

How to Use the Stronger Toolkit

Welcome to the Stronger Toolkit! This toolkit has been designed to equip, engage and inspire facilitation and learning in the Skills for Learning Category of the Community Adult Learning Program (CALP).

Skills for Learning opportunities are designed to support foundational learners build confidence, develop identities as learners, advocate for themselves, and engage in foundational or other learning.¹ The primary intended learning objective is to help learners build a variety of skills and habits related to increasing their confidence, to setting and achieving their learning goals, and to be successful in further learning. These habits and skills include:

- **Recognizing oneself as a learner**. This is about supporting learners to trust that they already have valuable knowledge and skills that contribute to their learning. It's also about providing relevant learning that can be linked to their knowledge, skills and life context.
- Taking risks in learning. Learners grow in their courage by taking risks without fear of shame
 or judgement. Risk taking is cultivated as learners equip themselves with knowledge and
 skills while also having their different learning styles and needs understood and met.
- Actively engaging in the act of learning. Learners are supported to do this by actively
 authoring their own learning pathway through clear learning goals. They are also supported
 to see themselves as having power and responsibility to reach those goals, as they
 strengthen their abilities to make informed decisions in learning.
- Developing learning strategies. Learners gain practical strategies that add to their lives and help them reach their goals. These strategies may include increased organization at home or work; it may also include time management, enhanced memory skills, problem solving, increased self-awareness and self-assessment. This is also about supporting learners to build their confidence and strength to take on challenges and to persevere through setbacks in learning.
- Building collaboration skills in learning. Learners are supported to engage and work
 cooperatively with others in a learning setting. This is also about building and nurturing
 positive relationships and a sense of belonging in a learning community.
- Strengthen communication skills in learning. Both non-verbal and oral communication skills are built upon in a learning setting so that these skills can be applied in a learner's life and everyday tasks.

¹ Community Adult Learning Program Guidelines 2020, Section 5.1.3 Skills for Learning

The Stronger Toolkit invites the exploration of a variety of jumping off points that are designed to support learners to build these skills for learning. The toolkit provides ready to use, **PICK & PULL** sessions that can help you support participants on their journey of self-discovery and learning. The Stronger Toolkit is divided into four main sections:



Within each of the four sections you will find many interesting, relevant, and engaging topics that explore different areas within the overall theme. Each session plan has been designed to be completed in 1 ½ hour time frame.

- You're invited to browse through the BIG IDEAS and **PICK** a topic that you think will be of interest to YOUR participants. We believe YOU know your participants best, and will select session plans that will be most relevant and meaningful to them.
- Each Session Plan has bullet points to help you decide if the topic and session plan is what you are LOOKING FOR to support your participants.

- Check out the TAKEAWAY, where you will find what participants will learn and experience during the session.
- Next, PULL the SESSION PLAN! Here you will find everything you need to facilitate a session. Questions, videos, activities, resources and modifications are all included for each session plan. READY, SET, FACILITATE!

The session plans can be used exactly as they are or they can be used as jumping off points for your own inspiration and creativity. Use whatever works best for you and your participants! Perhaps it is a little of both. Not a relevant video, question or activity for your participants? Change it up! Find one that fits for you.

Quick Tips to Get You Started!

Each session plan is designed for participants to use a variety of foundational life skills. Prior to the CALP 2020 guidelines, Skills for Learning were defined as Foundational Life Skills. These skills included:

- Oral Communication Skills
- Decision Making and Problem Solving Skills
- Creative Thinking and Critical Thinking
- Self-Awareness and Self-Assessment

These skills are listed in each Session Plan for reference.

Each session plan also incorporates a variety of learning styles. While there are many different learning styles, the Stronger Toolkit uses the following: Auditory, Visual, Read/Write and Kinesthetic.

Session plans were designed to invite participation and engagement through different methods such as large and small group discussion, multimedia, personal reflection and hands-on activities.

Each section also includes a reference and resource list, which includes a variety of resources related to the overall theme. This can be found at the end of the themed section.

At the time of this publication all video links in the Toolkit Session Plans were active. Over time these may be removed from the internet. We have noted titles of video links as well as noted when websites were last visited.

A Note on the WHY and the HOW

The inspiration for this toolkit has come from our own context of offering Skills for Learning groups in a tight-knit community neighborhood in Calgary for the past several years. Our best teachers in this process have been the learners we have been privileged to grow alongside, learn from and build relationship with. They have inspired the name of this toolkit, which is STRONGER. We have witnessed that strength walks in the door with each learner. Our hope is that they leave stronger because of what we create and uncover together.

As such, the ideas for many of these sessions have been instigated by the experiences of the learners in our learning communities. Their brave sharing of their stories, hopes and challenges gave us the context to bring ideas to page and later, sessions to life. The majority of these sessions have been used in our own Skills for Learning Community over the past year and we are grateful they gave us space to explore, adapt, and create with them!

We are also grateful for Calgary Learns and their support of this project through an initiative grant. They came alongside our vision of not only developing curriculum for our learning communities but believed that we had something to offer to our collective community of CALP.

Last we are grateful for YOU! For the places you will use this information, the ways you will make it your own, the care you will bring to make the sessions relevant for your specific learning community and your steadfast commitment to bringing learning alive and well for others. We are all STRONGER together!

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Boosting Self-Confidence



The Big Idea!

The big idea for this session is to give participants an opportunity to explore self-confidence. Self-confidence is a character virtue that is sometimes hard to cultivate in one's life. This session is based on the work and research of Amy Cuddy, a Harvard Business School professor and social psychologist. Cuddy's research found that people can increase their feeling of confidence just by holding their body in a certain way.

Choose this session if you are looking for...

- o Ways for people to understand what is confidence.
- o Opportunities for people to reflect on their own confidence.
- o Strategies for increasing confidence.

The Takeaway

Participants will have the opportunity to define and understand the concept of confidence. Through group discussion, multi-media, and practice activities participants will explore the strategies of Power Poses as a way to increase their self-confidence.

Skills for Learning

Oral Communication Self-Assessment

Self-Awareness Critical Thinking

Session Plan: Boosting Self-Confidence



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today, we are going to learn more about self-confidence. Self- Confidence is a complex personal quality to unpack and learn about. Sometimes in this personal journey toward increased self-confidence, you may even find that you need the support and guidance of a trained counsellor or psychologist. Today we are only going to focus on strategies that can help you boost your self-confidence.	
Check In & Connection Oral Communication, Self- Awareness, Self-Assessment AUDITORY	Share with us a time when you felt most confident, or you were confident. What were you doing? Where were you in your life? What gave you confidence in that circumstance? What did it look like?	15 min
Unpacking Confidence Oral Communication, Critical Thinking, Self-Awareness AUDITORY/VISUAL	Video 1: Soul Pancake's "Kid Presidents Guide to Being Awesome" (5 min) https://www.youtube.com/watch?v=9Jcl-5wlzn4 (The purpose in showing this video is for participants to see an example of a very Self-Confident child) Group Discussion: (Whiteboard) What did you notice about this child in this video? What parts stick out for you? (In the Video child shows much joy, Curiosity and self-confidence. "I can't fit all my awesomeness into one video") What is confidence? What comes to mind when you hear the word 'confidence'? How does confidence feel? How does confidence sound? What does confidence look like?	20 min (35 min)
Introducing Presence and Power Poses	Frontload: Author Amy Cuddy, in her book "Presence: Bringing your Boldest Self to your Biggest Challenges", talks about "Power Poses" and how we can use our own body/posture/way we stand, etc. to boost our confidence. In her research she found, not only did using these 'power poses' increase how other people saw a person (more confident) which is what she expectedBUT the person, themselves, actually increased their internal feelings of confidence just by holding their body in a certain way. They	5 min (40 min)

Strike a Pose!	Guess a Pose Activity: Invite participants to think up a pose that conveys confidence and power OR powerlessness or a lack of confidence. They are invited to demonstrate	20 min (1 hr)
Oral Communication, Self-Awareness,	OR powerlessness or a lack of confidence. They are invited to demonstrate the pose to the rest of the group. The group will try and guess whether it's a "Powerful Pose" or a "Powerless Pose".	(1111)
Self-Assessment, Critical Thinking	After each pose and our guesses, participants will give the answer if it was power pose or powerless.	
AUDITORY/VISUAL	Next, project Amy Cuddy's Powerful and Powerless Poses up on the	
KINESTHETIC	screen: Link: https://preservedstories.com/2016/09/19/powerful-poses-powerless-poses-from-presence-2015-by-amy-cuddy/	
	Group Discussion: What do all the "Powerful Poses" have in common?	
	What about the Powerless Poses? (Facilitator lists responses/ideas under each column.)	
	Practice a Pose Activity: With the Power Poses still projected on the screen, have each participant practice in front of a mirror to get the feel for the different power poses. (It will feel awkward! It is OK! Keep practicing – maybe even saying positive affirmations to yourself or out loud)	
	Group Share: What did that feel like? Did you notice any change in how you felt?	
	When could you use the Power Poses in your life? (Idea of do it until you become it — "fake it till you FEEL it") OR (If you're ever feeling a bit nervous before going out or to a special appointment, interview, try-out, exam, presentation, etc.)	
	Review: Project the infographic: Power Poses – A 2 Minute Life Hack and when they could be used.	
	Link: https://www.empowher.com/emotional-health/content/infographic-power-poses-two-minute-life-hack-empowerment	
Strategies to Boost Our Confidence	Pairs or Small Group Sharing: What are some other ways we can boost our confidence?	20 min (1 hr, 20 min)
	 Think about the people in your life that can support you. Think about how you take care of yourself – even down to what 	(2, 20)
	Think about now you take care of yourself — even down to what	

Oral Communication, Self-Awareness, Self-Assessment	Think about what you can say to yourself, like self affirmations or quotes that inspire you.	
AUDITORY/VISUAL	 Large Group Debrief: Does anyone want to share some of the ways you boost your confidence? Did you have things in common in your group? What were they? What things are uniquely your own ways of boosting confidence? What can you learn from others in your group? 	
	Review: Project the "Boost Your Self Confidence" to find additional boosters and illustrate strategies already mentioned. Link: https://my.happify.com/hd/boost-your-self-confidence-infographic/	
Closing	Frontload: We are going to end our time together with a video of the movie trailer "Wonder Woman" (Inspiring Confidence) Video 2: Wonder Woman Official Trailer (3 min) https://www.youtube.com/watch?v=1Q8fG0TtVAY What are you taking way from today's session? Is there something that will	(10 min) (1 hr, 30 min)
	stick with you? What will you remember?	

Videos

Video 1: Soul Pancake's "Kid Presidents Guide to Being Awesome" (5 min)

https://www.youtube.com/watch?v=9Jcl-5wlzn4

Video 2: Wonder Woman Official Trailer (3 min)

https://www.youtube.com/watch?v=1Q8fG0TtVAY

Resources Needed for Session

- LCD projector/laptop to show videos
- Whiteboard or chalkboard
- Full length mirror
- o Link: Amy Cuddy's Powerful and Powerless Poses https://preservedstories.com/2016/09/19/powerful-poses-powerless-poses-from-presence-2015-by-amy-cuddy/
- o Link: **Power Poses A 2 Minute Life Hack** https://www.empowher.com/emotional-health/content/infographic-power-poses-two-minute-life-hack-empowerment
- Link: Happify Infographic: Boost Your Self-Confidence https://my.happify.com/hd/boost-your-self-confidence-infographic/

Additional Resources

Amy Cuddy:

- TED Talk: https://www.youtube.com/watch?v=phcDQ0H LnY
- Book: Presence Bringing Your Boldest Self to Your Biggest Challenges (2015)

Modifications

If a mirror is not available the building, washrooms could be used to practice the power poses in front of the mirrors. If this is not an option participant's can also practice the poses with a partner or smart phone selfies.

The video trailer at the end of the session can be changed from Wonder Woman movie to any superhero movie depending on your participants.

For a more in-depth discussion of the Power Poses (and if time permits) participants could watch Amy Cuddy's TED Talk on the Power Poses (Link in the Additional Resources above).

Bouncing Back – Practices for Building Resiliency



The Big Idea!

The big idea for this session is to give participants an opportunity to look at their own resiliency. When adversity arises in life, how well are they equipped to 'Bounce Back'? Failures, setbacks and loss are all a part of the human experience. It is in learning how use these experiences that become opportunities for growth and resilience. We can grow and learn from times of great personal challenge. Our failures do not need to derail our dreams. What could we accomplish if we had the strength to not give up?

Choose this session if you are looking for...

- Ways for people to understand what resiliency is.
- An opportunity for people to reflect on their own resiliency.
- Strategies for building resiliency.

The Takeaway

Participants will have the opportunity to reflect on past negative life experience or disappointment and assess their current level of 'Bounce Back'. They will learn how to use specific strategies such as expressive writing and selfcompassion to increase their resiliency and how to use their negative experiences into ones of personal growth. Participants will also examine things to avoid when trying to bounce back from adversity.

Skills for Learning

Oral Communication Self- Assessment

Self- Awareness **Critical Thinking**

Session Plan: Bouncing Back – Practices for Building Resiliency



Activity	Description	Time
Life Skills Used		
Learning Styles		
Welcome!	Today, we will spend some time talking about what it means to 'Bounce	
Session Introduction	Back' from challenges or failures in our lives. We will uncover practical	
	ways to help us practice our resiliency.	
Check In & Connection	Think about a time in your life when you have experienced a failure,	10 min
	negative experience, challenge or disappointmentsomething that did not	
Oral Communication,	go as planned for you. (unemployment, divorce, death of a loved one, etc.)	
Self-Awareness,	To your own comfort level, share with us what happened. How did this	
Self-Assessment	experience make you feel about yourself?	
AUDITORY		
Unpacking Resilience	Group Discussion: (Whiteboard)	10 min
	What is Resilience?	(20 min)
Oral Communication,	What does it look like?	
Critical Thinking,	What does someone who is resilient look like?	
Self-Awareness,	What qualities do they have?	
Self-Assessment	Why do we need resilience?	
	How do we get it?	
AUDITORY/VISUAL	Do you think you have resiliency?	
	Resilience: Our ability to adapt and bounce back when things don't go as	
	planned.	
Discovering Resilience	Frontload:	15 min
	The character from this TV show is a great example of Bounce Back or	(30 min)
	Resiliency. Watch as SUE HECK (name is important) experiences lots of	
Oral Communication,	failures, challenges and setbacks in her life.	
Self-Awareness,		
Self-Assessment,	Video 1: The Middle: The Life of Sue Heck (4 min)	
Critical Thinking	https://www.youtube.com/watch?v=xN2S-jrm5H4	
	Group Discussion:	
AUDITORY/VISUAL	Why do you think Sue is able to overcome all that is happening to	
	her?	
	What keeps her going?	
	What personal qualities does she have?	
	Do you think you have the resilience to overcome the challenges	
	you are currently facing?	
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Practicing Bounce Back	Writing Activity:	20 min
Strategy 1	Invite participants to use the paper provided to think of a personal setback	(55 min)
Strategy 1	or negative experience that they experienced at least one year ago. Spend	(33 11111)
	10 min.	
Critical Thinking,	Write about its impact on your life.	
Oral Communication,	·	
	How has this event or experience shaped who you are today?	
Self-Awareness, Self-Assessment	 Can you think of any benefits or positives that came because of it? 	
Seir-Assessment		
	Group Share:	
ALIDITORYA/ISLIAI	Invite participants to share what this experience was like for them.	
AUDITORY/VISUAL		
READ/WRITE	Ask the group: Why do you think writing about our adverse experiences	
	can help us?	
	Research shows that expressive writing about stressful experiences	
	helps us psychologically by reducing stress and improving mood.	
	2. Research also shows that when we think about the good things that	
	come out of a bad experience we have less distress, fewer negative	
	thoughts and MORE meaning in our lives.	
Resiliency Pitfalls	Frontload:	15 min
Resiliency Pitialis		
	Before we look at another strategy to build our resiliency, it is sometimes	(1hr, 10min)
Cuitinal Thinking	easy to spiral into negative thinking when negative experiences come our	
Critical Thinking,	way. Here are some Pitfalls that we can fall into – The 3 Ps – Things to	
Oral Communication,	avoid when trying to Bounce Back from adversity.	
Self-Awareness,	Handark 2 This set a Assid When Bosoning Book Sugar Advantity	
Self-Assessment	Handout: 3 Things to Avoid When Bouncing Back From Adversity	
	Personalization – Do not take things personally.	
AUDITORY/VISUAL	 Personalization – Bo not take things personally. Pervasiveness – If there is a setback/failure in one area of your 	
AUDITORITYISUAL	life, it does not mean your whole life is a failure.	
	3. Permanence – It will not last for foreverthe feelings you are	
	having will pass.	
	Tidving will pass.	
	Pairs or Small Group Sharing:	
	Do the 3 Ps show up in your life?	
	How do they show up?	
	How do you avoid them?	
	Large Group Discussion:	
	Does anyone want to share how the 3 Ps show up in your life?	
	What did you have in common with others in your group?	
Practicing Bounce Back	Group Discussion and Handout 2: Self-Compassion Strategies	15 min
Strategy 2	Group Discussion and nandout 2. Self-Compassion strategies	(1hr, 25min)
Strategy 2	Another strategy for Bounce Back and healing from a tough experience or	(1111, 23111111)
Critical Thinking,	adversity is through Self-Compassion. Dr. Kristin Neff is one of the leading	
Oral Communication,	authorities on Self-Compassion.	
Self-Awareness,	dutionities on sen compassion.	
Self-Assessment	Here is what Dr. Neff suggests:	
Jen Assessment	1. BE KIND TO YOURSELF	
	What does being kind to yourself mean?	
	vinat does being kind to yourself filediff	

