

# Managing Strong Feelings

## Social Emotional Learning

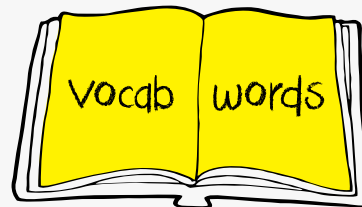
**Project and Purpose:** Students play the game of “Freeze” to dramatize and discuss strong feelings they may have and tools to manage those feelings successfully.

### Essential Question:

What tools do I need to successfully manage my strong feelings of anger, frustration, fear, or disappointment?



- Drum/Bell or other percussion instrument for FREEZE
- Chart paper and marker
- Photo of the black bear



manage

frustrated

disappointed

**Room Set up:** Chairs, tables and desks pushed back to create an open space to move and interact.

PreK-2

## Introduction

**Note:** This lesson introduces Drum Freeze.

1. As a group, create a list of what students consider “strong feelings” and post where everyone can see. Ask students to describe what they do when they experience these strong feelings. Discuss how having feelings is a natural part of life; we simply have to know how to take charge of our feelings, how to manage them.
2. Invite students to stand in their own space with their arms at their sides and take deep breaths in through their nose and out through their mouth. Encourage them to do it again. Say, “Breathe in through your nose and out through your mouth.”
3. Discuss how this is one practice that can be used to get control over their bodies when they are experiencing strong feelings. In this lesson they will practice deep breathing and freezing to help them manage strong feelings in the drama game of FREEZE.

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## Direct Instruction (I do)

1. Introduce the words “Freeze” and “Unfreeze.” Freeze means that your body is completely still like a statue. Unfreeze means that your body is in a neutral position which means to stand with hands by your side and feet shoulder width apart taking deep, calming breaths.
2. Explain that when you hit the drum\* once students will freeze, and when you hit the drum two times they will unfreeze and return to neutral. (Note: use a drum, hand instrument, or clap your hands.)
3. Demonstrate actor neutral.
4. Explain that you will name your emotion, and then freeze your body in a pose that shows that emotion.
5. Name and freeze into statues showing each of the emotions: happy, angry, and worried, returning to actor neutral after each.

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## Guided Exploration (We do)

1. Guide the students through a practice of Drum Freeze with a series of emotions, coming back to neutral each time: Mad/angry, frustrated, disappointed, scared, excited, and worried. Include additional emotions as time allows. After each freeze, teacher can comment on what is seen, refraining from judgement.
2. Between each emotion, come back to neutral and have students take a deep breath. Explain that this is a way to manage emotions: experience the emotion, name the emotion, and then bring your body to neutral and take a deep breath.
3. Teacher shows a picture of a honey bear. Discuss the long tongue, and what the bear might be doing. Teacher tells the story of “The Bear and Bees.” Freeze the students in statues that show the emotion of the bear during the story. *Text and freeze points in italics after story points below.*
  - There is a story about a bear. (*Freeze as a bear on 2 feet.*)
  - He was in the forest happily looking for berries. (*Freeze like a happy bear being looking.*)
  - The bear found an old log where bees had stored their honey. He wanted that honey, so he carefully poked his nose into the log to see if the bees were home. (*Freeze into a statue of the bear being curious and poking his nose into the log.*)
  - One bee surprised the bear and stung him on the nose! (*Freeze like the bear being surprised the moment the bees sting his nose.*)
  - The bear became angry and frustrated. (*Freeze as the bear angry and frustrated.*)
  - Without thinking, the bear started to claw and bite at the log. (*Freeze as a very angry bear clawing at the log.*)

# Managing Strong Feelings

SEL

- All the bees inside poured out and swarmed all over his body! The bear walked away in pain and disappointment. (*Freeze as the bear in pain and disappointed.*)
  - He finally saved himself by sitting sadly down in a nearby pond. (*Freeze as the bear sitting in the pond, feeling sad.*)
  - And the moral of the story is: If you don't manage your anger, you might suffer even more.
4. Discuss the story with students:
- What happened when the bear got really angry?
  - Did the bear ever name his feeling? Why or why not?
  - Did the bear ever bring himself to neutral position? Why or why not?
  - Did he manage that feeling? How do you know?
  - What could the bear have done differently?
  - What does the moral mean?
  - How could we apply that to our lives here in the classroom?

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## Independent Practice (You do)

1. Teacher asks students to work in small groups or with a partner to create a new story in which the bear manages his feeling of being angry and when he is calm, figures out how to carefully get the honey out of the log without getting stung.
2. Ask groups/pairs to create a freeze of their new story ending.
3. Have students share their ideas verbally and through their freeze.
4. How are the new endings better for the bear? How do the new ways show ways to manage strong feelings?

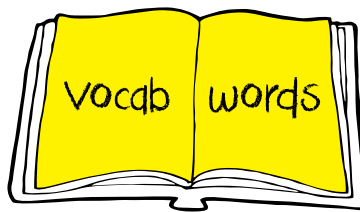
## Conclusion/Reflection

**Question:** What could happen if we don't figure out how to manage our strong feelings such as anger, frustration, or disappointment?

Ask students to stand together and take deep breaths in through their nose and out through their mouth. Remind them that they can take deep breaths or freeze their bodies to help bring their strong emotions under control.

## Personal Reflection

Draw 2 pictures: The drawing is of the bear getting angry and being stung by the bees. The second picture should be of your idea of how the bear could get the honey without getting stung.



## Vocabulary Definitions

### manage (v)

- Definition: cope; succeed in surviving or attaining one's aims, especially in difficult circumstances.
- Context: I saw Henry manage his anger when he didn't get his way.

### frustrated (adj)

- Definition: feeling or expressing distress and annoyance, especially because of inability to change or achieve something.
- Context: I was frustrated when the cereal spilled on the floor.

### disappointed (adj)

- Definition: (of a person) sad or displeased because someone or something has failed to fulfill one's hopes or expectations.
- Context: Andrea was disappointed when she didn't make the team.

Managing Strong Feelings

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## Printables/Handouts



Source: <https://i.pinimg.com/236x/bc/2a/91/bc2a91eeof3c2f1d79282b2a7664b178--honey-bear-brother-bear.jpg>

PreK-2