

## Lesson 3 Accepting Emotions

Read these notes through fully before you deliver this lesson. All of the slides to be shared with your students can be found in the accompanying PPT file.

Remember, if you are delivering this Program online, then as the teacher, you will be in control of the slides, and can use them over any video-conference platform. Log on to the slides and load them on to your screen. You can then share the slides by sharing your screen. If the program suggests pair work or group work, then you can lead a group discussion, or encourage questions and answers. In some of the exercises, you might like students to spend a few minutes individually thinking about their answers before they return to the group to contribute their ideas. When delivered by e-learning look for this symbol  which shows that additional slides have been provided allowing you to choose between asking students to write in their notebook or to respond verbally over your video conferencing portal.

### Symbols

Throughout the Program Manual, symbols are used to signify and indicate key pieces of information the speaker should highlight, as well as different types of interactions that take place during the lesson.



#### Teacher Talk

Instructions or prescriptive comments to be used by teachers to ensure key messages of lessons are achieved.



#### Video

Indicates when there is a video or clip to show that is relevant to the topic of discussion or work that is about to be completed.



#### Student Journal

Activity is set out in the student journal.



#### In Class Group Activity

This symbol indicates when a group activity is going to be performed. These activities include; whole class discussions, think pair share or small group work.



When delivered via video conferencing the group activity has been transcribed to slides. The additional slides contain both this symbol and the notebook symbol at the bottom left (notebook symbol denote that the same materials appear in the student's journal).



#### Key take home messages/ Areas covered

Key pieces of information covered within each lesson.



## Core Concepts repeated throughout the course



## Lesson 3 Overview

### Lesson 3

31

- Worry causes physiological symptoms
- Fighting against negative emotions can make them worse
- Expressing emotions as outbursts and inbursts can be hurtful to ourselves and others
- Practicing self compassion

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## Physiological Side of Worry

**Since yesterday, has anything happened to worry anyone in the class? Something your mum or dad said, or a news headline you saw? Can you share it with the class?**

Allow class discussion.

**What activity of yours has been cancelled that bothers you?\*** (Note you will return to this mid lesson)

**How aware are you of the signs your body gave you that you were worried?** Usually we don't even notice the little change in our body when we're stressed. In unpleasant situations, uncertainty makes us more stressed, as we saw in the first two lessons.



### Points Teacher Might Bring Out:

We want to push away thoughts or feelings in our body when we feel negative emotions. Some ways we do this include seeking reassurance from others, taking out our emotions on others, not being ready to notice that we even have the emotion - let alone find a healthy way to get through it. Sometimes our emotions peak and in today's lesson we are going to discuss what happens to us when these emotions get to be very strong.

## Physiological Side of Worry

- Since yesterday, has anything happened to worry anyone in the class? Something your mum or dad said, or a news headline you saw. Can you share it with the class?
- How aware are you of the signs your body gave you that you were worried?
- What activity of yours has been cancelled that bothers you?



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## Devil's Snare - Understanding our feelings.

Watch the video 'Devil's Snare' together.



3.3


**COVID-19**  
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Ask the students to read the following individually, allow 4 minutes:

### **I DON'T WANT TO FEEL BAD - GO AWAY!!**

In the first Harry Potter movie, the characters drop through a trapdoor to find themselves being strangled by a large weed called "Devil's Snare". The more they struggle, the tighter the vines grip their limbs and neck. To be released they need to relax and move with the vines, allowing the vines to do what they want.

The same applies to difficult feelings, the more you struggle and try to fight them the more they smother us. We know that bad things happen all the time to people. Say something bad happens to you at school e.g. a classmate says something mean online; or your mum locks down your screens without warning; or a friend deliberately leaves you out, if you