

THIS IS ME

OBJECTIVE: Students will be able to define their personality traits and, by doing so, learn how well they know themselves and how able they are to get in control of their emotions and reactions when they face any situation, good or bad.

WARM UP

Invite some volunteers to come to the front and share with the rest of the class three characteristics that describe them (for example, outgoing, shy, nervous, collaborative, patient, etc.). Their classmates should clap if they agree with their descriptions or put their thumbs down if they don't agree. At the end of the activity, ask the volunteers if they were surprised by their classmates' reactions.

STEP BY STEP

- 1 Make sure all students have a printed copy of the handout provided for this activity. Ask them to close their eyes for a moment and think of all their positive and negative personality traits. Say: *Pretend you are taking an X-ray of your personality.*
- 2 Then invite them to read the lists of personality traits in the handout. Help them with any language they may need. Explain that the purpose of this activity is to find out how well they know themselves by identifying the traits that best describe them and those that definitely don't do so.
- 3 Invite students to be totally honest when they complete the graphic organizer. Reinforce the idea that pointing out their personality traits will help them know how near or far they are from the kind of person they want to be in the future.

- 4 For the next activity, get students into pairs. This time pairs have to know each other well, so let them choose a friend or someone they are familiar with. Invite both students to exchange their handouts. They have to circle their partner's personality traits according to their own perception.

WRAP IT UP

- 5 *Do you and your partner perceive your personality in the same way? What is different in your perceptions? What personality traits do you want to move to the other column? What do you have to do to make those changes?*

Invite students to give back the handout to each other and take a look at the circled personality traits. Ask them: *Did you learn something new about yourselves? Are you surprised about what you learned from your partner?* Tell them to brainstorm ideas about why it is important to know ourselves (to control reactions, to set goals, to make good decisions, etc.). Remind them that if they are not happy with some of their personality traits, they can work on them. Emphasize that knowing ourselves is the first step to learn to manage our emotions and reactions for our benefit.

TEACHING TIP This social emotional experience helps students reflect about themselves so they can make better choices based on their self-knowledge. You could participate in the Warm Up activity too, sharing three of your personality traits. Students reactions to them might surprise you!

HOW DO I REACT?

OBJECTIVE: Students will learn if they are able to use self-control in the face of unexpected situations. They will learn how valuable it is to analyze a situation before reacting instead of just letting emotions flow.

WARM UP

Ask students to think of a recent situation at home that made them lose control. Then invite some volunteers to come to the front and share their negative experience. Ask them to write on the board the names of the emotions they felt at that moment. The rest of the class should say if they think their classmates overreacted or not and give some advice on how to react the next time they feel they are losing control.

STEP BY STEP

- 1 Before you begin, make sure all students have a printed copy of the handout.
- 2 Ask them to read the left column of the table. Make sure they understand all the words. Then invite them to check the cell that corresponds to their reaction. Ask: *Why do you think it is important to identify what we feel?*
- 3 Invite students to think of other emotions that turn the self-control button on and off and to write them at the end of the left column in the handout. Tell them they can share those extra feelings in small groups if they feel comfortable doing so.
- 4 Get students into small groups. Give them a few minutes to think about and share recent situations at home or school that made them lose control. Monitor their conversations. Invite them to use their answers from the table to discuss the questions in the handout. Say: *Do you think it was worth losing control in the situations you mentioned?* Ask them to give reasons.

WRAP IT UP

- 5 *As a class, discuss what negative consequences or reactions you can avoid if you learn to turn on your self-control button.*

Invite students to brainstorm ideas about unwanted or negative consequences they can avoid if they learn to turn on their self-control button. Remind them that if they know when to turn the self-control button on, they can choose to transform any negative reaction into a positive one. Explain that knowing how to deal with difficult emotions and learning to express them in an appropriate way are useful skills that will help them throughout their lives.

TEACHING TIP As a teacher, it is important to identify, understand, and manage your emotions. If you demonstrate attitudes of self-regulation, social awareness, determination, self-management, etc., it will be easier for you to help your students acquire these skills. Remember that the more you learn to manage your emotions, the more effective in working with students' self-control you will become.

HOW TO CONTROL MY NEGATIVE REACTIONS

OBJECTIVE: Students will be able to identify ways in which they can control negative emotions and reactions.

WARM UP

Ask a volunteer to come to the front and act out a word you are going to whisper. Tell him / her to act upset, without speaking. Give the rest of the class some seconds to guess the emotion. When they do so, ask them how they knew their classmate was pretending to be upset.

STEP BY STEP

- 1 Before you begin, make sure all students have a printed copy of the handout.
- 2 Get students into small groups and invite them to brainstorm different situations that make them really angry. Then tell them to read the situations on the handout. Ask: *What helps you to calm down when you feel like that?* Invite them to share different things they do to avoid negative reactions. Then ask them to write those things on the lines provided in the handout.
- 3 Get students into pairs and invite them to exchange their handouts and read their partner's answers. Ask: *Are you surprised of some of the things he / she wrote? Do you have answers in common?* Finally, tell them to choose the three reactions they consider the best and give reasons for choosing them.

WRAP IT UP

- 4 *As a class, read the selected answers, vote for the four best ways to control negative reactions. Make a poster with them and display it in your classroom.*

After all pairs have finished Activity 3, invite them to read out loud for the rest of the class the three reactions they chose. The class should decide which are the four best ways to control negative reactions. Suggest one method for doing so, like showing their thumbs up or down. Remind students that knowing how to deal with unpleasant reactions and learning how to express them properly is the best way to avoid affecting themselves and the people around them.

TEACHING TIP It is important to demonstrate how to deal with negative emotions by showing students that when you remain calm during a conflict it is easier to be reasonable and control anger. Point out the fact that when we lose our temper we can say something we might regret and hurt others' feelings. Suggest students to use the "time out" technique to control their emotions. That means interrupting everything to be alone and emptying their minds for a few minutes when they think they are about to explode.