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SKILLS: Managing emotions, mindfulness

OBJECTIVE: Identify, recognize and name personal complex emotions. Practice selecting an emotional management strategy. Practice using Self-Management strategies to help reframe thoughts and behaviors.

Identify the personal emogers you would use to manage your emotions in different situations over the course of 5 days. Share with the class.

Why do we do this?

We're Emoging provides students with the opportunity to reflect on some of the strategies and coping mechanisms that they might already be using to help them manage their emotions. There are lots of different tools and strategies that we can use to manage how we are feeling and cope with challenging situations. Depending on the environment or situation we are in, the strategies we choose to use might be different. By taking the time to practice and reflect on the many different strategies and "Emogers" we have in our toolbox, we are better equipped to control our environments and manage our emotions in a variety of settings.

Quick Tips

- Students will be prompted to form a circle for this exercise
- There are 5 parts to this exercise. For each part, students will share an Emoger of their own that they would use based on a specific prompt. You can either complete this exercise over the course of 5 days, or on one day for an extended period of time.

Ideas for Integration

- Consider making a list of some of the different strategies that students come up with as a class. Hang it some place in your classroom as a reminder of the student-generated strategies that your class developed.
- This exercise helps students practice autonomy by giving them the chance to develop their own "Emogers" outside of the ones that they learn through MTW. Consider having a discussion on your classroom rules or norms. What "rules" or "norms" would students add to a list if they could? Have a discussion on what it means to practice autonomy and how the experience of generating or practicing their own strategies, rules, or norms, is different or similar to practicing ones that are given to them. What is the value of both approaches?

Virtual Facilitation

Synchronous: In a video conference setting, you may use break out rooms for smaller group discussions, or call on a few students to share their examples of Emogers.

Asynchronous: Students can participate in this exercise independently at home and share a description of their Emoger in a shared classroom document. This can support students expanding their repertoire of strategies.