AUDITORY/VISUAL	 How does this look for you? COMMONALITY What can you say to yourself to remind you that everyone goes through painful times or failures at some time or another. FEEL ALL THE FEELS What would it be like to acknowledge what you are feeling? Name the emotion and then allow the painful experience or negative emotions to pass. Lean in and feel it all. Video 2: Song clip called "Get Back up Again" from movie Trolls (4 min) https://www.youtube.com/watch?v=IFuFm0m2wj0 	
Closing	What are you taking way from today's session? What could you accomplish if you had the strength to not give up or had greater Bounce Back?	5 min (1 hr, 30 min)



Video 1: The Middle (4 min)

https://www.youtube.com/watch?v=xN2S-jrm5H4

Video 2: Song from movie Trolls (4 min)

https://www.youtube.com/watch?v=IFuFm0m2wj0

Resources Needed for Session

- LCD projector/laptop to show videos
- o Pens/pencils
- Lined paper for writing activity
- o Whiteboard or chalkboard
- o Handout 1: 3 Things to Avoid When Trying to Bounce Back From Adversity
- o Handout 2: Self-Compassion Strategies

Additional Resources

Resiliency:

- www.mindtools.com/pages/article/resilience.htm
- www.my.happify.com/hd/how-to-build-resilience-infographic

Self-Compassion:

www.selfcompassion.org/

Modifications

A modification for this session is to watch Kristin Neff's videos on Self-Compassion. Another modification is to practice Kristin Neff's loving kindness meditation. Also, the Resiliency Pitfalls can be done in a large group discussion instead of the pairs or small groups.

3 Thing to Avoid When Trying to Bounce Back from Adversity

1. Personalization:

Do not take things personally that are not your fault. For example: You were laid off from your job because you were the last one hired and had the least seniority

2. Pervasiveness:

If there is a setback in one area of your life it does not mean there is a setback everywhere in your life. Example: Just because you failed at this test does not mean you will never pass another test.

3. Permanence:

Do not believe that the negative emotions you are feeling will last forever. They will pass.



Self-Compassion Strategies

- Be Kind to yourself What would you say to a friend who was going through what you are going through? What advise would you give your friend? Give yourself the same empathy and support that you would give a good friend.
- 2. Commonality Consciously remembering that everyone goes through_painful times and failures.....you are not the only one... it is a human experience!
- 3. **Feel all the Feels** Acknowledge the feelings and allow the painful or negative emotions to pass.

"This is a Moment of Suffering" - Kristin Neff



For more information on self-compassion, please visit https://self-compassion.org/

Can Stress Be a Good Thing?



The Big Idea!

The big idea for this session is for participants to deepen their understanding about stress and recognize that stress can be a positive thing. The causes of stress and the symptoms of stress will be explored as will the effects of stress on our bodies, minds, and emotions. The 'stress response' will be used to further understanding of the stress symptoms and participants will be invited to increase their awareness of the ways stress shows up for them. Strategies for coping and managing stress will also be discussed.

Choose this session if you are looking for...

- o An opportunity for participants to share their stresses and invite exploration.
- Ways to reframe and understand stress in new ways.
- Strategies to cope and manage stress.
- An opportunity to have a focused conversation about the particular stresses that learning can bring.

The Takeaway

Participants will increase their knowledge of the symptoms, types, and causes of stress. They will learn how stress shows up for them and also deepen their understanding of the different ways of stress shows up, including when it can be positive. They will leave with strategies for their stress and an increased self-awareness of what they can specifically do to manage the stresses in their lives.

	Skills for Learning	
Oral Communication	Self-Assessment	Self-Awareness
Creative Thinking	Decision Making	Critical Thinking

Session Plan: Can Stress be a Good Thing?



Activity	Description	Time
Life Skills Used		
Learning Styles		
Welcome!	Today we're focusing on a topic that all of us can probably relate to –	
Session Introduction	Stress! Together we're going to explore the concept of stress, talk about	
	different types of stress, and question whether or not stress can be good	
	for us.	
Check In & Connection	Visual Activity:	15 min
	Scatter a variety of different pictures on table or around your space.	
	Invite participants to take turns picking one picture that says something to	
Oral Communication,	them about stress. It can relate to stress in any way - something that	
Self-Awareness,	causes them stress, how they feel when they're stressed, what helps them	
Self-Assessment	cope with stress, etc. Once they've chosen their picture, they are invited	
	to share the picture they've chosen and the reason why.	
AUDITORY/VISUAL	Group Sharing:	
KINESTHETIC	Each person shares picture and how it relates to stress for them.	
KINESTHETIC	Were there visual aspects of the picture that remind them of stress?	
	Which ones?	
	How are we alike in our stress?	
	How are we different?	
	now are we unreferre.	
What is STRESS?	Group Discussion: (Whiteboard and keep up)	10 min
	What is stress?	(25 min)
	What are some things we say when we are under stress?	
Oral Communication,	What are some behaviors we exhibit?	
Self-Awareness,	What are our thoughts?	
Self-Assessment		
	Share Definition:	
	"Stress is the body's reaction to any change that requires an adjustment or	
AUDITORY/VISUAL	response. The body reacts to these changes with physical, mental, and	
	emotional responses. Stress is a normal part of life."	
	(www.clevelandclinic.org)	
	Group Discussion: (Whiteboard and keep up)	
	What are some things that can cause stress?	
	When does stress happen?	
	How does it happen?	
	Thinking back over the last week, what has caused you stress?	
	,,	

The Stress Response	Frontload:	15 min
•	Stress is a normal part of life. As we see from the lists we've created, there are many things in life that can create stress for us. Since stress is a	(40 min)
Oral Communication,	reaction to change, we can experience stress even if it's something 'good'.	
Self-Awareness,	It's a change and it's new so we have to adjust and/or respond	
Self-Assessment,	accordingly. This is called the 'Stress Response' (also called Fight or Flight).	
Critical Thinking	The Stress Response is an automatic response that is biologically wired in	
	us and when it's activated (by something challenging or new), it sets off a	
	bunch of things in us.	
AUDITORY/VISUAL		
	Video 1: The Stress Response (4 min) https://www.youtube.com/watch?v=mtRrxNTnyh8	
	Group Debrief:	
	 Thoughts/Comments on the video? 	
	 What do you think about the stress response? Is it good? 	
	Is it helpful? Why or why not?	
	Can you think of a time when you experienced the 'Stress Page 2004 (55) by 2005 (1944)2	
	Response' (Fight or Flight)?	
	Did it help you?Was it necessary?	
Different Kinds of Stress	Frontload:	15 min
	Even though we may say things like, "I'm so stressed", "This is too	(55 min)
	stressful" or "I wish it didn't stress me out so much", we actually do need	,
Oral Communication,	stress. It's good for us to experience stress. Why?	
Self-Awareness,		
Self-Assessment,	Introduce:	
Critical Thinking	Alberta Family Wellness Initiative (AFWI) lists 3 types of stress:	
	(Visual can be helpful: Draw a line on the board to represent baseline and then show the spike when the stress response happens. In the 1 st case –	
AUDITORY/VISUAL	positive stress, it comes back down. 2 nd case – goes up and stays up for a	
NODITORITY VISONE	bit, then comes down. 3 rd case – goes up and stays up. Use different	
	colours for each type of stress such as Green = positive, Yellow = tolerable,	
	Red = toxic).	
	1. Desiring Street, this is an important lt/s sometimes called the	
	 Positive Stress – this is so important. It's sometimes called the 'just right' challenge. It gives us an opportunity to practice coping 	
	skills. It's a brief activation of the stress response system. The	
	stressor comes, we meet it and our stress response is	
	appropriately activated to deal with the stressor. After	
	adjusting/responding to the stress, our stress response finishes	
	and we return to 'baseline'. This strengthens our coping skills in	
	the brain. Positive stress is required for healthy development.	
	2. Tolerable Stress – this is serious but temporary activation of the	
	stress response system. It is buffered by supportive relationships,	
	meaning that we may not have the skills to handle it on our own,	
	but someone is there to assist with the necessary coping skills.	

Building Our Awareness of Stress of Stress The first step is becoming aware of our stress symptoms. How do we know we're stressed? Sometimes we're not attuned to what we're feeling and we don't realize (until we're about to explode or break down!), that we are actually stressed. The more we know about our stress symptoms, the quicker we'll be able to identify that stress is happening for us. Once we know that we are stressed, we can do something before it builds to a toxic level. Small Group Activity Each group will explore a different area of stress symptoms. Physical (Body) Mental (Mind/Thinking) Emotional (Heart/Feeling) You'll have 10 minutes to talk about how stress shows up in your particular area. Then figure out how to demonstrate that to the rest of the group. You can write a list of symptoms. You can draw a bunch of different pictures to illustrate the symptoms. You can create a song, a skit, etc whatever you like. The key will be to teach us what to watch for (in either our body, our mind, or our emotions) as signs of stress. Presentations: Whole Group Sharing How does STRESS show up in our BODY? How does STRESS show up in our BODY? How does STRESS show up in our BMOTIONS? Handout: Symptoms of Stress After presentations, review handout. Any symptoms we missed? Any we want to add? Frontload: Now that we have a pretty good idea of what stress looks, sounds, and feels like, what do we do when it shows up? How do we cope with stress? (Brainstorm list on whiteboard) Frontload: Review Infographic: (project on screen) Link: Happify.com /hd/beat-stress-and-boost-happiness-infographic.		 Toxic Stress – this is a continued activation of the stress response system. The nervous system stays on high alert (hypervigilant) and there's no return to 'baseline'. This type of stress is also called 'chronic' stress. Group Sharing: Looking at some of the examples given earlier in the session, ask if people can identify which kinds of stress some of the scenarios are. 	
Self-Assessment, Critical Thinking, Creative Thinking, Problem Solving AUDITORY/VISUAL KINESTHETIC Small Group Activity Each group will explore a different area of stress symptoms. Physical (Body) Mental (Mind/Thinking) Emotional (Heart/Feeling) You'll have 10 minutes to talk about how stress shows up in your particular area. Then figure out how to demonstrate that to the rest of the group. You can write a list of symptoms. You can draw a bunch of different pictures to illustrate the symptoms. You can draw a bunch of different pictures to illustrate the symptoms. You can cate a song, a skit, etc whatever you like. The key will be to teach us what to watch for (in either our body, our mind, or our emotions) as signs of stress. Presentations: Whole Group Sharing How does STRESS show up in our BODY? How does STRESS show up in our BODY? How does STRESS show up in our EMOTIONS? Handout: Symptoms of Stress After presentations, review handout. Any symptoms we missed? Any we want to add? Frontload: Now that we have a pretty good idea of what stress looks, sounds, and feels like, what do we do when it shows up? How do we cope with stress? (Brainstorm list on whiteboard) Review Infographic: (project on screen) Link: Happify.com Infographic: How Can We Cope with Stress? https://my.happify.com/hd/beat-stress-and-boost-happiness-infographic/	of Stress Oral Communication,	The first step is becoming aware of our stress symptoms. How do we know we're stressed? Sometimes we're not attuned to what we're feeling and we don't realize (until we're about to explode or break down!), that we are actually stressed. The more we know about our stress symptoms, the	
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Critical Thinking Link: Happify.com Infographic: How Can We Cope with Stress? https://my.happify.com/hd/beat-stress-and-boost-happiness-infographic/		(Brainstorm list on whiteboard)	
	Critical Thinking	Link: Happify.com Infographic: How Can We Cope with Stress? https://my.happify.com/hd/beat-stress-and-boost-happiness-	
READ/WRITE Review and invite discussion. Ask participants which strategies they use.	AUDITORY/VISUAL READ/WRITE		

Closing	What are you taking away from our time together? Was there something you learned or saw in a different way?	5 min (1 hr, 30 min)
	Encourage participants to have another look at the strategies handout and pick one that they've never done and give it a try this week!	

Videos

Video 1: The Stress Response (4 min)

https://www.youtube.com/watch?v=mtRrxNTnyh8

Resources Needed for Session

- LCD projector/laptop to show video and Happyify Infographic
- Whiteboard or chalkboard
- Handout: Symptoms of Stress
- Poster Paper & Markers
- Link: Happify.com Infographic: How Can We Cope with Stress?
 https://my.happify.com/hd/beat-stress-and-boost-happiness-infographic/

Additional Resources

Article: Stress, Symptoms, Signs and Causes

https://www.helpguide.org/articles/stress/stress-symptoms-signs-and-causes.htm

Infographic: How to Beat Stress and Boost Happiness

https://my.happify.com/hd/beat-stress-and-boost-happiness-infographic/

Modifications

You could invite a guest speaker to lead group through stress management techniques including: Yoga, Meditation, Deep Breathing, Biofeedback (HeartMath), Exercise, etc.

You could also incorporate an outdoor 'Wellness Walk' during the session to model and practice two stress management strategies – exercise and spending time in Nature.

Symptoms of Stress

Stress affects not only our physical body but also our thinking and our emotions.

Physical symptoms of stress include:

- Low energy
- Headaches
- Upset stomach, including diarrhea, constipation, and nausea
- Aches, pains, and tense muscles
- Chest pain and rapid heartbeat
- Insomnia
- Frequent colds and infections
- Loss of sexual desire and/or ability
- Nervousness and shaking, ringing in the ear,
- Cold or sweaty hands and feet
- · Dry mouth and difficulty swallowing
- Clenched jaw and grinding teeth

Cognitive symptoms of stress include:

- Constant worrying
- Racing thoughts
- Forgetfulness and disorganization
- Inability to focus
- Poor judgment
- Being pessimistic or seeing only the negative side

Emotional symptoms of stress include:

- Becoming easily agitated, frustrated, and moody
- Feeling overwhelmed, like you are losing control or need to take control
- Having difficulty relaxing and quieting your mind
- Feeling bad about yourself (low self-esteem), lonely, worthless, and depressed
- Avoiding others



Understanding and Managing Our Emotions



The Big Idea!

The big idea for this session is to give participants an opportunity to understand how managing our emotions can impact the way we show up in the world and how we respond to emotionally charged situations. Our emotions can be powerful drivers of our reactions and behaviors. Emotions alert us to something that is happening. Part of this is recognizing that there are no 'bad' emotions or feelings, even when a certain emotion may not feel good. Emotions also show up to tell us something or to alert us in some way. The challenge for us is to figure out how to manage our emotions and respond or react in an appropriate way.

Choose this session if you are looking for....

- o Opportunities for people to gain a better understanding of feelings and emotions.
- An easy way to understand what makes us feel different emotions (CBT Triangle).
- Ways for people to understand how they can better manage their emotions.

The Takeaway

Participants will have an opportunity through group discussion to uncover what feelings and emotions are, as well as discuss how emotions show up in our bodies. Participants will also be introduced to the CBT Triangle of 'Think, Feel, Act' as a way to understand how their emotions can impact their thinking and actions or behaviors. Participants will have opportunity to learn how to manage their emotions so they can choose an appropriate response to an emotional situation or event.

	Skills for Learning		
Oral Communication	Self- Assessment	Self- Awareness	
Problem Solving	Critical Thinking		

Understanding and Managing Our Emotions

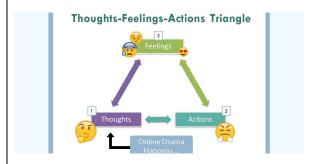


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AUDITORY/ VISUAL

Using the following link project the image of the Think-Feel-Act diagram on the screen:

Link: http://www.brownedhi.org/thoughts-feelings-actions-triangle/



Go through the diagram together as a group. *Notice the arrows point in both directions and you can start at any point in this diagram.*

An event/situation happens....

