capability, Videos can be downloaded beforehand if internet not available
- Any take home assignments shared before, during or after class

RESOURCES

- Workbooks
- Feeling Wheels
- Colored Pencils, Crayons, Markers, scratch paper for additional doodles
- See additional items under "Extra Activities" sections in each lesson plan
- Lightweight ball
- Notebook for assignments/stories

NOTES

Homework is encouraged as it will help students and their parents, guardians, and other youth in the home discuss emotional and social health, learn these important skills and provide a platform for ongoing discussions between the tween and their parent/guardian.

Please keep track of any of the extra activities you do for evaluation purposes.

This curriculum is designed to meet the requirements and needs of Teachers, School Counselors, School Social Workers, and Prevention Specialists working with school aged children and Local Coalitions to teach health and behavioral strategies to improve education, social skill development and emotional regulation. The following reports exist at the National and State level that share mental health and substance use data that may help you understand the unique needs of the students you serve.

[National Mental Health and Substance Use Data](#)

[Healthy Kids Colorado Survey data](#)

[Idaho Youth Risk Behavior Survey](#)

[Montana Youth Risk Behavior Survey](#)

[Nevada Youth Risk Behavior Survey](#)

[Utah Student Health & Risk Prevention Survey](#)

Lesson One: Trauma Response

Learning Objectives: By the end of this lesson, students should be able to recognize when they are having strong emotions and how to appropriately use B.R.E.A.K. Addresses Individual/Peer (Emotional control/Social skills/Impulsiveness/Sensation seeking), Family (attachment and Bonding to family) Protective & Risk Factors.

Computer Based Components: Students will view 2-minute video: [B.R.E.A.K.](#)

In-Person Components: Students and instructor will collaboratively interpret the video; Class Discussion – Trauma; Students practice B.R.E.A.K.; Students write in their workbook

Instructional Sequence:

1. Introduce the Hacking Emotional Health Workbook and Lesson one: Trauma
2. Watch B.R.E.A.K Hacking Emotional Health YouTube Video
3. Class discussion: What is Trauma? Traumatic events at school, community, or on the news? What does B.R.E.A.K. stand for? When could you use these skills?
4. Guide students through - B.R.E.A.K.
 - a. Breathe: Inhale through your nose for 4 seconds, hold for 4 seconds, exhale for 4 seconds, pause for 4 seconds; repeat 3 times
 - b. Rest: Close eyes and rest focused on nothing or your breathing, until your mind is clear, as your mind wanders reel it back in, no judging, just letting go. (in the classroom this may be 1 minute, did it feel long/short, hard to let go?)
 - c. Absorb: Page 4 – Check in with each of your senses – Doodle on the page, three things you notice in the room? (Hard plastic chair, the sound of the air vents, the smell of paper, the light filtering in etc., ground yourself in the present)
 - d. Empowering Words: Say three nice things about yourself (this can be said internally, try and make sure all of the empowering phrases are not achievement based) “I’m a good person”; “I am here, I showed up”; “I smiled at someone today”; “I worked really hard on that project”; “I asked someone if they needed help”; “I acknowledged my emotions”; “I am enough”; “I am valued and loved”.
 - e. Knowledge: Recognize that your feelings are real, you have a right to feel them (nod to self). Feelings aren’t permanent, they can change quickly and don’t define you. Everyone experiences a range of emotions each day, both highs and lows, the skills you are learning can help you manage them, let them pass through you like a breeze, or see them as a leaf floating by on a stream.
5. Workbook: Have students write down trusted adults in their life that can provide support, direction, and encouragement when they’re feeling strong emotions – and encourage them to share what they learned today with their parents or guardians

Homework: Teach BREAK to a family member or friend; write a paragraph about the experience; which BREAK hack did they like best? Why?

Extra Activities: Draw/Doodle/Write – what it looks like when you feel happy, when you feel frustrated, when you feel bored, etc. (use feelings wheel to choose emotions)

Small Group Circles – Everyone in the group must identify three positive things they have in common with each other (and it can’t be they all go to the same school, class etc.) Spokesperson for each group shares what they have in common with the class.

Lesson Two: Anxiety and Stress

Learning Objectives: By the end of this lesson, students should be able to identify at least one way they can effectively cope with anxiety and stress. Addresses Individual/Peer (Emotional control/Social skills/Sensation seeking), Family (Attachment and bonding to family), School (prosocial norms and involvement) Protective & Risk Factors.

Computer Based Components: Students will view 2-minute video: [Stress and Anxiety](#)

In-Person Components: Students and instructor will collaboratively interpret the video; Class Discussion – Anxiety and Stress; Students participate in hands on activity (ideas below); Students write in their workbook

Instructional Sequence:

1. Review Homework- Have students share if appropriate
2. Introduce the topic the class will be learning about today: Anxiety and Stress
3. Watch Stress and Anxiety YouTube Video
4. Class Discussion: What hacks were discussed in the video? What hacks work for you? Identify at least two new hacks you will try? Why did you choose those hacks?
5. Workbook and discussion: Walk through Page 8 – ask students who they would check in with and why (write it down), have students share music/songs that are soothing (you can play this up with a variety of appropriate soothing music in the background). Ask students what message they would give to a friend if they saw that their friend was feeling anxious or stressed; pause then ask what message they would give to themselves. How does going for a walk, playing sports or exercise help them?
6. Hands on Activity: Peer to Peer sharing: Role play (**Listen to learn, not to fix or solve a problem**) Students should be in pairs; find a partner (best case) or number off students 1, 2, 1, 2.... Student #1 talks while student #2 simply listens (e.g., Student 2 asks Student 1 to share or describe how they are feeling today/right now and why?) After 1-3 minutes have them switch roles, ask the question, then listen for another 1-3 minutes. Check in with students to see if they feel any sense of relief, calmness, focus, or less stress as a result of the activity. Did they or their partner share something hard, did they need to use their BREAK skills. Review how those skills can be helpful for both the person sharing and the person listening. Maybe it felt awkward because they didn't feel safe to share with the person they were paired with. We can deal with anxiety and stress by ourselves and with support from our family and friends.

