

# GRADE ..... 2

## Lesson 11: Introducing Emotion Management

### Lesson Concepts

- When you feel strong feelings it's hard to think clearly.
- Focusing attention on your body gives you clues about how you're feeling.
- Thinking about your feelings helps the thinking part of your brain get back in control.

### Objective

Students will be able to identify physical clues that can help them name their own feelings.

### Why This Lesson Matters

It's hard to think straight and make good decisions when emotions are intense. Strong feelings of anger can lead to aggressive behavior, and students may also struggle to make good choices when they experience other intense feelings. Recognizing and labeling feelings in oneself and others facilitates problem solving, self-management, and social-emotional competence. Focusing on bodily signs of strong emotions helps students recognize distressing emotions that might require managing.

### Before the Lesson

Introduce students to a concrete metaphor for how they experience strong feelings: the hand-brain. Practice making the hand-brain with them to help them understand the content in the lesson better.



How to Make a Hand-Brain	
Description	Action
Imagine your hand is your brain	Hold your hand up, palm facing away from you
The thumb is like the feeling part of your brain	Fold your thumb in on top of your palm
Your fingers are like the thinking part of your brain—the thinking and feeling parts of the brain are always touching, but only the thinking part can manage your feelings	Fold your fingers over your thumb
When you feel strong feelings, it's like you flip your lid	Flip up your fingers
The feeling part of your brain takes over	Wiggle your thumb

### After the Lesson

Have students complete a simple writing prompt, such as:

- Help Tiana by writing two sentences describing what her brain is doing when she has that strong feeling.
- When you feel embarrassed what signs does your body show?

### Following Through

Use these strategies to reinforce lesson concepts throughout the week.

Have students complete the [Weekly Skill Check](#). Sample check-in statements:

- I can focus attention on my body for clues about how I'm feeling.
- Feeling very uncomfortable is a clue that the thinking part of my brain is losing control.
- When I recognize my feelings, the thinking part of my brain can start to manage my strong feelings.

Have students do the Lesson 11 [Home Link](#) with their families.

See the lesson [Following Through Card](#) for more ideas on how to build on key lesson concepts.

## Need to register on SecondStep.org, but don't have your registration PAK?

Use this Family PAK instead. Through June 30, Family PAKs allow you to access all streaming media, downloadable content, and everything else you need.

1. Go to [www.secondstep.org](http://www.secondstep.org)
2. Under New Users, click "Create Account"
3. Complete the required fields
4. Add Program Activation Key: SSP2 FAMI LY72

The Second Step Family Resources (individually or together, the "**Resource**") are for educational use only by parents, families, and teachers with students currently learning online due to the impact of COVID-19. Each Resource has been created by Committee for Children, and all intellectual property and other property rights, including copyright, are owned and controlled by Committee for Children. Your use of a Resource does not create any ownership interest or other rights in the Resource or any of its contents or elements. Neither the Resource nor its contents or elements may be copied, performed, modified, distributed, downloaded, posted, or shared with or given to sold to anyone else or used for any noneducational purpose. Additional terms and conditions may apply, as indicated for a particular resource.

© Committee for Children 2020

Second Step is a registered trademark of Committee for Children