First - we think about it. Our thoughts interpret the situation and that interpretation leads to...

Second - a behavior or action...

Third - a feeling about the event/situation.

Group Share:

Invite participants to share an event or situation that is currently affecting them. If there are no examples coming from the group, use the following example. (Ask for 2 -3 examples from the group)

Example:

You're at your child's school waiting to pick him/her up. The teacher sees you and says, "Would you mind staying for a few minutes after pickup, I'd like to speak to you?" What happens first?

First, thoughts happen. What are your thoughts? (Why does she want to speak to me? Has my child done something wrong? I bet he misbehaved....he's always getting in trouble....)

How would these thoughts make you feel? (Anxious? Confused? Angry?)

Finally, how would your feelings make you act? What might we see?

Managing our Emotions	Frontload:	20 min
	Sometimes our feelings are intensethey can overwhelm us.	(1 hr, 15 min)
Self-Assessment,		
Self-Awareness,	Sometimes they happen at a time when we don't want them (i.e. start	
Critical Thinking,	feeling really nervous while sitting in the waiting room for a job interview)	
Oral Communication		
	OR They happen when we can't really do anything about the situation	
AUDITORY/VISUAL	(i.e feeling worried we might have a cavity when we're sitting in the	

dentist chair) OR... Our feelings become intense, but we don't want to express them (i.e. sitting on a crowded bus, waiting in line at the grocery store)

Video 1: Why Do We Lose Control of Our Emotions? (7 min) https://www.youtube.com/watch?v=3bKuoH8CkFc

Group Discussion:

- What did you think about the video?
- What does it mean to manage our emotions?
- What do you need to do for yourself to manage your emotions?
- How will managing your emotions change or impact how you act/behave?
- Will this have an impact on those around you? How?

(Being able to regulate feelings can affect how we respond in different situations. It can help us change unwanted behaviors.)

Important to Remember:

We're not trying to get rid of or stop our emotions. Feelings are necessary and we're entitled to feel whatever we feel. The point of regulation is simply trying to keep them at manageable levels.

Also, we're not trying to get rid of 'negative' emotions such as anger, frustration, sadness, etc. as these are very important. They tell us things about what we need or want.

The goal is to keep the levels manageable and not let them result in unwanted actions, behaviors, or result in toxic stress.

Group Sharing:

How do we know when we need to regulate or manage our emotions?

To help understand when emotional regulation is needed, ask yourself if your emotions are negatively affecting your relationships and/or your ability to do the things you need to do. If your answer is yes, then using a regulation strategy can be helpful.

Handout 2 (optional): *Managing Emotions – How Can I Regulate My Feelings?*

Additional Strategies to Manage Our Emotions

Using the following link, project the image of the 6 Steps to Mindfully Deal With Difficult Emotions on the screen.

10 min (1 hr, 25 min)

Link: 6 Steps to Mindfully Deal With Difficult Emotions

https://www.gottman.com/blog/6stepstomindfullydealwithdifficultemotions/

Group Sharing:

- How can we accept our emotions?
- What do you notice about where you feel your emotions in your body?

	 What would it be like to name or acknowledge the emotion you are feeling? Can you ask yourself "Why am I feeling this emotion right now and/or what is happening?" 	
Closing	What was interesting or valuable about our time together today?	5 min (1 hr, 30 min)

Videos

Video 1: Why Do We Lose Control of Our Emotions? (7 min)

https://www.youtube.com/watch?v=3bKuoH8CkFc

Resources Needed for Session

- o Computer, LCD projector & Screen
- o Paper, pencils, markers
- Whiteboard or chalkboard
- Handout 1: Feeling Faces (Are You Aware of How You Are Feeling Now?)
- Handout 2 (optional): Managing Emotions How Can I Regulate My Feelings?
- o Link: Think-Feel-Act Diagram http://www.brownedhi.org/thoughts-feelings-actions-triangle/
- Link: 6 Steps to Mindfully Deal With Difficult Emotions
 https://www.gottman.com/blog/6stepstomindfullydealwithdifficultemotions/

Additional Resources

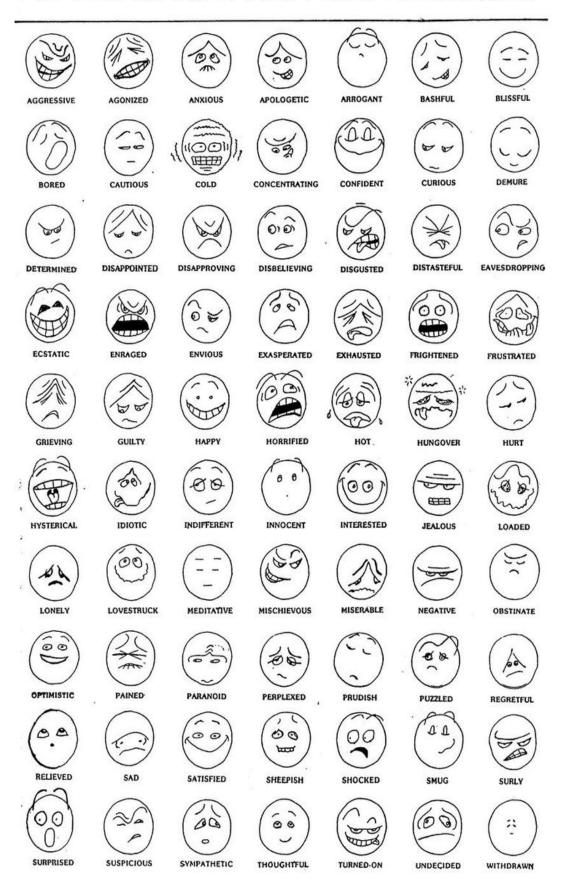
Dr. Dan Siegel:

https://www.drdansiegel.com/home/

Modifications

The session could be more experiential by leading participants through a relaxation, breathing exercise, or other mindfulness activities. They could also create their 'Self-Soothing' kit filled with things that they find helpful in terms of regulating their emotions.

Are You AWARE of How You Are Feeling Now?



Managing Emotions: How Can I Regulate My Feelings?

To help me understand when emotional control is needed, I can ask myself "Are my emotions affecting my relationships or my ability to do the things I need/want to do?" If my answer is yes, I can use the following strategies to help me manage my emotions.

For each strategy, write down an example of what you can do.		
1.	<u>Change Perspective</u> . Think about the situation differently. Remember the	
	Example:	
2.	<u>Distraction.</u> This is different from avoidance.	
	Example:	
3.	<u>Use a Management Strategy</u> such as deep-breathing, relaxation, or mindfulness.	
	Example:	

Emotional Intelligence – Your Super Power



The Big Idea!

The big idea for this session is to give participants an opportunity to discover how their emotional intelligence is their superpower! Being more in tune and aware of our emotions is an important part of life that help us manage our own life as well as helps us navigate relationships with others. Many people do not understand their emotions and are often unable to manage their emotional reactions to situations. Research indicates that super successful people have high emotional intelligence in both in their work and in their personal lives. This session is inspired by the work of psychotherapist, Terri Cole and psychologist, Daniel Goleman.

Choose this session if you are looking for...

- Ways for people to discover what emotional intelligence is.
- o Knowledge building around why emotional intelligence is so important.
- o Strategies and practices for people to increase their emotional intelligence.

The Takeaway

Participants will discover what emotional intelligence is through group discussion and multimedia. Participants will reflect and build self-awareness about their own emotional intelligence. They will learn strategies and practices to increase their level of emotional intelligence through role play and group discussion, as well as personal reflection that they can apply to their lives outside this session.

Skills for Learning			
Oral Communication	Self-Assessment	Self-Awareness	
Critical Thinking	Creative Thinking	Problem Solving	



Activity	Description	Time
Life Skills Used		
Learning Styles		
Welcome! Session Introduction	Today our session is about how our emotional Intelligence can be a source of power in our lives. In fact, it can become our greatest SUPER POWER! We will unpack what Emotional Intelligence is, how we can build it, and how it can benefit our lives.	
Check In & Connection	What were you taught about how to handle conflict growing up? How did you see your parents deal with their emotions?	10 min
Oral Communication, Self-Awareness	What were the messages that you received about emotions?	
AUDITORY		
What is Emotional	Frontload:	15 min
Intelligence?	Before we get into the session, we are going to watch a 5 min clip from the TV show Seinfeld. This is a funny clip where the character George tries a new tactic with his emotional intelligence.	(25 min)
Oral Communication,		
Critical thinking,	Video 1: Seinfeld. Emotional Intelligence – Self Management (6 min)	
Self-Awareness,	https://www.youtube.com/watch?v=u3k7lykTWTk	
Self-Assessment		
AUDITORY/VISUAL	Group Discussion: (Whiteboard) When you hear the term Emotional Intelligence, what do you think of? What is it? Can you describe it?	
	What does it look like in people?	
	What might we notice about someone who is emotionally intelligent? Why might we need Emotional Intelligence?	
	Why might it be important?	
Raising Your Emotional	Frontload:	25 min
IQ	We are going to watch a video from psychotherapist Terri Cole as she describes what emotional intelligence is and how we can increase our own	(50 min)
Critical Thinking,	emotional intelligence. (Given this is a 20 minute video, you may want to	
Self-Awareness,	stop it at different intervals to have group dialogue or emphasize certain	
Self-Assessment	parts of it.)	
AUDITORY/VISUAL	Video 2: Raising Your Emotional IQ by Terri Cole (20 min) https://www.youtube.com/watch?v=a05tvWzalAl	
	The poly that was out and the state of the s	
Building Our Awareness	Group Sharing:	15 min
of Our Own Emotional	Let's dig into this concept further and spend some time doing some	(1 hr, 5 min)
IQ	personal reflection.	
	Where would you rate your emotional intelligence on a scale of 1-10?	
	Where would a friend rate your emotional intelligence?	

Oral Communication, Self-Awareness, Self-Assessment, Critical Thinking AUDITORY/VISUAL READ/WRITE	Project Terri Cole's "Raise Your Emotional IQ" on the screen (Go to www.terricole.com . For download, search: Raise Your Emotional IQ (Show on screen) As a group, work through the 11 points from Terri Cole's "Raise Your Emotional IQ", asking for feedback and personal reflections from the participants as you go through the points. Invite participants to take their own notes if they wish.	
Using Emotional Intelligence as Your Superpower! Oral Communication, Self-Awareness, Self-Assessment, Creative Thinking AUDITORY/VISUAL KINESTHETIC	Role Play and Handout: 5 Factors in Emotional Intelligence Ask for 2 participant volunteers to act out the role play. Debrief the Role Play: How did that feel to be the person who was having to understand their feelings, manage their emotions, and give empathy? How did it feel to be the friend being confronted?	10 min (1 hr, 15 min)
Personal Application Oral Communication, Self-Awareness, Self-Assessment, Critical Thinking, Problem Solving AUDITORY/VISUAL READ/WRITE	Personal Reflection: Invite participants to complete Personal Reflection question on the previous Handout: 5 Factors in Emotional Intelligence (these are the questions from the handout) • Do you have a current example in your life where you could tap into your emotional intelligence? • How might it change the outcome of the situation? • How would you feel differently? Group Share: Invite participants to share their reflections from the handout.	10 min (1 hr, 25 min)
Closing	What are you taking away with you from today's session? What has been helpful?	5 min (1 hr, 30 min)

Videos

Video 1: Seinfeld. Emotional Intelligence – Self Management (6 min)

https://www.youtube.com/watch?v=u3k7lykTWTk

Video 2: Raising Your Emotional IQ by Terri Cole (20 min)

https://www.youtube.com/watch?v=a05tvWzalAI

Resources Needed for Session

- LCD projector/laptop to show videos
- Pens/pencils
- Whiteboard or chalk board
- Terri Cole's Raise Your Emotional IQ Download (to view on screen) <u>www.terricole.com</u>
- Handout: 5 Factors in Emotional Intelligence adapted from: https://www.pinterest.ca/pin/327425835406434003/

Additional Resources

Terri Cole Website: www.terricole.com

Daniel Golman Website: https://www.danielgoleman.info/

5 Factors in Emotional Intelligence: https://www.pinterest.ca/pin/327425835406434003/

Modifications

Terri Cole's work sheet could be worked through individually and then shared as a group to discuss.

If the group does not want to do a role play, this can be facilitated as a whole group.

If you have more time you could end the session with a video clip from the movie "Inside Out". This clip is a great example of emotional intelligence (Video: Inside-Out - Emotional Intelligence) (2 min) https://www.youtube.com/watch?v=kdhjztWMnVw

5 Factors in Emotional Intelligence

A Scenario to help you understand your Emotional Intelligence

https://www.pinterest.ca/pin/327425835406434003/

1. Self-Awareness:

You overhear your friend make fun of you at a party.

How do you feel about this?

Can you recognize and name your emotions/feelings around this? What are they?

2. Managing Emotions:

You decide what you want to do. Do you confront your friend? Do you ignore what just happened? Do you get mad at your friend?

3. Self-Motivation:

Even though you are nervous about a confrontation, you decide to talk to your friend about your feelings.

4. Empathy for Other's Emotions:

You talk to your friend who apologizes for what they said. You recognize that your friend feels badly and you talk calmly about what happened.

5. Handling Relationships:

Now that you have talked to your friend, you can decide whether you want to make any changes to the relationship.

Personal Reflection

Think of an	example	or situation	from your	own life	where you	could tap	into your	emotional
intelligence	e. Write a	bout it.						

How might tapping into your emotional intelligence change the outcome?

How would you feel differently?

How Our Environment Can Reduce Our Stress



The Big Idea!

The big idea for this session is to explore how the environment affects our stress. In our busy lives we do not often think about how our wellness is intertwined with our environments. Through the ancient Japanese practice of Shinrin-Yoku, or Forest bathing and "Sit Spot", participants will learn how nature and the elements of nature can bring about a reduction of stress and increase wellness in their lives. This session will also use the work of Jenny Horsman as we create new ways for our mind to settle in an effort to reduce our stress.

Choose this session if you are looking for...

- Opportunities for participants to build their awareness of their personal environments and how these environments impact their stress.
- Ways to highlight how nature acts as a way to reduce our stress.
- Personal reflection activities for participants to assess what they personally need in their body and mind to help reduce their stress and increase their wellbeing.

The Takeaway

Participants will reflect on how their current environment may be contributing to their stress. As well, participants will learn how nature and the elements of nature can reduce their stress and bring a sense of wellbeing to their lives. Participants will create a personal plan unique to their own body and mind which will support their efforts in reducing stress in their lives.