Homework: Try 2 new hacks, what worked best for you? What happened? Ask a parent/guardian how they deal with stress and anxiety? What hacks do they use? Write about a time they used a skill to deal with a stressful or anxiety provoking situation.

Extra Activities: Make homemade stress balls (this could be messy and requires prep) (water beads, clear balloons, funnel, water) Blow up the balloon, deflate and insert funnel, add ½ teaspoon of water beads (Orbeez or other brand), holding the balloon in a 1/2cup measuring cup add water to balloon, once it fills the cup tie balloon close to the waterline. The beads will fully expand in the balloon. Squeeze the ball, leave your stress in the ball.

Lesson Three: Identifying Feelings

Learning Objectives: By the end of this lesson, students should be able to explain why identifying our emotions is important and understand how to use the Feelings Wheel. Addresses Individual/Peer (Emotional control/Social skills/Sensation seeking/Isolation), Family (Attachment and bonding to family), School and Community (recognition for prosocial norms, involvement, and isolation) Protective & Risk Factors.

Computer Based Components: Students will view 2-minute video: [Emotional Health](#)

In-Person Components: Students and instructor will collaboratively interpret the video; Class Discussion – Identifying Feelings; Students participate in hands on activity (ideas below); Students write in their workbook

Instructional Sequence:

1. Review Homework- Have students share if appropriate
2. Introduce the new topic – Identifying Feelings
3. Watch the Emotional Health Youtube video
4. Class Discussion – have students look up the definitions of the 7 core feelings in the center of the wheel and use them in a sentence; then have them write how they would manage that emotion using the skills they have learned from previous lessons.
5. Workbook – page 10 – have students write/doodle in their workbooks “Write about a time you managed difficult emotions well. Did you walk away? Take a Breath? Talk to someone? Absorb? Or do something else?”
6. Have students share how they will use the feelings wheel at home

Homework: Give each student a feelings wheel. Have students look up the definitions to 10 feelings they are less familiar with, write the definitions and use them in a sentence. In a second sentence write how they would manage the emotion using new or old skills.

Extra Activities: Play Silent Ball – this activity helps relieve tension/stress and identify feelings associated with winning and losing and can be adapted to all ages. Use a soft, lightweight ball. Instructions: No one can talk or make a sound while passing the ball; that is the object of the game. Students may stand by their desks or position students in any arrangement to facilitate tossing the ball to each other around the classroom. Make a good throw; students can’t throw back to the person who threw it to them. If a student misses the ball or makes a bad pass, the student is out and must sit at his/her desk until the next round. Play until all students are seated; the last two are the silent ball champs!

The Teacher is the only referee regarding bad passes and missed catches. Talking or making sounds is an out. Missed catch or bad pass is an out. Students that are out must remain quiet at their desks and not interfere with the game in any way.

Process how they felt when they got out (Can use the feelings wheel: e.g., feeling frustrated, bored, sad, stupid, treated unfairly by being told they made a bad pass when they felt it was good, etc.). Did they doodle, breathe or something else after they got out to manage their emotions after they got out? Point out those that were good sports or followed the rules. Show that practicing managing small emotions helps us be prepared to manage bigger emotions over time.

Lesson Four: Social Health

Learning Objectives: By the end of this lesson, students should be able to understand why social health is important and what it means to make a meaningful connection with another person. Addresses Individual/Peer (Emotional control/Social skills/Sensation seeking/Isolation), Family (Attachment and bonding to family), School and Community (recognition for prosocial norms, involvement and isolation) Protective & Risk Factors.

Computer Based Components: Students will view 2-minute video: [Social Health](#)

In-Person Components: Students and instructor will collaboratively interpret the video; Class Discussion – Social Health; Students write in their workbook; Students will discuss what they have learned

Instructional Sequence:

1. Review Homework- Have students share if appropriate
2. Introduce the topic – Social Health
3. Watch the Social Health YouTube video
4. Class Discussion - Why are no people or friendships perfect? Why is that OK? What qualities do you try to bring to your friendships? What traits do you look for in a friend? How can you have more reasonable expectations of yourself and others and celebrate doing things “good enough” as you learn and grow?
5. Workbook – on page 16 have students circle traits that are most important to them and invite them to write on the board which traits they find most important
6. Activity – have students write a short story about a group of friends and the different traits that each friend in the story has. In the story identify how they work through strong emotions individually and how they get social support and connection from each other to help them.
7. Have students take their workbooks home – and ask their families, guardians, or parents the question on page 14 to learn more about how they make meaningful connections.
8. Ask students to write about what the most important thing they learned from the “Hacking Emotional Health” curriculum was, and why?

Homework: Write a short story about friends, their traits and relationships. Identify how they work through strong emotions and how they get support from each other.

Extra Activities: Have students write 10 conversation card questions they can use to connect with others (provide index cards cut in half). Examples: “What are three words that best describe you?”, “Who do you admire and why?” “Which superhero would you most like to be? Why?”, “Who is your favorite music group or artist?”, “What is the last book you have read? Did you like it?”, “What is your favorite sport?”, etc. Have them practice with each other.

Have students explain what helps them feel safe in a friendship or other relationships? How can they be a good friend and help make others feel safe? Why is safety an important part of social connection? If I feel unsafe in a friendship or other relationship, who is/are some trusted adult(s) I can talk to (Parent, Family Member, Teacher, Family Friend, etc.)?