	Skills for Learning		
Oral Communication	Self-Assessment	Self-Awareness	
Critical Thinking	Creative Thinking	Decision Making	
	Problem Solving		



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today we will be discussing how our environment can reduce our stress. We will look at some interesting practices involving nature that you may find useful to incorporate into your life. As well, we will think about and develop our own practices that will help increase our wellbeing.	
Check In & Connection Oral Communication, Self-Awareness AUDITORY	 Group Sharing: (you can whiteboard this or not) When do you feel you're most relaxed or calm? Where are you? What is around you? Who is around you? What are you doing? 	15 min
Environments and Stress Oral Communication, Critical Thinking, Self-Awareness, Self-Assessment AUDITORY/VISUAL	Group Discussion: (Whiteboard) What kinds of environments bring us stress? (family relationships, home, work, school, commute, deadlines, etc.) How do we feel when we are in these environments? How do we behave/act when we are in these environments continually or for an extended period of time? What kinds of environments are not stressful for us? How do we feel when we are in these environments? (peace, calm, maybe even healing) How do we behave/act when we are exposed to these environments? Transition: We are going to spend the next part of the session focusing on nature and its impact on our wellbeing.	15 min (30 min)
Nature and Well-Being Oral Communication, Self-Awareness, Self-Assessment, Critical Thinking AUDITORY/VISUAL	Video 1: Forest Bathing Shinrin-Yoku Healing in Nature Short Documentary (5 min) https://www.youtube.com/watch?v=y-wHq6yY2Cl Group Discussion: What did you think about the video? Has anyone heard about Forest Bathing or Shinrin-Yoku? Can you remember a time when being in nature was particularly healing, nurturing or inspiring for you? How did you feel? How did it help you? What do we do if we cannot get out to a forest?	15 min (45 min)

Exploring the "Sit Spot"! Oral Communication, Self-Assessment, Self-Awareness, Creative Thinking AUDITORY/VISUAL	Frontload: Next we are going to introduce you to a concept that may be more 'doable' for you and still will give you all the benefits of reducing your stress. Read SIT SPOT Blog Post to group: Link: https://www.anft.blog/blog/you-dont-have-to-go-far-to-benefit-from-nature-how-to-have-a-sit-spot Group Discussion: How could you create a sit spot in your life? Where would it be? Could it be in your home? On your balcony? What would it look like or feel like? What elements? Group Brainstorm/Whiteboard ideas for possible home sit spots: Ask participants to see if some of the group's examples would fit for them to help create their own personal sit spot. Handout 1: You Don't Have to Go Far to Benefit from Nature: How to Have a Sit Spot Why do you think sit spots are a good tool to use when we want to reduce	15 min (1 hr)
The 4 Cs Oral Communication, Self-Assessment, Self-Awareness, Creative Thinking	our stress? Frontload: Another way to create your own environment to help you reduce your stress and make way for learning is through the work of Jenny Horsman who is a Canadian researcher, educator and artist. She notes that our body and mind change when we use them in different ways and create different environments for them. She suggests using the 4 Cs to help create a change or a shift in your body and mind to reduce stress and create space for learning.	25 min (1 hr, 25 min)
AUDITORY/VISUAL READ/ WRITE	Handout 2: The 4 Cs that Make a Difference Read through the handout with participants: 1. Curiosity 2. Connecting 3. Conscious Awareness 4. Create the Conditions Activity: Using the questions from the handout and the paper provided, invite participants to create a personal plan to help them reduce their stress. (Soothing music could be played while participants are completing this activity.) Group Share:	
Closing	Invite participants to share their personal plan. What stuck out for you from today's session? What are you taking with you?	5 min (1 hr, 30 min)

Videos

Video 1: Forest Bathing | Shinrin-Yoku | Healing in Nature | Short Documentary (5 min)

https://www.youtube.com/watch?v=y-wHq6yY2Cl

Resources Needed for Session

- o LCD projector/laptop to show videos
- o Pens/pencils
- Lined paper for writing activity
- Whiteboard or chalkboard
- o Link to Blog: https://www.anft.blog/blog/you-dont-have-to-go-far-to-benefit-from-nature-how-to-have-a-sit-spot
- o Handout 1: You Don't Have to Go Far to Benefit from Nature: How to Have a Sit Spot
- O Handout 2: The 4 Cs that Make a Difference

Additional Resources

Article: Forest Bathing in Canmore

http://calgaryherald.com/travel/forest-bathing-in-canmore

Jenny Horsman website:

www.jennyhorsman.com

Modifications

If possible, participants could have a hands-on experience and practice Forest Bathing in a nearby natural area (a learning field trip!)

You Don't Have to Go Far to Benefit from Nature: How to Have A Sit Spot

(Sit Spot Blog Post)

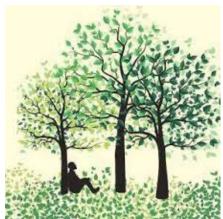
https://www.anft.blog/blog/you-dont-have-to-go-far-to-benefit-from-nature-how-to-have-a-sit-spot

The "Sit Spot" is a spot in nature to connect, observe and study life.

Research from around the world shows that spending time in a natural setting provides a lot of benefits; like lower blood pressure to strengthened immunity to giving us a sense of well-being and happiness.

How to find a sit spot:

- Find a place on your property, or perhaps at a nearby park and simply sit down, relax and just observe. Perhaps beside a creek in your local forest or city park. Your own garden or backyard is a great place too.
- Don't bring your cell phone!
- Start with just 10 minutes.
- Your spot should be close by and be quick and easy to get to.
- It has nature not a lot but at least a little.
- It is a place you can be alone or at least alone with your thoughts, paying attention to the sounds, sights, and smells of the natural environment.
- Make it safe.
- Don't worry about the 'perfect' spot just get to know one spot very well. Observe the changes from season to season.
- Don't worry if you do not get to your spot as often as you would like just go for as long as you can, or for as short as you can.
- Allow yourself to find pleasure and feel a deep appreciation for what you discover.
- Sketch or journal in your sit spot and be inspired!



The 4 Cs that Make a Difference

www.jennyhorsman.com

Ask yourself these questions:

1. Curiosity: What is happening right now? What do I need right now?

The goal is to try and create an environment where your nervous system can settle.

What does this look like for you? What soothes you? (Quiet music, fragrance, breathing, greenery, a special chair, blanket, candle)

2. Connection: Work on calming yourself and connect to what is important for you. Knowing what these are will help connect to different parts of your brain.

What is important for you? (Music, movement, visual arts, poetry, stillness)

3. Conscious Awareness: Assess what is happening or going on in your mind. Are you comfortable? Do you have a sense of calm and ease?

When we are in this place of conscious awareness we can get even more curious about what is happening in our body and mind questioning further...what do I need right now?

4. Create the Conditions: What can you do to create these conditions for yourself? We all need to discover what calms our senses and deactivates our nervous systems.

What is this for you? (Sights, sounds, movement, touch, activities, thoughts)

How Self-Compassion Helps Us



The Big Idea!

The big idea for this session is to introduce what self-compassion is, how it helps us, and actions we can take to increase our own self-compassion. Self-compassion steps in when we are in struggle, reminding us that our pain and hard times are worthy of our attention, kindness, and support. Self-compassion practices help us when we are struggling with our critical voices, disappointments, and perceived failures, giving us the tools we need to be present with ourselves and move towards our needs with kindness.

Choose this session if you are looking for...

- Ways for people to gain new perspectives on disappointments, failures or self-criticism.
- o Practical tools for when participants are in struggle.
- Awareness and self-acceptance practices that build resilience and coping skills.

The Takeaway

Participants will gain knowledge of what self-compassion is and how it can benefit their lives. They will learn different ways to practice self-compassion through various exercises, such as how to be a friend to themselves and how to take a self-compassion break. They will be exposed to the many free resources available to them through Kristin Neff's Self-Compassion website.

	Skills for Learning		
Oral Communication	Self-Assessment	Self-Awareness	
Critical Thinking	Creative Thinking		

Session Plan: How Self-Compassion Helps Us



Activity	Description	Time
Life Skills Used		
Learning Styles		
Welcome! Session Introduction	Today, our theme is "How Self-Compassion Helps Us". We are going to	
Session introduction	learn about what self-compassion is, the benefits of self-compassion and ways we can practice it.	
	mays no campractice in	
Check In & Connection	Frontload:	20 min
	Before we get into unpacking self-compassion more deeply, we are going	
Oral Communication,	to listen to a song. One of the most effective ways to learn self-compassion is to think about treating yourself the way a good and kind friend would	
Self- Awareness,	treat you. To get you thinking about that, we are going to watch a short	
Critical Thinking	musical video that features some of our great Canadian musical artists. It	
Critical Franking	was put together during the spring of 2020 during the COVID-19 pandemic.	
	The words of this song are about friendship – what if the words that are	
AUDITORY/VISUAL	sung also include a friendship with ourselves. Let's have a listen!	
	Video 1: Lean on Me, ArtistsCAN (5 min)	
	https://www.youtube.com/watch?v=athd5 CW z0	
	Group Discussion: (Whiteboard)	
	 What did you hear about friendship and compassion in this song? 	
	What are the messages?	
	Let's expand on this and talk about the ways a good and kind	
	friend treats us when we are having hard times.	
	What do they do?What do they say?	
	What do they say?How do they treat us?	
	o flow do they treat us:	
Unpacking	Group Activity:	15 min
Self-Compassion	Get out the suitcase or travel bag prop.	(35 min)
	When you think about going on a trip, you think about the journey and	
0	what you might need. Just like going on a trip, life is a journey! It's full of	
Oral Communication,	good things and hard things. Self-compassion is what we can take with us on the journey that helps us with the hard things.	
Critical Thinking, Self-Awareness	on the journey that helps us with the hard things.	
Jen-Awareness	(Open suitcase and give people bits of paper – post-it notes are great!)	
ALIDITORYA/ISLIAI	Crown discussion. (Doct it notes)	
AUDITORY/VISUAL KINESTHETIC	Group discussion: (Post-it notes) If we think about the words compassion or self-compassion,	
KIIVESTITETIC	What words come to mind? Let's write them down and put them	
	in the suitcase.	

	 What actions come to mind? What does compassion look like in action? Let's write them down. Invite people to share as they are putting the post-it notes in the suitcase. What are some of the things that also go into the suitcase when we are going through something hard? What are some of the things we do or say that are not compassionate and kind to ourselves? Let's remember these things, and see if we can add to it later as we learn more about compassion. 	
Understanding Self-Compassion and 3 Practices that Help Us	Frontload: One of the leading researchers and experts on self-compassion is Kristin Neff. Pull up this website: https://self-compassion.org	15 min (50 min)
Self-Assessment, Oral Communication, Self-Awareness	She has a number of resources on her website – free meditations, videos, and exercises. She also has a self-compassion quiz you can take to learn more about how self-compassionate you are. To get us familiar with her and the idea of self-compassion, let's listen to what she has to say.	
VISUAL/AUDITORY	Video 2: Overview of Self-Compassion (3 min) https://www.youtube.com/watch?time_continue=23&v=Tyl6YXp1Y6M&fe ature=emb_logo	
	 What did you hear were some of the key components of self-compassion? (Highlight: Acknowledging our own suffering and pain, self-kindness, shared human experience to go through hard times) Which of these components are difficult for you? How so? Which do you practice already? How might things be different for you and how you feel when hard times comes, if you were to practice some of these things? 	
Self-Compassion Check In	Let's look at how we might help ourselves by being more self-compassionate:	10 min (1 hr)
Self-Awareness, Self-Assessment	Put up self-compassion infographic and review main points. Stop at the red bar "Are you too self-critical?" Link: https://www.happify.com/hd/self-compassion-infographic/	
VISUAL/AUDITORY	 Ask people which of the self-critical behaviors they have challenges with the most. (all 5? A combination of a few?) Go through the exercise after the self-critical behavior. Ask for a scenario of when we might be critical of ourselves (e.g. we failed our driver's test or we worked hard on a meal/project and it didn't work out). How might we use the steps we just learned to reframe our inner critic? 	

Self-Compassion Break	Go back to the infographic and review the "Be Kinder to Yourself" steps.	15 min
	Ontion 1.	(1 hour, 15
0.10	Option 1:	min)
Oral Communication,	Invite people to participate in listening to a self-compassion break, to see	
Self-Assessment,	what this is like in action. This self-compassion break is from Kristin Neff's	
Self-Awareness	website and is 5 minutes long. It takes you through the 3 ways to practice	
	self-compassion.	
AUDITORY	Invite them to get comfortable in the room, either closing their eyes,	
READ/WRITE	looking down, or moving somewhere in the room where they can have the space they need.	
	Audio Link: Self-Compassion Break (5 min)	
	https://self-compassion.org/wp-content/uploads/2015/12/self-	
	compassion.break .mp3	
	Option 2:	
	Self-compassion break on individual reflection. Hand out Kristin Neff's	
	Self-Compassion Break exercise. Have participants read it and personalize	
	the phrases that speak to them on the paper.	
	Handout 2: Self-Compassion Break	
	Unpack:	
	What was that like for them? Were there any surprises or insights?	
Closing Activity:	Bring out the suitcase or bag from the beginning of the session. Review	15 min
Self-Compassion for the Road Ahead!	some of the different things we had originally put into the suitcase.	(1 hr, 30 min)
	Group Share:	
	Ask any or all of the following questions:	
	8 1	
Creative Thinking,	 Is there anything else we need to add to our self-compassion 	
Creative Thinking, Critical Thinking,	, 8	
Critical Thinking,	suitcase based on what we learned today? Maybe it's an action,	
	suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour?	
Critical Thinking, Self-Assessment,	 suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? 	
Critical Thinking, Self-Assessment,	 suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? 	
Critical Thinking, Self-Assessment,	 suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your 	
Critical Thinking, Self-Assessment, Self- Awareness	 suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? 	
Critical Thinking, Self-Assessment, Self- Awareness	 suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time 	
Critical Thinking, Self-Assessment, Self- Awareness	 suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time together? What was meaningful for you? 	
Critical Thinking, Self-Assessment, Self- Awareness	 suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time 	
Critical Thinking, Self-Assessment, Self- Awareness	 suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time together? What was meaningful for you? 	
Critical Thinking, Self-Assessment, Self- Awareness	 suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time together? What was meaningful for you? End with the quote: 	
Critical Thinking, Self-Assessment, Self- Awareness	 suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time together? What was meaningful for you? End with the quote: 	
Critical Thinking, Self-Assessment, Self- Awareness	suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time together? What was meaningful for you? End with the quote: OUR SUCCESSES AND FAILURES COME AND GO THEY NEITHER DEFINE US NOR DO THEY DETERMINE	
Critical Thinking, Self-Assessment, Self- Awareness	suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time together? What was meaningful for you? End with the quote: OUR SUCCESSES AND FAILURES COME AND GO THEY NEITHER DEFINE US NOR DO THEY DETERMINE OUR WORTHINESS.	
Critical Thinking, Self-Assessment, Self- Awareness	suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time together? What was meaningful for you? End with the quote: OUR SUCCESSES AND FAILURES COME AND GO THEY NEITHER DEFINE US NOR DO THEY DETERMINE	
Critical Thinking, Self-Assessment, Self- Awareness	suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time together? What was meaningful for you? End with the quote: OUR SUCCESSES AND FAILURES COME AND GO THEY NEITHER DEFINE US NOR DO THEY DETERMINE OUR WORTHINESS.	
Critical Thinking, Self-Assessment, Self- Awareness	suitcase based on what we learned today? Maybe it's an action, phrase or idea that has come up in the last hour? How will becoming more self-compassionate add to your life? How might it help you? What is something you are going to take away and put in your self-compassion suitcase from our time together today? In closing, what are you walking away with from today's time together? What was meaningful for you? End with the quote: OUR SUCCESSES AND FAILURES COME AND GO THEY NEITHER DEFINE US NOR DO THEY DETERMINE OUR WORTHINESS.	

Videos

Video 1: Lean on Me (5 min)

https://www.youtube.com/watch?v=athd5 CW z0

Video 2: Overview of Self-compassion (3 min)

https://www.youtube.com/watch?time_continue=23&v=Tyl6YXp1Y6M&feature=emb_logo

Audio Link: Self-compassion Break (5 min)

https://self-compassion.org/wp-content/uploads/2015/12/self-compassion.break .mp3

Resources Needed for Session

- LCD projector/laptop to show videos
- Whiteboard or chalk board
- o Prop: suitcase or travel bag
- o Handout 1: Lean On Me Lyrics
- o Handout 2: Kristin Neff's Self-Compassion Break

Additional Resources

Kristin Neff website

https://self-compassion.org

Self-Compassion Infographic

https://www.happify.com/hd/self-compassion-infographic/

Modifications

Kristin Neff has several videos with more in depth descriptions of the elements of self-compassion as well as longer overviews. Review the video resources on her website for these links.

You may also want to revise this lesson plan to compare and contrast the difference between self-esteem and self-compassion. This is a link to a video where Kristin Neff explains the differences. It is also found on her website.

Additional Video: Self-Compassion vs. Self-Esteem Part 5 Kristin Neff (5 min)

https://www.youtube.com/watch?v=NYqjV-KgCic&feature=emb logo

Lean on Me Lyrics (Bill Withers)

Sometimes in our lives

We all have pain

We all have sorrow

But if we are wise

We know that there's always tomorrow

Lean on me, when you're not strong
And I'll be your friend
I'll help you carry on
For it won't be long
'Til I'm gonna need
Somebody to lean on

Please swallow your pride
If I have things you need to borrow
For no one can fill those of your needs
That you won't let show

(Chorus)

You just call on me brother, when you need a hand
We all need somebody to lean on
I just might have a problem that you'd understand
We all need somebody to lean on

If there is a load you have to bear
That you can't carry
I'm right up the road
I'll share your load
If you just call me

Call me (if you need a friend)
Call me (call me)
Call me (if you need a friend)
Call me (if you ever need a friend)
Call me (call me)
Call me
Call me

Kristin Neff's Self-Compassion Break

Link: https://self-compassion.org/wptest/wp-content/uploads/self_compassion_exercise.pdf

Think of a situation in your life that is difficult and that is causing you stress.

Call the situation to mind and see if you can actually feel the stress and emotional discomfort in your body.

Now, say to yourself:

This is a moment of suffering.

That is mindfulness. Other options include:

- This hurts.
- Ouch.
- This is stress.

Say to yourself:

Suffering is a part of life.

That is common humanity. Other options include:

- Other people feel this way.
- I am not alone.
- We all struggle in our lives.

Now, put your hands over your heart, feel the warmth of your hands and the gentle touch of your hands on your chest. Or adopt the soothing touch you discovered felt right for you.

Say to yourself:

May I be kind to myself.

You can also ask yourself:

What do I need to hear right now to express kindness to myself?

Is there a phrase that speaks to you in your particular situation, such as:

- May I give myself the compassion that I need.
- May I accept myself as I am.
- May I learn to accept myself as I am.
- May I forgive myself.
- May I be strong.
- May I be patient.

This practice can be used any time of day or night, and will help you remember to evoke the three aspects of self-compassion when you need it most.

I Don't Know Why I Don't Like Mondays! Practices for Taking Care of Our Sadness



The Big Idea!

The big idea for this session is to give participants an opportunity to explore the meaning and messages of sadness as a way to better understand the emotion itself. They will learn ways to work with their feelings of sadness as well as become more aware of how to let go of it, based on strategies from positive psychology. This session was designed for the winter months when this emotion can be dominant, particularly in January.

Choose this session if you are looking for...

- Ways for people to better understand the nature and messages of sadness.
- o Methods for people to become more aware of helpful ways to welcome their sadness and work with it.
- A creative project that can be done in the session that allows people to personalize their own goals and self-care.

The Takeaway

Participants will have concrete questions, activities, and knowledge of how to work with sadness and also let it go. They will increase their knowledge and understanding of sadness, as an emotion that gives us messages for us to act on. They will make a creative box or jar that will have personalized strategies that they can use and reflect upon if they are feeling sad.

	Skills for Learning		
Oral Communication	Self-Assessment	Self-Awareness	
Critical Thinking	Creative Thinking		

Session Plan: I Don't Know Why I Don't Like Mondays!



Practices for Taking Care of Our Sadness

Activity Life Skills Used	Description	Time
Learning Styles		
Welcome! Session Introduction	Our theme today is called "I Don't Know Why I Don't Like Mondays". We are going to learn more about the benefits of the emotion 'sadness', what we can learn from it, as well as things we can do to help us with the blues.	
Check In & Connection	January (or the winter month you are in) is often a hard month to get through after the holidays – what are some of the ways/things that make	10 min
Oral Communication,	it hard for people? For you?	
Self- Awareness, Critical Thinking	Today we are going to learn some ways to both welcome our blues or sadness as well as find ways to battle the blues.	
AUDITORY		
Blue Monday Oral Communication,	Frontload: Who's heard of the phrase Blue Monday? (It is supposed to be the third Monday in January). Let's watch a video about it and see what's true and what's not!	10 min (20 min)
Critical Thinking	Video 1: Blue Monday. Is it Really the Most Depressing Day? (2 min) https://www.ctvnews.ca/health/blue-monday-is-it-really-the-most-	
AUDITORY/VISUAL	depressing-day-1.4261906 Group Discussion: So what parts are we learning are true? (can be a time of isolation, debt, less sunshine, etc.) What wasn't true? (Blue Monday was a scam started by a travel company!)	
What We Know about	Frontload:	10 min
Sadness	We are going to explore the lessons of Sadness. NOTE: We are not talking about depression as a mental health condition. We are unpacking sadness – something that we all feel at different times.	(30 min)
Self-Assessment,		
Oral Communication,	Group Discussion: (Whiteboard)	
Self-Awareness	What does sad feel like? How does it show up in your body?	
	How does it show up in your body? What he havings might we see in you as sameone who is sad?	
	What are your holiefs about sadness? What are your holiefs about sadness?	
	What are your beliefs about sadness?Are there any benefits to sadness?	
	 Are there any benefits to sadness? What are some helpful ways to think of sadness?	
	villat are some helpful ways to tillik of sauliess?	

Deepening Our	Frontload:	20 min
Understanding of Sadness	We are going to deepen our understanding of Sadness with the help of someone who has written a book about it! (pull up Karla McLaren's website: https://karlamclaren.com/about-karla/ . Read through applicable context related to her credentials and work). Then watch the following	(50 min)
Oral Communication, Self-Awareness	video.	
	Video 2: Karla McLaren video on Sadness (7 min)	
	https://www.youtube.com/watch?v=H0iLT124-xs	
AUDITORY/VISUAL KINESTHETIC	 Group Discussion: (Whiteboard) Are there things we can add to the benefits of sadness? What do you think of the message that sadness is there to help you let go of things that aren't working for you? Is that true for you? 	
	 What do you think about the message that sadness wants you to rejuvenate yourself? Is that true? 	
	 What do you think about sadness now? Any changes? 	
	 But it's still January!! What do I do? What if looking at sadness this way doesn't work for me? 	
Strategies to Beat the Blues	Frontload: We are going to use an article called "7 Strategies for Letting Go of Sadness" in our next activity. The article says that there are 7 things we can do to let go of sadness.	10 min (1 hr)
Oral Communication, Self-assessment, Self-Awareness	Before we look at the article, what do you think some of the things are? (Whiteboard)	
	Then write out the 7 things:	
AUDITORY	 Grow your gratitude. Train your mind. (focus on the here and now; what is good about this moment now? What is a positive thought for today?) Monitor your mood. (recall happy moments, memories, favorite things) 	
	4. Connect with others.	
	5. Value your worth.	
	6. Have meaningful projects.	
	7. Practice self compassion, self kindness and self care.	
	Source: https://my.happify.com/hd/7-secrets-to-letting-go-of-sadness/	
	Now that we have our list, is there anything we are missing that you would like to add that helps with our sadness or blues in January?	

Your Turn! Creating Your	Self-Directed Activity:	25 min
Own Happiness Jars	Everyone one is going to get a box or a jar.	(1 hr, 25 min)
Creative Thinking, Critical Thinking,	You are invited to put one or more thing from each of the categories in the jar or box.	
Problem Solving, Self-Assessment, Self-Awareness	The purpose behind this activity is for you personalize your own strategies for gaining more happiness and finding ways to let go of your sadness. You will go home with a jar that will be full of ideas that you can pull out on days when you are feel sad.	
VISUAL KINESTHETIC	For example, for gratitude, write down something you are grateful for and why and put that in the jar.	
	For train your mind, do you have a favorite quote or positive thought you want to remember this month?	
	For monitoring your mood, can you write down a key word or memory that makes you feel good? Maybe it's mountains or maybe it's "my favorite chair with my cat at my feet".	
	Connect with others - who in your life makes you feel good? Who do you like connecting with?	
	For Value your worth – what are you good at? What are your strengths?	
	Meaningful projects – is there something you would like to try or do this January? Know your why – write that down, and write down what you would feel like once it's done.	
	For self-compassion, self-kindness, self-care – what are some things you can do for yourself that are kind and caring? Is it a bath? Is it a nap? Is it a walk?	
Closing	Does anyone want to share something from their jar? Does anyone want to share what that was like for them? What are you walking away with from today's time together? What was meaningful for you?	15 min (1 hr, 30 min)

Videos

Video 1: Blue Monday. Is it Really the Most Depressing Day? (2 min)

https://www.ctvnews.ca/health/blue-monday-is-it-really-the-most-depressing-day-1.4261906

Video 2: Karla McLaren video on Sadness (7 min)

https://www.youtube.com/watch?v=H0iLT124-xs

Resources Needed for Session

- LCD projector/laptop to show videos
- o Whiteboard or chalkboard
- Jars or box
- Paper for activity
- o Link to Article: https://my.happify.com/hd/7-secrets-to-letting-go-of-sadness/

Additional Resources

Karla McLaren:

• Book: The Language of Emotions (2010)

Website: https://karlamclaren.com/start-here/

Modifications

The creative activity could also be completed through pair sharing, if the cohort or participants have relationship with each other.

The activity can also be completed individually and then shared in small groups or pairs instead of sharing with the whole class.

Naming It! Defining Our Emotions



The Big Idea!

The big idea for this session is to give learners an opportunity to look at stress and our use of that word to describe or really *fail to describe* what we are feeling. Participants will be given an emotional vocabulary worksheet and opportunities to become more fluent and comfortable expressing what emotion the word 'stress' is masking. They will have opportunity to practice identifying emotions that do a better job of describing their 'stress' states, thus increasing their emotional awareness and subsequent actions.

Choose this session if you are looking for...

- Ways for people to reframe stress and gain understanding of what is underneath it.
- An increased awareness and knowledge of descriptive words related to how we feel.
- o Practices for participants to use to better understand their own emotions and that of others.

The Takeaway

The activities in this section of the session are designed to build participants' awareness of their emotions by introducing the term "weasel word". Often times we can use statements such as "I'm so stressed" or "I am really upset"; neither of those statements convey an actual emotion that would bring relatedness or understanding between people. Participants will have an opportunity to review an emotions vocabulary worksheet to familiarize themselves with multiple options to describe their emotions. By asking them to imagine what might change if they were more descriptive of their feelings, participants will gain social and emotional awareness. Additionally, by looking at their resistance and the ways that we run from stress or not deal with it, participants will gain insight into healthier coping skills.

	Skills for Learning	
Oral Communication	Self-Assessment	Self-Awareness
Critical Thinking	Creative Thinking	

Session Plan: Naming It! Defining Our Emotions



Activity Life Skills Used Learning Styles	Description	Time
Welcome! Session Introduction	Today our theme is called "Naming It! Defining Our Emotions". We are going to explore words that don't really describe what we are feeling, like "I'm stressed" or "I'm upset". We will unpack what is underneath those feelings and learn ways to better describe and understand what we feel and what we need. This will help us gain coping skills as well as help us in our relationships with others.	
Oral Communication, Self-Awareness, Critical Thinking	Frontload: To get us thinking about our topic today, here is a short video from the show "The Middle". The Middle is about a family of five that lives in Indiana where things don't always go smoothly! Let's have a look! Video Clip 1: The Middle. Best Moment (5 mins) https://www.youtube.com/watch?v=eyaOyc3occA	15 min
AUDITORY/VISUAL	Group Discussion: (Whiteboard) In this clip, at the end, she said that she was finewas she really? "I'm Fine" - what might the emotions, thoughts and behaviors be behind that word? What about the word 'stress' or when you say, "I'm stressed". What do you mean? What might be the emotions, thoughts or behaviors that we might see? Let's do one more – the word 'Upset'. What does that word mean to you? When do you say it?	
Introduction of the Concept "Weasel Words" Oral Communication, Critical Thinking, Self-Awareness	Video: We are now going to watch a video by Karla McLaren where she talks about these words. Karla McLaren has written a book called "The Language of Emotions" and has a whole YouTube channel dedicated to learning more about the messages in emotions and how to work with them. In this video, she talks about Stress and other words that are a bit sneaky and hard to really know what people mean when they say them. She calls these words Weasel Words. Let's watch!	20 min (35 min)
AUDITORY/VISUAL	Video 2: The Magic of Weasel Words (9 minutes) http://emotiondynamics.org/the-magic-of-weasel-words/	

Debrief: Ask participants for their reactions – do they find themselves using weasel words in order to not talk about their emotions? How so? In an article on her website about Weasel Words, Karla says the following: "However, since we've all been trained to talk about stress as if it is a thing that happens to us (and over which we have no control), we tend to lose our skills and our focus when stressful situations arise. "Help! Stress is happening! It's an overwhelming force over which I have no control! I'm powerless!!" We've learned to weasel away from the truth of what's happening, and in so doing, we've lost our emotional awareness in the area of stress. But if you look carefully at stress, you'll realize that it's clearly an emotional reaction. The sense of tension, the rise in cortisol and adrenaline, the tightening of the body, the rise in heart rate ... these are all activations that occur in fear and anxiety (and often in anger) responses. Luckily, you can develop skills with each of these emotions. You can learn how to work with your stress responses in the exact same ways that you can learn to work with any other emotions: You can figure out why you've become activated, you can listen to each of your emotions, and you can perform the actions those emotions require." Now we are going to find out how to do this! Source: https://karlamclaren.com/stress-is-a-weasel-word-and-maybe-thats-good-2/ **Understanding Emotions Group Discussion:** (Whiteboard) 20 min with Intensity Levels, As Karla talked about in the video, there are many emotions and levels of (55 min) Ranges, and Messages emotions. Before we look at her emotion vocabulary list, let's see what kind of language we already have for our emotions. Self-Assessment, Let's unpack Anger. What are some words to describe emotions if we Oral Communication, were only a little bit angry? Really angry? Somewhere in the middle? Self-Awareness, **Critical Thinking** Let's unpack Fear. What are some words to describe emotions that describe us when we are a little bit fearful? Really fearful? Somewhere in the middle? VISUAL/AUDITORY READ/WRITE Last, let's unpack Sadness. What are some words to describe emotions when we are feeling a little sad? Really sad? Somewhere in the middle? Let's see how we did! Handout 1: Emotional Vocabulary Worksheet https://karlamclaren.com/wp-content/uploads/2016/05/Emotional-Vocabulary-List-Color-1.pdf

	Review some of content of the handout together (focus on Anger, Fear, Sadness and Happiness words). Note the different intensities of the emotions.	
	Ask participants what might change in their experiences if they were to be more descriptive and more aware of their emotions? For example, what would happen if instead of saying they are stressed, they say instead that they are aggravated, or confused or anxious?	
	How might this help them work with their emotions? How might knowing more emotional vocabulary help their relationships?	
The Language of	Frontload:	10 min
Emotions Self-Awareness, Self-Reflection	Now that we have looked at different emotions, words and intensity of those words, we are going to look briefly at what each emotion means. This is a quick overview of the messages of the emotions. We are looking at the messages of emotions to help us with the next activity, which will be practicing naming the emotions.	(1 hr, 5 min)
VISUAL/AUDITORY READ/WRITE	Handout 2: <i>The Language of Emotions</i> Go over each emotion and the key questions for each emotion. (See resources for Handout.)	
	 Ask: Are there any surprises with the emotions and what their messages are? If you think of a time when you were recently angry, for example, was that about safety and boundaries? When you think about a time when you were recently sad, was that about letting go? 	
Practicing Emotional	Group Discussion:	20 min
Naming Self-Awareness, Self-Assessment,	Our next activity is to practice some emotional naming. We are going to look at some situations that might be stressful. We will work through the thoughts, emotions and behaviors to see if we can name the emotion underneath the stress.	(1 hr, 15 min)
Critical Thinking, Decision Making	Ask for group examples that highlight a situation they might have defined as 'stressful' before today or if they can think of a recent situation where they would have used the words "I'm stressed" or "I'm upset". • Working through the emotions vocabulary list, ask the group if	
VISUAL/AUDITORY	 Working through the emotions vocabulary list, ask the group in they can think of the possible different emotions and intensity underneath the stress. Then look to the language of emotions sheet. Can they identify what the question is that the particular emotion is signaling? Can they identify possible action steps? Once these 2 parts are completed with a scenario, ask if they are seeing the 'stress' or upset' differently. How is knowing this information helpful? 	

	 If there are no examples from the group, here are some possible scenarios: You get a call on Friday morning that your relatives are coming for the weekend. You have a full day planned already and you don't have groceries and the house is a mess. It's the end of the month and you realize that you have forgotten to pay the electric bill and pick up a birthday present for the party that your child is going to in 20 minutes. The cat has just thrown 	
	up all over the carpet and your partner has decided to sleep in because it's Saturday.	
	3. Your friend was supposed to meet you for a walk. You are at the location where you were supposed to meet and your friend doesn't show up. She texts you a half hour later, says she got hung up with other things, and asks you not to be upset. How might you explain what you are feeling?	
Closing	Ask the group what parts of today's session was helpful for them. Are there any things they are going to walk away with and try? If so, what? Are they looking at their emotions or stress differently now? How so?	5 min (1 hr, 30 min)
	KEY Message : Our emotions are signals to us to pay attention. Today, we've learned about new ways to think about our emotions, what they mean, and how to unpack our stress to identify the emotions and needs underneath. This helps us in being more understanding with what our needs are and will help us in our relationships.	
	Another Option: End with this poem. Handout 3 (poem): If You Knew Me You Would Care	

Videos

Video 1: The Middle. Best Moment (5 min)

https://www.youtube.com/watch?v=eyaOyc3occA

Video 2: The Magic of Weasel Words (9 min)

http://emotiondynamics.org/the-magic-of-weasel-words/

Resources Needed for Session

- LCD projector/laptop to show videos
- Whiteboard or chalkboard
- o Handout 1: Emotional Vocabulary Worksheet
- o Handout 2: The Language of Emotions
- o Handout 3 (poem): If You Knew Me You Would Care

Additional Resources

Karla McLaren

- Website: https://karlamclaren.com
- You Tube Channel: https://www.youtube.com/watch?v=JhaB8H-3G8M
- Article on Stress is a Weasel Word https://karlamclaren.com/stress-is-a-weasel-word-and-maybe-thats-good-2/

Modifications

Options for more of a Kinesthetic learning experience would include role plays throughout. Learners could guess or act out scenes of stress, the different levels of intensity of the emotions, and the emotions themselves.

Your Emotional Vocabulary List

~~~~ANGER, APATHY, and HATRED~~~~

# **Soft Anger and Apathy**

Annoyed ~ Apathetic ~ Bored ~ Certain ~ Cold ~ Crabby ~ Cranky ~ Critical ~ Cross ~ Detached ~ Displeased ~ Frustrated ~ Impatient ~ Indifferent ~ Irritated ~ Peeved ~ Rankled

# **Medium Anger**

Affronted ~ Aggravated ~ Angry ~ Antagonized ~ Arrogant ~ Bristling ~ Exasperated ~ Incensed ~ Indignant ~ Inflamed ~ Mad ~ Offended ~ Resentful ~ Riled up ~ Sarcastic

# **Intense Anger and Hatred**

Aggressive ~ Appalled ~ Belligerent ~ Bitter ~ Contemptuous ~ Disgusted ~ Furious ~ Hateful

Hostile ~ Irate ~ Livid ~ Menacing ~ Outraged ~ Ranting ~ Raving ~ Seething ~ Spiteful ~ Vengeful ~ Vicious ~ Vindictive ~

Violent

~~~~~SHAME and GUILT~~~~~~

Soft Shame and Guilt

Abashed ~ Awkward ~ Discomfited ~ Flushed ~ Flustered ~ Hesitant ~ Humble ~ Reticent ~ Self-conscious ~ Speechless ~ Withdrawn

Medium Shame and Guilt

Ashamed ~ Chagrined ~ Contrite ~ Culpable ~ Embarrassed ~ Guilty ~ Humbled ~ Intimidated Penitent ~ Regretful ~ Remorseful ~ Reproachful ~ Rueful ~ Sheepish

Intense Shame and Guilt

Belittled ~ Degraded ~ Demeaned ~ Disgraced ~ Guilt-ridden ~ Guilt-stricken ~ Humiliated ~ Mortified ~ Ostracized ~ Self-condemning ~ Self-flagellating ~ Shamefaced ~ Stigmatized

~~~~FEAR, ANXIETY and PANIC~~~~~

Soft Fear and Anxiety

Alert ~ Apprehensive ~ Cautious ~ Concerned ~ Confused ~ Curious ~ Disconcerted ~

Disoriented ~ Disquieted ~ Doubtful ~ Edgy ~ Fidgety ~ Hesitant ~ Indecisive ~ Insecure ~ Instinctive ~ Intuitive ~ Leery ~

Pensive ~ Shy ~ Timid ~ Uneasy ~ Watchful

Medium Fear and Anxiety

Afraid ~ Alarmed ~ Anxious ~ Aversive ~ Distrustful ~ Fearful ~ Jumpy ~ Nervous ~ Perturbed Rattled ~ Shaky ~ Startled ~ Suspicious ~ Unnerved ~ Unsettled ~ Wary ~ Worried

Intense Fear and Panic

Filled with Dread ~ Horrified ~ Panicked ~ Paralyzed ~ Petrified ~ Phobic ~ Shocked ~ Terrorized

~~~~JEALOUSY & ENVY~~~~~~

Soft Jealousy & Envy

Disbelieving ~ Distrustful ~ Insecure ~ Protective ~ Suspicious ~ Vulnerable

Medium Jealousy & Envy

Covetous ~ Demanding ~ Desirous ~ Envious ~ Jealous ~ Threatened

Intense Jealousy & Envy

Avaricious ~ Gluttonous ~ Grasping ~ Greedy ~ Green with Envy ~ Persistently Jealous ~ Possessive ~ Resentful

~~~HAPPINESS, CONTENTMENT, and JOY~~~

Soft Happiness

Amused ~ Calm ~ Encouraged ~ Friendly ~ Hopeful ~ Inspired ~ Jovial ~ Open ~ Peaceful ~ Smiling Upbeat

Medium Happiness and Contentment

Cheerful ~ Contented ~ Delighted ~ Excited ~ Fulfilled ~ Glad ~ Gleeful ~ Gratified ~ Happy ~ Healthy Self-esteem ~ Joyful ~ Lively ~ Merry ~ Optimistic ~ Playful ~ Pleased ~ Proud ~ Rejuvenated ~ Satisfied

Intense Happiness, Contentment, and Joy

Awe-filled ~ Blissful ~ Ecstatic ~ Egocentric ~ Elated ~ Enthralled ~ Euphoric ~ Exhilarated ~ Giddy ~ Jubilant ~ Manic ~ Overconfident ~ Overjoyed ~ Radiant ~ Rapturous ~ Self-aggrandized ~ Thrilled

~~~~SADNESS, GRIEF, and DEPRESSION~~~~

Soft Sadness

Contemplative ~ Disappointed ~ Disconnected ~ Distracted ~ Grounded ~ Listless ~ Low ~ Steady ~ Regretful ~ Wistful

Medium Sadness, Grief, and Depression

Dejected ~ Discouraged ~ Dispirited ~ Down ~ Downtrodden ~ Drained ~ Forlorn ~ Gloomy ~ Grieving ~ Heavy-hearted ~ Melancholy ~ Mournful ~ Sad ~ Sorrowful ~ Weepy ~ World-weary

Intense Sadness, Grief, and Depression

Anguished ~ Bereaved ~ Bleak ~ Depressed ~ Despairing ~ Despondent ~ Grief-stricken ~ Heartbroken ~ Hopeless ~ Inconsolable ~ Morose

~~~~DEPRESSION and SUICIDAL URGES~~~~

Soft Depression and Suicidal Urges

Apathetic ~ Constantly Irritated, Angry, or Enraged (see the Anger list above) ~ Depressed ~ Discouraged ~ Disinterested ~ Dispirited ~ Feeling Worthless ~ Flat ~ Helpless ~ Humorless ~ Impulsive ~ Indifferent ~ Isolated ~ Lethargic ~ Listless ~ Melancholy ~ Pessimistic ~ Purposeless ~ Withdrawn ~ World-weary

Medium Depression and Suicidal Urges

Bereft ~ Crushed ~ Desolate ~ Despairing ~ Desperate ~ Drained ~ Empty ~ Fatalistic ~ Hopeless ~ Joyless ~ Miserable ~ Morbid ~ Overwhelmed ~ Passionless ~ Pleasureless ~ Sullen

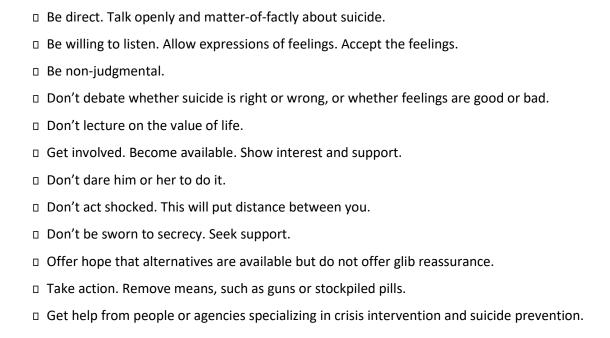
Intense Suicidal Urges

Agonized ~ Anguished ~ Bleak ~ Death-seeking ~ Devastated ~ Doomed ~ Gutted ~ Nihilistic ~ Numbed ~ Reckless ~ Self-destructive ~ Suicidal ~ Tormented ~ Tortured

Note: If you're having any thoughts of suicide, don't feel as if you have to wait until you're in the throes of torment to reach out for help. If you can learn to catch your suicidal urges when they're in the soft stage, you can often stop yourself from falling into the pit of anguish. In the territory of the suicidal urge, your capacity for emotional awareness and sensitivity can literally save your life!

If you or anyone you know is feeling suicidal, free and confidential help is available. In the U.S., you can call the *National Suicide Prevention Lifeline* at **1-800-273-TALK (8255)**. For other countries, the *International Association for Suicide Prevention* has a list of crisis and suicide prevention centers throughout the world. In Canada, see the *Canadian Association for Suicide Prevention*.

How to Be Helpful to Someone Who Is Threatening Suicide (from the NSPL website)



Thank you for your concern and your willingness to reach out.

Weasel Words!

If people don't seem able to identify or own up to their emotions (or if they're disturbed and offended by the true names for emotions), you can use soft emotional vocabulary words from your Emotional Vocabulary List, or you can use *Weasel Words* to gently bring awareness (even weaselly awareness) to the true emotion that's present.

If you can frame your observation as a question (or use the phrase "It seems that you are feeling..."), you'll help people begin to develop their own emotional vocabulary.

In this list, we start with soft emotion words that are less weaselly, into the Weasels, and finally to what we call the Wonder Weasels (*Bad, Stressed, Unhappy*) and Lesser Weasels (*Hurt, Upset*) if they're appropriate to each emotion. Also note the teen weasel word: *Whatever!*

Anger: Affronted, Agitated, Annoyed, Disappointed, Displeased, Frustrated, Peeved, Tense, Vexed, Whatever, *Bad, Hurt, Stressed, Unhappy, Upset*.

Apathy & Boredom: Detached, Disinterested, Indifferent, Whatever, Unhappy.

Shame & Guilt: Awkward, Flustered, Exposed, Demeaned, Humiliated, *Bad, Hurt, Stressed, Unhappy, Upset*.

Sadness: Blue, Bummed, Disappointed, Discouraged, Down, Low, Whatever, *Bad, Hurt, Stressed, Unhappy, Upset*.

Grief: Blue, Down in the Dumps, Lost, Low, Whatever, Bad, Hurt, Stressed, Unhappy, Upset.

Depression: Blue, Detached, Disinterested, Low, Whatever, *Bad, Hurt, Stressed, Unhappy, Upset*.

Fear: Cautious, Curious, Jumpy, Off, Uneasy, Unsettled, What Do You Sense?, Stressed, Upset.

Anxiety: Agitated, Bothered, Concerned, Jumpy, Off, Tense, Unsettled, **Bad, Stressed, Unhappy, Upset**.

Jealousy: Insecure, Sensing Disloyalty, Stressed, Bad, Hurt, Unhappy, Upset.

Envy: Insecure, Sensing Unfairness, Bad, Hurt, Stressed, Unhappy, Upset.

Panic: Bothered, Cautious, Nervous, Uneasy, Stressed, Upset.

Contentment: Fine, Good, Happy, Pleased, Proud, Satisfied.

Notice that we don't include **Happiness** or **Joy** in our Weasel Words list, because most people are fine saying those words outright. As you go through this list, however, notice how our five 'weaselly' words (*Bad, Hurt, Stressed, Unhappy, and Upset*) can describe pretty much every emotion except happiness, contentment, and joy. That's stunning, but it explains why so many of us struggle to develop emotional awareness, emotional skills, and Empathic Accuracy – because all of these are linked to a strong emotional vocabulary!

The Language of Emotions –

Emotions Messages and Questions

Gifts of Anger: Honor, Conviction, Healthy Self Esteem, Proper Boundaries,

Healthy Detachment, Protection of yourself and others

The Internal Questions: What must be protected? What must be restored?

Gifts of Sadness: Release, Fluidity, Grounding, Relaxation, Rejuvenation

The Internal Questions: What must be released? What must be rejuvenated?

Gift of Grief: Complete immersion in the river of all souls

The Internal Questions: What must be mourned? What must be released completely?

Gifts of Situational Depression: The brilliant stop sign of the soul

The Internal Questions: Where has my energy gone? What has sent it away?

Gifts of Guilt and Shame: Atonement, Integrity, Self-Respect, Behavioral Change

The Internal Questions: Who has been hurt? What must be made right?

Gifts of Jealousy: Fairness, Commitment, Security, Connection, Loyalty

The Internal Questions: What has been betrayed? What must be healed and restored?

Gifts of Envy: Fairness, Security, Access to Resources, Self-Preservation

The Internal Questions: What has been betrayed? What must be made right?

Gifts of Fear (including Anxiety and Worry): Intuition, Instinct, Focus, Clarity, Attentiveness, Readiness, Vigor

The Internal Question: What action should be taken?

Gifts of Confusion: Diffused Awareness, Innocence, Malleability, Taking a Time-Out

The Internal Questions: What is my intention? What action should be taken?

If You Knew Me You Would Care

What if I am not sadness?
What if I am not grief?
What if I am not my victim's story
Nor am I my pain?

What if they are all part of me but not fully me?

What if I am just me?

What if I am joy without reason...happiness in all seasons?

What if I am love for all?

What if I laugh for no reason and all reasons?

What if they are all part of me?

What if I don't hate my enemy?
What if I forgive?
What if I am clear about my right and my wrong
And still see me?

What if my actions are not defined vis-à-vis him or her?
What if they are defined vis-à-vis my truth?
What if I am fully free?
How will I be?

What if I see without judgment?
Love without reasons?
What if I give and receive without worry?
What if I can be all and still be me?

What if this is it? What if this is perfect? What if I don't doubt? What if I just believe?

How would life be if I let it be? How would I be in I accept fully me? What would I be if today I am free? What if this is the new story?

--Zainab Salbi, 2012
Featured in *If You Knew Me You Would Care*

Positive Actions for Better Days – Priming and Gratitude with a Twist!



The Big Idea!

The big idea for this session is to expose participants to two researched positive psychology practices that can elevate an individual's well-being and emotional state as well help shift or change perspectives. Priming is a practice where a person intentionally plans and anticipates the experiences that they want to have. Think of it as a gratitude list, but frontwards! It's a 'looking forward to' list that primes our brains to anticipate the positive. Likewise, a gratitude practice helps us scan for the positives that have already happened; doing so helps us develop habits of looking for the 'good' in ourselves, in others, and in situations. Gratitude helps us reframe our perspectives into those of abundance, contribution, and optimism.

Choose this session if you are looking for...

- o Increasing people's knowledge of how we can rewire our patterns in our brain to scan for the positives and how this, in turn, changes our present experience as well as our goals for the future.
- o Perspective shifting in ourselves, our circumstances and our worlds.
- Concrete daily practices that people can easily try on to shift their moods, change their experiences of daily life, or during specific times of emotional challenges.

The Takeaway

Participants will gain knowledge of how scanning for the positive increases our happiness and well-being, as well as influences our goals and our future. They will learn specific practices that can help them see themselves and their circumstance in new ways. Priming our days helps with goal setting and intention. Gratitude increases our overall well-being, reminding us of the good things in us, the good in others and how we are taken care of.

| | Skills for Learning | | |
|--------------------|---------------------|----------------|--|
| Oral Communication | Self-Assessment | Self-Awareness | |
| Creative Thinking | Decision Making | | |
| | | | |

Session Plan:



Positive Actions for Better Days – Priming and Gratitude with a Twist!

| Activity | Description | Time |
|------------------------|---|----------|
| Life Skills Used | | |
| Learning Styles | | |
| Welcome! | Today our session is about how we can change our experiences in our | |
| Session Introduction | daily lives through 2 positive psychology practices called Priming and | |
| | Gratitude. One helps us look forward, the other helps us look back. By | |
| | learning about and bringing these practices into our daily life, we can | |
| | become happier and improve our overall well-being. | |
| Check In & Connection | Let's start by thinking about the ways we start our days: (Option to | 10 min |
| | whiteboard this) | |
| Oral Communication, | Ask: What happens when you wake up? What were your thoughts or | |
| Self-Awareness, | feelings when you woke up today? What would you say you think or feel | |
| Self-Assessment | like most days? | |
| | Ask: Do you begin your day with negative? | |
| AUDITORY | Or you can ASK: What happens when we begin our days with the | |
| | negative? (Fill it up with busyness and tasks? Start with negative self - | |
| | talk?) How does that influence your day? | |
| | Ask: What happens when we begin our day with a positive attitude? | |
| | O you can Ask : What happens when we begin our days more positively? | |
| | What is happening for us on those days – the days when we wake up and | |
| | feel excited or good about our days? | |
| Stress and Perspective | Frontload: | 15 min |
| Shifting | What we have been talking about is how we see our days. What is often | (25 min) |
| | with us even before we start our days is Stress! Demands! Worry! Before | |
| | we get into how we can start our day differently, we are going to watch a | |
| Oral Communication, | short video of how we might view those worries, stresses and demands | |
| Critical Thinking, | differently. This video comes from Positive Psychology researcher, Shawn | |
| Self-Awareness, | Achor. | |
| Self-Assessment | Video 1. Manning Vous Success Bouts (4 min) | |
| | Video 1: Mapping Your Success Route (4 min) https://www.youtube.com/watch?v=fKj7Xsd0X8c | |
| AUDITORY/VISUAL | intips.//www.youtube.com/watch:v=inj/AsuoAoc | |
| AUDITORI/ VISUAL | Pairs or Large Group Discussion: | |
| | What are your thoughts on what he said about ways to map our | |
| | routes to success? | |
| | Name some stresses we are currently feeling. (maybe it's stress) | |
| | with a friend, upcoming deadlines, health issues, etc.) | |

| | | 1 |
|--|--|--------------------|
| | Can we come up with some meaning behind these stresses? Why
does it matter? | |
| | If we can look at our stresses with the meaning attached, how
does it change the way we think or feel about our stresses? How
might we act differently? | |
| 5:: 6 5 | , | 40 : |
| Oral Communication, Critical Thinking, Self-Awareness, | Frontload: So now that we have a way to look at our stresses differently, let's get back to how we can begin our days differently. What we have been talking about in thinking about how we start our days is something called "Priming". | 10 min
(35 min) |
| Self-Assessment | Group Discussion: When you hear that word, what do you think about? What does 'priming' mean? | |
| AUDITORY/VISUAL | | |
| | Different dictionaries define Priming to mean: 1) Material that ignites a charge, 2) To prepare or make ready for a particular purpose or operation, or 3) Of great significance/most important. | |
| | So if we think of priming our day based on this, what might that mean? | |
| | Let's hear a little more about it from Positive Psychology researcher,
Shawn Achor. | |
| | Video 2: A Simple Exercise that Can Double Your Happiness (1 min)
https://www.youtube.com/watch?v=Eu8hXEbB9Fk | |
| Practicing Priming Our
Day | (This next activity can be as a large group discussion, pairs, or individually. If done individually, please hand out paper and pens.) | 15 min
(50 min) |
| Oral Communication, Self-Awareness, Self-Assessment, | Part 1: Can you think of 3 things in the next 24 hours that prime your brain to see the positive? 3 things that bring goodness, no matter how small into your life? | |
| Decision Making, Creative Thinking | Part 2: And what does that thing that will happen bring you specifically? | |
| | (if doing this individually, people can draw or write this out) | |
| AUDITORY/VISUAL
READ/WRITE | Possible Examples: I am going to go for a walk outside. This will bring me connection to nature, physical activity, and renewal. I am going to make my favorite cookie recipe that I got from my Aunt. This is going to give me pleasure, a happy memory and connection to her, and a sense of accomplishment. I am going to organize my monthly bills. This will give me order, a sense of control, and information I need to plan how I budget. | |
| | Debrief: What was that like for people? Do you feel differently about your day or your tasks?What do you think would change for you if you were to do this on a regular basis? | |

| Understanding Gratitude | Group Discussion: | 10 min |
|--|---|--------------------------|
| | What is Gratitude? What does it mean to be grateful? | (1 hr) |
| Oral Communication, | What are some ways that you show gratitude or practice it
already? | |
| Critical Thinking, Self-Awareness, Self-Assessment | How does practicing Gratitude add to our lives? What does it give
us? How do we benefit? | |
| Jen 7 issessment | Research shows that Gratitude, in many different forms, is one of the most | |
| | proven forms of increasing our happiness and well-being. | |
| AUDITORY/VISUAL | | |
| | Show and Review the Greater Good Infographic. Link: | |
| | https://ggsc.berkeley.edu/images/uploads/How_Gratitude_Supports_Heal | |
| | th 11x17print bleed.pdf | |
| | | |
| Practicing Gratitude with | Activity: | 15 min |
| a Twist | So given all the benefits of gratitude, let's talk about one way that we can do that – gratitude with a twist! | (1 hr, 15 min) |
| Oral Communication, | | |
| Self-Awareness, | Distribute Handout : <i>Gratitude with a Twist!</i> | |
| Self-Assessment, | | |
| Critical Thinking | Have people work individually through the handout or share it orally in pairs. Give 10 minutes for the sharing/writing and 5 minutes for the | |
| AUDITORY/VISUAL | debrief. | |
| READ/WRITE | | |
| Closing | What are you taking away with you from today's session? What has been helpful? | 10 min
(1 hr, 30 min) |
| | We are going to end our time together with a beautiful video about Gratitude! | |
| | Video 3: Gratitude narrated by Louie Schwartzberg (6 min) https://www.youtube.com/watch?v=4115qFsdWKQ | |



Video 1: Mapping Your Success Route (Shawn Achor) (4 min)

https://www.youtube.com/watch?v=fKj7Xsd0X8c

Video 2: A Simple Exercise that Can Double Your Happiness (1 min)

https://www.youtube.com/watch?v=Eu8hXEbB9Fk

Video 3: Gratitude narrated by Louie Schwartzberg (6 min)

https://www.youtube.com/watch?v=4115qFsdWKQ

Resources Needed for Session

- LCD projector/laptop to show videos
- o Pens/pencils
- Whiteboard or chalk board
- Link to PDF from Berkley Greater Good:
 https://ggsc.berkeley.edu/images/uploads/How Gratitude Supports Health 11x17print bleed.pdf
- Handout: Gratitude with a Twist!

Additional Resources

Priming Video:

https://www.tonyrobbins.com/ask-tony/priming/

Modifications

Modifications are noted throughout session plan. The last exercise, Gratitude with a Twist, can also be done as an art activity.

To add more Kinesthetic activities to this session plan, people could go for a walk, move to another area of the room, or stand for the activities that are done in pairs.

Gratitude with a Twist!

Think about three things that went well for you in the last week or the last couple days. Write down or share these three things. For example: My friend called me and asked me how I was doing and how my day was.

Next think about why that happened.

For example: I am cared for. I have good friends. My friend is thoughtful. I am important to my friend.

Three Things

| What happened I am grateful for | Why it happened |
|---------------------------------|-----------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Sources:

https://www.brainpickings.org/2014/02/18/martin-seligman-gratitude-visit-three-blessings/https://positivepsychologyprogram.com/gratitude-exercises/

Turning Emotions into a Source of Power



The Big Idea!

The big idea for this session is to give participants an opportunity to change the narrative that strong or 'negative' emotions can be a source of power in their lives, not something to be pushed down and not felt. Participants will be given the opportunity to reflect on the messages and signals that emotions carry, learn ways to work with emotions, and understand the different categories emotions fall into. By understanding the meaning and actions that different emotions invite us to explore, individuals become more resilient and have more strategies to work with when faced with complex or intense feelings. This session is informed by the work of Karla McLaren and her book: *The Gifts of Emotion*.

Choose this session if you are looking for....

- Ways for people to discover messages and actions that different emotions invite us to explore.
- o Knowledge that helps us understand and develop ways to work with our emotions.
- People to develop an understanding of their patterns with emotions and how to make changes.

The Takeaway

Participants will gain self-awareness of not only emotions in general, but also how their emotions play out in their lives, recognizing patterns and influences. Through group discussion and participants will gain knowledge that the emotions they feel are there to 'tell them something'. They will have some concrete ways to explore their emotions as well as learn of resources to help them with particular emotions.

| | Skills for Learning | | |
|--------------------|---------------------|-----------------|--|
| Oral Communication | Self-Assessment | Self- Awareness | |
| Critical Thinking | Decision Making | | |

Session Plan: Turning Emotions into a Source of Power



| Today our session is about how our emotions can be a source of power in our livesoften strong emotions get a bad rap and are seen as negative. Today we hope you will walk away with more comfort in naming your emotions. | |
|--|--|
| What were you taught about strong emotions growing up? How did you see your parents deal with their emotions? What were the messages that you received about emotions? | 15 min |
| Frontload: | 15 min |
| To get us thinking about emotions in a different way, we are going to use the movie "Inside Out" to help us do that. Who has seen this movie? (Share?) If people haven't seen it, here is the movie trailer for it. | (30 min) |
| https://www.bing.com/videos/search?q=you+tube+inside+out+clips&&view=detail∣=472BA6E093719CB425B7472BA6E093719CB425B7&&FORM=VDRVRV | |
| In this movie, they use the brain as the central place where emotions rule. We also know that we can feel emotions in our body. Some say that we feel emotions in our heart. In whatever case, one of the key parts of understanding our emotions and turning them into a source of power is to become aware of them. We are going to practice this now. Ask people if they can identify what they are feeling today and where they might feel that. (body, brain, heart, etc). LIST these on the whiteboard. Then CLASSIFY which emotions are typically seen as 'negative' emotions and which are seen as 'positive' (You can put a happy face by 'positive' and a sad face by 'negative') | |
| | our livesoften strong emotions get a bad rap and are seen as negative. Today we hope you will walk away with more comfort in naming your emotions. What were you taught about strong emotions growing up? How did you see your parents deal with their emotions? What were the messages that you received about emotions? Frontload: To get us thinking about emotions in a different way, we are going to use the movie "Inside Out" to help us do that. Who has seen this movie? (Share?) If people haven't seen it, here is the movie trailer for it. Watch Video Clip 1: Inside Out Movie Trailer (3 min) https://www.bing.com/videos/search?q=you+tube+inside+out+clips&&vie w=detail∣=472BA6E093719CB425B7472BA6E093719CB425B7&&FOR M=VDRVRV In this movie, they use the brain as the central place where emotions rule. We also know that we can feel emotions in our body. Some say that we feel emotions in our heart. In whatever case, one of the key parts of understanding our emotions and turning them into a source of power is to become aware of them. We are going to practice this now. Ask people if they can identify what they are feeling today and where they might feel that. (body, brain, heart, etc). LIST these on the whiteboard. Then CLASSIFY which emotions are typically seen as 'negative' emotions and which are seen as 'positive' (You can put a happy face by 'positive' and |

| | Group Discussion: (Whiteboard) Ask (any or all questions): | |
|---|---|--------------------|
| Emotions and Their
Messages Oral Communication,
Self-Awareness,
Critical Thinking,
Decision Making,
Self-Assessment | Frontload: One of the foremost experts on Emotions is a person named Karla McLaren. She wrote a book called "The Language of Emotions" several years ago and also has a YouTube Channel dedicated to helping us understand and work with our emotions. Show Website: https://karlamclaren.com/ Show YouTube Channel https://www.youtube.com/user/KarlaMcLaren | 15 min
(45 min) |
| AUDITORY/VISUAL | We are going to watch a video from her YouTube Channel right now that explains how to become an Emotional Genius. Video Clip 2: How to Become an Emotional Genius (10 mins) https://www.youtube.com/watch?v=2BmWEnalxtE Debrief: What are your thoughts about what she said about emotions in general? Was there anything that surprised you? What parts of the video made sense for you? Were there parts that didn't? | |
| Becoming Emotionally Skilled Oral Communication, Critical Thinking, Self-Assessment AUDITORY READ/WRITE | Distribute Handout 1: The 4 Simple Keys to Becoming More Emotionally Skilled and review each point. Un-valence emotions – this means to not see emotions as good or bad, positive or negative. The point is to understand that all emotions are important and carry information we need. Work WITH your emotions. What this means is that we don't repress them (stuff them down and not deal with them) or express them without thinking about the consequences. Understand what the emotion(s) is trying to tell you. Understand that there are different levels of emotions and different intensities. Learn to identify mixed emotions – we can feel different emotions at the same time. | 15 min
(1 hr) |
| | Pairs or Small Group: So let's see if we can figure some of the messages in emotions and what they might mean. In pairs, work through the following questions: 1. What do you think the message is if we feel fear? What action might it be wanting us to take? What's a less intense level of fear? 2. What do you think the message is in sadness? What action do you think works with sadness? What's less intense than sadness? | |

| | 3. What do you think the message is in anger? What are some healthy actions we take when we are angry? What's more intense than anger?4. What do you think the message is in happiness? What are some actions that we take when we are happy? What's more intense than happiness? | |
|--|---|-------------------------|
| | Invite groups to share their answers. | |
| Group Discussion and | Frontload next handout: | 20 min |
| Individual reflection | This comes from Karla McLaren's website and it is designed to help us understand our emotions, the messages in emotions, and how we can work with them. | (1 hr, 20 min) |
| Oral Communication,
Critical Thinking,
Self-Awareness, | Handout 2: Daily Emotions Chart | |
| Self-Assessment | Group Discussion: | |
| AUDITORY
READ/WRITE | Page 1: Have people review the different emotions on page 1. Thinking back over the last day or two, which of the emotions have you felt? (get people to check mark or X) Are you surprised by the number and level of emotions you had? Page 2: Review the page, reading through the different emotions and the | |
| | way they are to help. | |
| | Is anyone surprised with the message or help emotions give us? Does this make sense to people or seem true to your experiences with these different emotions? | |
| | Let's come up with some suggestions of how we can help our
emotions – how can we help our anger? How can we help our
boredom? Our worry? | |
| How Emotions Live in Our Bodies | We are going to close with a clip again from the movie "Inside Out" which creatively illustrates the ways that emotions emerge and 'live' in our bodies and summarizes what we talked about today! | 5 min
(1 hr, 25 min) |
| Self-Awareness | Video Clip 3: Meet Riley's Emotions (4 min) | |
| VISUAL/AUDITORY | https://www.youtube.com/watch?v=1S0RKRRyqhQ | |
| Closing | What are you taking away with you from today's session? What has been helpful? | 5 min
(1 hr, 30 min) |

Videos

Video 1: Inside Out Movie Trailer (3 min)

https://www.bing.com/videos/search?q=you+tube+inside+out+clips&&view=detail&mid=472BA6E093719CB425B7472BA6E093719CB425B748FORM=VDRVRV

Video 2: Karla McLaren. How to be an Emotional Genius (9 min)

https://www.youtube.com/watch?v=2BmWEnalxtE

Video 3: Inside Out. Riley's Emotions (4 min)

https://www.youtube.com/watch?v=1S0RKRRyqhQ

Resources Needed for Session

- LCD projector/laptop to show videos
- o Pens/pencils
- Whiteboard or chalkboard
- o Handout 1: 4 Simple Keys to Becoming More Emotionally Skilled
- o Handout 2: Daily Emotions Chart

Additional Resources

Karla McLaren:

- Book: The Language of Emotions (2010)
- Website: https://karlamclaren.com/
- You Tube Channel: https://www.youtube.com/user/KarlaMcLaren

Modifications

If you want less discussion and more kinesthetic activities, you could play a game of Emotions Charades, having participants guess which emotions the charade is depicting. You could also do this by playing "Emotions Pictionary", having people draw the emotion through a picture and having people guess. Both these activities could take the place of the "Inside Out" video clips.

4 Simple Keys to Becoming More Emotionally Skilled

- 1. "Un-valence" emotions this means to not see emotions as good or bad, positive or negative. The point is to understand that all emotions are important and carry information we need.
- 2. **Work WITH your emotions**. What this means is that we don't repress them (stuff them down and not deal with them) or express them (without thinking about the consequences). Understand what the emotion(s) is trying to tell you.
- 3. Understand that there are **different levels of emotions** and different intensities.
- 4. Learn to **identify mixed emotions** we can feel different emotions at the same time.

Small Group Discussion Questions

- 1. What do you think the message is if we feel fear?
 - o What action might it be wanting us to take?
 - O What's a less intense level of fear?
- 2. What do you think the message is in sadness?
 - o What action do you think works with sadness?
 - O What's less intense than sadness?
- 3. What do you think the message is in anger?
 - What are some healthy actions we take when we are angry?
 - O What's more intense than anger?



- 4. What do you think the message is in happiness?
 - What are some actions that we take when we are happy?
 - o What's more intense than happiness?

Your emotions help you think, plan, dream, and act! How do they show up for you every day?

| My Emotions (vocabulary: soft to intense) | Mon | Tues | Wed | Thurs | Fri | Sat | Sun | Weekly
Total |
|--|-----|------|-----|-------|-----|-----|-----|-----------------|
| Anger
Crabby, Cranky, Mad, Furious | | | | | | | | |
| Guilt
Guilty, Ashamed, Humiliated | | | | | | | | |
| Boredom Uninterested, Fed-up, Bored stiff | | | | | | | | |
| Fear
Alert, Curious, Afraid, Wary | | | | | | | | |
| Worry Concerned, Anxious, Over-thinking | | | | | | | | |
| Confusion Unsure, Puzzled, Spacy | | | | | | | | |
| Jealousy Watchful, Insecure, Selfish, Lonely | | | | | | | | |
| Envy
Wanting, Needing, Greedy | | | | | | | | |
| Panic & Terror Careful, Panicked, Petrified | | | | | | | | |
| Sadness
Low, Sad, Heavy-hearted | | | | | | | | |
| Grief Lost, Missing someone or something, Heartbroken | | | | | | | | |
| Depression Withdrawn, Crushed, Hopeless | | | | | | | | |

| Happiness
Upbeat, Glad, Playful, Laughing | | | | |
|---|--|--|--|--|
| Contentment Proud, Satisfied, Confident | | | | |
| Joy
Blissful, Inspired, Overjoyed | | | | |

Visit KarlaMcLaren.com for free information to help you work with all of your emotions. Chart concept by Jennifer Asdorian.

Your emotions help you think, plan, dream, and act! How do they show up for you every day?

| My Emotions | How Do My Emotions Help Me? | How Can I Help My Emotions? |
|----------------|---|-----------------------------|
| Anger | Anger helps me stand up for myself and others. | |
| Guilt | Guilt helps me know when I did something wrong or hurt someone. | |
| Boredom | Boredom helps me take a break when I can't change things or I just have to wait. | |
| Fear | Fear helps me be aware and notice everything. | |
| Worry | Worry helps me get ready and plan for things that might happen, or things in the future. | |
| Confusion | Confusion helps me rest my brain when there is too much going on. | |
| Jealousy | Jealousy helps me know when I have enough love and attention. | |
| Envy | Envy helps me know when I have enough and when things are fair. | |
| Panic & Terror | Panic & Terror help me stay safe when there's danger. | |

| Sadness | Sadness helps me let go and relax when I need to. | |
|-------------|--|--|
| Grief | Grief helps me when I lose something or someone forever. | |
| Depression | Depression helps slow me down or stop me when something is not working or something is wrong. | |
| Happiness | Happiness helps me play and look forward to something fun and funny. | |
| Contentment | Contentment helps me know when I did a good job. | |
| Joy | Joy helps me celebrate wonderful things and know that all is well. | |

Visit <u>KarlaMcLaren.com</u> for free information to help you work with all of your emotions. *Chart concept by <u>Jennifer Asdorian</u>*.

Intentional Activities that Fuel Happiness



The Big Idea!

The big idea for this session is to introduce participants to the idea that happiness can be created and nurtured. With intentional strategies and regular practice, we can increase our happiness. Drawing from Martin Seligman and Shawn Achor's research in the positive psychology field, participants will learn about the myths of happiness and learn practical strategies with simple practices proven to increase not only our happiness, but also our well-being, relationships and success in life.

Choose this session if you are looking for....

- o An opportunity for people to reflect on what factors influence our happiness.
- New ideas and practices that encourage participants to believe in their abilities to create their own happiness, whatever their circumstances are.
- Practical, personal tools for people to use in their everyday lives that increase their well-being and happiness.

The Takeaway

Participants will have the opportunity to understand what impacts happiness and what doesn't. Through reflection, discussion, a team activity, and videos, they will leave the session with easy to implement tools to enhance their happiness. Most importantly, they will know that they can make changes that will impact their happiness, their goals, and their future successes.

| | Skills for Learning | |
|--------------------|---------------------|-------------------|
| Oral Communication | Self-Assessment | Self-Awareness |
| Problem Solving | Critical Thinking | Creative Thinking |
| | Decision Making | |
| | | |

Session Plan: Intentional Activities that Fuel Happiness



| Activity | Description | Time |
|--|---|--------------------|
| Life Skills Used
Learning Styles | | |
| Welcome! Session Introduction | Today, we are going to talk about Happiness – what it is, what fuels it, and how we can create it. We are going to learn about what has been proven to increase our happiness and what doesn't. You will walk away with some tools, ideas and practices that can increase your happiness and start working right away! | |
| Check In & Connection Self-Awareness, Oral Communication AUDITORY/VISUAL | Group Share: Think back to the last 24 hours – did you have a moment of happiness, gratitude, peace? What was it? Now think back to the last 2 hours – did you have a moment of happiness, gratitude, peace? What was it? How do these emotions feel different? Where do you feel gratitude? What does it feel like? Where you feel happiness – what is it like? What does peace feel like? | 10 min |
| Unpacking the Myths of Happiness Oral Communication, Self- Assessment, Self-Awareness, Creative Thinking AUDITORY/VISUAL | Group Share: Let's spend some time thinking about happiness and what makes people happy. What do you think most people would say if they were asked the question, "What makes you happy?" We are going to hear from a happiness researcher who asked this same question. Sonja Lyubomirsky wrote a book called "The How of Happiness" (2007). Here's a short clip of her explaining some of the myths of happiness. Video 1: Professor Sonja Lyubomirsky Interview Highlights (2 min) https://www.youtube.com/watch?v=1SVIXqb4hlg Group Discussion: (Whiteboard) | 20 min
(30 min) |
| | Any thoughts or comments on the video? She talked about myths of happiness. What was the first myth? 1. I'll be happy when Ask participants, why is that a 'myth'? (It's a myth because you're chasing a moving target. You're making your happiness dependent on some outcome. For example, I'll be happy when I change jobs. Then you get a new job and you're still not happy. What about if you turned it around. The idea that you can choose to do things | |

| | | 96 D 2 4 0 |
|--|--|--------------------|
| Self-Awareness, Self-Assessment READ/WRITE AUDITORY/VISUAL | Was it easy to decide which factors, if any, resulted in greater happiness? Each group can present their thoughts and ideas regarding which factors impact happiness. | |
| Happiness Is and Isn't! Oral Communication, Critical Thinking | (Variables on happiness: Money, Marital Status, Age, Health, Education, Gender, Religion) What did we discover? Were there a lot of different opinions in your group? | (1 hr, 10 min) |
| Self-Assessment READ/WRITE AUDITORY/VISUAL KINESTHETIC Unpacking the Surprises | (Use Handout 1: Variables on Happiness to prepare) Taking turns, each person in your group will take one piece of paper from the envelope and share what it says and if they think it affects happiness or not. Once they have had a chance to talk, others are invited to say what they think about that particular response. After all responses have been talked about, decide what you want to share as a group and how you want to share it. You can be as creative as you want. The purpose is to share your group's ideas on each of the topics in the envelope. There are paper, pens, markers, and flip charts for you to use. You can draw pictures, write words, or choose however you want to present your ideas. | 15 min |
| Oral Communication,
Interpersonal Skills,
Critical Thinking
Self-Awareness, | Team Activity: First, we are going to split into 2 groups. • Each group will have an envelope with responses to the question, "What makes people happy?" | |
| Factors that Affect
Happiness | We talked at the beginning of this session about "What makes people happy?" There were many different responses. We are going to do an activity using some of your answers. | 20 min
(55 min) |
| | Therefore, rather than thinking that 'better job = happiness', consider 'happiness = better job') What is the second 'myth' that she talked about? 2. "I'm doomed forever." (We are incredibly resilient. Even when bad things happen, we can still have moments of happiness. How can this be so? Because only 10% of our happiness is determined by our circumstances, or what happens to us. The rest is made up of our genes and how we chose to react to what happens to us.) | |
| | that create moments of happiness in your day even when you are in the job you don't like. Just by creating those happiness moments, you increase your happiness level, which actually changes how you show up in the worldmore positive, more open, seeing different things. This change in happiness level actually increases the chances of finding a job you enjoy. | |

| | Handout 2: Factors Affecting Happiness See this handout to see what the research tells us. Share with the group once they have shared their ideas. Group Share: Are there any surprises with this information? Did it support or match some of the conversations you had in your small groups? How does this change what we have maybe believed about happiness? If we believe this research to be true, now what? What does it mean for you? | |
|---|---|--------------------------|
| Practical Strategies to Increase our Happiness Self-Awareness, | Frontload: Shaun Achor is a Positive Psychologist researcher, teacher and author who has researched and written books on the subject of happiness. Here's a short clip of an interview where he encourages us to think about happiness differently: | 15 min
(1 hr, 25 min) |
| Oral Communication, Critical Thinking, Creative Thinking | Video 2: Why Success Doesn't Equal Happiness (3 min) http://www.oprah.com/own-super-soul-sunday/why-success-doesnt-equal-happiness-video | |
| AUDITORY/VISUAL | Group Discussion: Any thoughts or reactions to the video? Can anyone think of a time when they really wanted something and then they got it but it did not really make them happy? (Oprah towel example from the video) | |
| | Rather than chasing after some 'thing' that we think will make us happy, why not put our efforts into making ourselves happier? | |
| | Shawn Achor outlines 7 habits that help us be happier. Review Handout 3: Happiness Habits | |
| | Ask: Which one of these habits is the hardest for you to do? Why? Which is the easiest or most appealing/interesting to you? Share? If you had to pick three of these to focus on in the next week, what would they be? What would you do specifically? | |
| Closing | What was interesting or valuable about our time together today? What are you walking away with? | 5 min
(1 hr, 30 min) |

Videos

Video 1: Professor Sonja Lyubomirsky Interview Highlights (2 min)

https://www.youtube.com/watch?v=1SVIXqb4hlg

Video 2: Why Success Doesn't Equal Happiness (3 min)

http://www.oprah.com/own-super-soul-sunday/why-success-doesnt-equal-happiness-video

Resources Needed for Session

- LCD projector/laptop to show video
- Handout 1: Variables on Happiness
- Handout 2: Factors Affecting Happiness
- o Handout 3: Happiness Habits
- o 2 Envelopes
- o Pens/pencils/markers/paper for "Factors that Affect Happiness" team activity
- Magazines, ribbons, stickers, glue, and creative materials for collage

Additional Resources

Handout: Increase Happiness with 5 Easy Tips

Shawn Achor:

- Books: Before Happiness (2013), The Happiness Advantage (2010), Big Potential (2018)
- TED Talk: The Happy Secret to Better Work. https://www.ted.com/talks/shawn achor the happy secret to better work
- Website: https://goodthinkinc.com/

Modifications

During the Practical Strategies for Happiness activity, you could do a reflective activity instead of the group discussion, using the **Handout**: *Increase Happiness with 5 Easy Tips*. Give each participant the handout and have them think about one or two practical strategies they want to try either during the session or following the session. As an ending, those who felt comfortable could share.

Variables on Happiness

Cut each variable ahead of the session and place in envelope for team activity.

| MONEY | MONEY |
|----------------|----------------|
| EDUCATION | EDUCATION |
| HEALTH | HEALTH |
| MARITAL STATUS | MARITAL STATUS |
| AGE | AGE |
| GENDER | GENDER |
| RELIGION | RELIGION |

Factors Affecting Happiness

Martin Seligman outlines 8 factors that researchers thought made people happy back in 1967. (Seligman, 51)

- 1. Well paid
- 2. Married
- 3. Young
- 4. Healthy
- 5. Well educated
- 6. Of either sex
- 7. Of any level of intelligence
- 8. Religious



Here is what we know now:

- 1. **Money:** In very poor nations where poverty threatens life itself, being rich does predict greater wellbeing. In wealthier nations where almost everyone has a basic safety net, increases in wealth have negligible effects on personal happiness. (Seligman, 53)
- 2. **Marriage:** Increases your happiness if you are happily married. "It's not marriage that makes you happy, it's a happy marriage that makes you happy." (Munsey). Married people are happier than unmarried ones, perhaps because the single best predictor of human happiness is the quality of social relationships. "Marriage seems to buy you a decade or more of happiness. And people in unhappy marriages experience a spike in happiness once the marriage is dissolved, he said." (Munsey)
- 3. **Age:** Life satisfaction goes up slightly with age, pleasant affect declines, and negative affect does not change. (Seligman, 58)
- 4. Health: What matters is our subjective perception of how healthy we are. (Seligman, 58)
- 5. Education, Climate, Race and Gender: None of this matters much for happiness. (Seligman, 58)
- 6. **Gender:** "Women are both happier and sadder than men". (Seligman, 59)
- 7. **Religion:** Religious people are somewhat happier and more satisfied with life than non-religious people. Religions instill hope for the future and create meaning in life. (Seligman, 59-60)

References:

Munsey, Christopher. "Does Marriage Make us Happy?". October 2020. American Psychological Association. Online version. https://www.apa.org/monitor/2010/10/marriage
Seligman, Martin. "Authentic Happiness". 2002. pg 51-60.

Happiness Habits

Inspired by Shaun Achor's Happiness Advantage

"While we each have a happiness baseline that we fluctuate around on a daily basis, with concerted effort, we can raise that baseline permanently so that even when we are going up and down, we are doing so at a higher level." (Achor, 50)

"It's equally important to realize that the Happiness Advantage also lies in the small, momentary blips or positivity that pepper our lives each and every day. As we have seen, just a short humorous video clip, a quick conversation with a friend, or even a small gift of candy can produce significant and immediate boosts in cognitive power...with this in mind, here are a number of proven ways we can improve our moods and raise our levels of happiness throughout the day. Each activity listed below not only gives us a quick boost of positive emotions, improving our performance and focus in the moment, but if performed habitually over time, each has been shown to help permanently raise our happiness baseline." (Achor, 51)

- 1. Meditate. Just take 5 minutes each day to watch your breath go in and out. (Achor, 51)
- 2. Find something to look forward to. Anticipation is key to happiness! (Achor, 52)
- 3. Commit Conscious acts of Kindness. Pick one day a week and make a point to committing 5 acts of kindness. (Achor, 52)
- 4. Infuse positivity into your surroundings. Infuse your environment with things that inspire you and lift you up! Go outside. Eliminate the negative as much as you can (turn off the news or negative media sources).
- 5. **Exercise.** Being active boosts your mood and enhances your performance, reduces stress and anxiety and releases the feel good hormones into the body. (Achor, 54)
- 6. **Spend money (but NOT on stuff)**. "Spending money on experiences, especially ones with other people, produces positive emotions that are both more meaningful and more lasting." (Achor, 54)
- 7. **Use your strengths.** Take your signature strengths test at www.viasurvey.org and find ways to use your strengths each day. For example, if one of your top 5 strengths is Love of Learning, visit a museum, go to the library, watch a documentary or try a new recipe.

Which one of these is the hardest for you to do? Why?

If you had to pick three of these to focus on in the next week, what would they be? What would you do specifically?

Reference:

Achor, Shawn. The Happiness Advantage. 2010. Pg 51-54.

Increase Happiness with Shaun Achor's Five Easy Tips

□ Activity 1 – Three Things. Name three things to be grateful for. Can be simple things. Be specific. Example: I enjoyed the sunshine during my walk to the preschool. I am thankful for my cat because she's such a good cuddler. The drive to work was relaxing, as I listened to my fav music. □ Activity 2 – Conscious Acts of Kindness. Look for ways to improve other people's day. When you do this, it actually improves your day. These can be simple RAKs (Random Acts of Kindness).

Example: Leave a Post-it note on the kitchen counter for your partner.

Surprise your friend with her favourite hot drink.

Pay for a stranger's coffee (Cadence on Bowness Road does this).

Other ideas?

☐ Activity 3 – The Fun Fifteen.

Spending just 15 minutes doing a fun activity (especially if it includes exercise!) can raise happiness levels. What will you do for 15 minutes?

☐ Activity 4 – Short Meditation.

Being intentional about taking a pause, even a short pause for 2 minutes, can increase our happiness.



☐ Activity 5 – The Doubler

Chose one positive experience from your day and think of three things/details about the experience. By focusing on the experience in detail, our brain can 'relive' the experience and our happiness doubles!

These activities are all very easy to do, but if we do them regularly, we can actually start to change how our brain scans for information! With practice, our brain becomes primed to see the positive first.

Source:

Book: Shawn Achor, The Happiness Advantage (2010)

Taking Care of Our Emotions References and Resources



Books (Alphabetical Order)

Achor, S. (2018). Big Potential: How transforming the pursuit of success raises our achievement, happiness, and wellbeing. New York: Penguin Random House.

Achor, S. (2013). *Before Happiness: the hidden keys to achieving success, spreading happiness and sustaining positive change.* New York: Penguin Random House.

Achor, S. (2010). The happiness advantage: the seven principles of positive psychology that fuel success and performance at work. New York: Penguin Random House.

Cuddy, A. (2015). *Presence: bringing your boldest self to your biggest challenges.* New York: Little Brown and Company.

Goleman, D. (2005). Emotional intelligence: why it can matter more than IQ. New York: Bantam Books.

McLaren, K. (2010). *The Language of Emotions: What your Feelings are trying to tell you.* Boulder, Colorado: Sounds True Inc.

Neff, K. (2011). *Self-Compassion: stop beating yourself up and leave insecurity behind.* New York: Harper Collins.

Siegel, D. (2010). Mindsight: the new science of personal transformation. New York: Random House.