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**LEARNING ACTIVITIES/TEACHING STRATEGIES:**

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**1. Consider teen years as physical and emotional transition years.**

- a. Consider that body changes during puberty bring high and low emotions.

**1.a-1 Introductory Activity: Thermochromic (Color Change) Paper**

Give each student a small piece of thermochromic (color change) paper and instruct them to hold it briefly. They will notice that the color changes very quickly--just the same as teenagers' emotions. Thermochromic paper and teenage emotions are alike in this respect.

Note: Thermochromic paper is available at many copy centers and through paper wholesalers. There are four or five colors available all changing to different colors.

**1.a-2 Emotional Highs and Lows**

Using the teacher background information, **EMOTIONS**, on page I-B-20, the teacher will introduce the topic and discuss how emotions are constantly changing--sometimes high and sometimes low. Adolescence is a time of wide emotional mood swings.

**EMOTION:** An indicator of how a person is feeling mentally.  
(An overhead transparency pattern for this definition is provided on page I-B-21.)

Students will complete the **EMOTIONAL HIGHS AND LOWS** student activity guide (page I-B-22).

- b. Itemize some behaviors that are acceptable in childhood but not acceptable in teen years.

**1.b-1 Introductory Activity: "When I Was a Child..."**

Begin with the old saying, "When I was a child, I spoke as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things.", and ask the class the following questions:

- What do you think is the meaning of this quotation?
- How does it apply to our emotions?
- How does it apply to teenagers?

Ask the students to identify some behaviors used by children to express emotions. Discuss why some of these behaviors should not be used by teenagers to express emotions.

**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:****2. List various emotions experienced through life.****2-1 Six Basic Emotions**

Using the teacher background information, **SIX BASIC EMOTIONS**, provided on page I-B-23, discuss the six (6) basic emotions and the intensities of other emotions in that category. Ask the students if there are good or bad emotions. Why or why not? Discuss the fact that it's okay to feel all kinds of emotions; it's how the emotions are dealt with that is good or bad.

Have the students write a story using as many of the adjectives describing emotions as possible, using the **SIX BASIC EMOTIONS** resource sheet (page I-B-23) as a reference. Read the stories to the class or have the students share their stories with the rest of the class.

**2-2 Rose-Colored Glasses**

Students will complete the **ROSE-COLORED GLASSES** student activity guide (page I-B-26) according to the directions given at the beginning. Discuss the terms with the class upon completion. Additional background information is provided on pages I-B-24 and I-B-25.

**2-3 Emotional Hats**

Use a variety of hats that could portray emotions (e.g., cowboy hat=carefree, content; bridal veil=thrilled, nervous; sun bonnet= happy; nurse's cap=competent, professional; baseball cap=playful; motorcycle helmet=rebellious; military hat=proud) and discuss how everyone reacts to situations differently.

**2-4 Written All Over Your Face**

Using the student activity guide, **WRITTEN ALL OVER YOUR FACE**, (page I-B-28), have the students match the face with the corresponding emotion.

NOTE: Posters of these faces are available through Argus catalog.  
P. O. Box 6000, Allen, TX, 1-800-527-4748.

**2-5 My Emotion Diary**

Have students complete **MY EMOTION DIARY** student activity guide (page I-B-30) and keep a record of their different emotions experienced for a two or three day period. Have the students record what conditons were involved with that emotion.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**3. Specify positive and negative methods of expressing emotions.****3-1 Social Expectations and Emotions**

Lead a discussion on societal expectations of emotional expression. For example:

- Is it okay for boys to cry? Girls to cry? Why or Why not?  
Under what circumstances?
- Do boys and girls show emotions differently? Why?
- Is society changing its views on how emotions are expressed? How?

**3-2 Positive and Negative Ways of Expressing Emotions**

Using the six basic emotions discussed in activity 2-1, ask the students to list positive and negative ways for teenagers and adults to express these emotions. After the students have completed their lists, record their answers on two large pieces of colored butcher paper with markers. Some discussion will naturally occur as to why certain behaviors are not appropriate, etc.

**NOTE:** This could be used as a group activity, also. It is suggested that a red piece of paper be used for the negative ways of expressing emotions--red meaning "Stop" or not okay, and green be used for the positive ways of expressing emotions--green meaning "Go" or okay.

**3-3 Emotional Appeals**

Students will read **EMOTIONAL APPEALS** (page I-B-31) and complete the corresponding student activity guide (page I-B-32). Discuss whether the teens used positive or negative ways to express their emotions. Then have the students write a letter to the editor expressing their emotions about something.

**3-4 Anger Balloons**

Discuss the different types of anger, using the teacher background information, **ANGER BALLOONS**, provided on pages I-B-33 through I-B-36. Use a different balloon to illustrate each type of anger, following the directions on page I-B-33. When the background information is completed, have the students complete the **MY ANGER BALLOON** student activity guide (page I-B-37).

**3-5 Anger Traffic Signal**

Another thought: ANGER is only one letter (or light) away from DANGER.

**ANALOGY:** The yellow "caution" light represents anger. Anger in and of itself is not dangerous; it's how we handle it that makes the difference. It is a warning for us to be cautious and think twice.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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The red "stop or wait" light represents uncontrolled anger. Uncontrolled anger is danger waiting to happen.

The green "go" light represents controlled anger, which is not harmful or dangerous. When we are in control, it is generally safe to proceed.

(A pattern for the traffic signal is provided on page I-B-38. This could be used as an overhead transparency, a bulletin board, or poster.)

**4. Analyze the differences between passive, assertive, and aggressive behavior.**

**4-1 Passive, Assertive, Aggressive Behavior**

**ANALOGY:** Use the analogy of various types of vehicles representing the three personality types; i.e., small car = submissive, mid-car = assertive, and large car (Hummer) = aggressive. (Overhead transparency patterns of these vehicles are provided on pages I-B-40 to I-B-42)

Using the teacher background information provided on page I-B-39 and the overhead transparencies of the vehicles, identify and describe passive, aggressive and assertive behavior types for the students. Give the students a copy of the activity guide, **BEHAVIOR ANALYSIS**, (page I-B-43), and have the students complete the student activity guide on their own. When they have finished, go over the situations and discuss them as a group.

**4-2 Behavior Role Play**

Divide the class into groups of three and give each group a copy of the student activity guide, **BEHAVIOR ROLE PLAY**, (page I-B-44). One student will take the passive and assertive roles. The second student will be the receiver of the message. The third student will be the observer and record the types of behaviors and responses.

Have the students play each role passively and assertively. Also, have the students in each group rotate roles within that group, so everyone has multiple experiences. When the students have completed the activity, as a class discuss how needs are met in each situation.

**Additional Strategy:** Have some groups do their role-playing for the rest of the class.

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**LEARNING ACTIVITIES/TEACHING STRATEGIES - CONT'D:**

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**4-3 Personality Type Survey**

Using the teacher background information on page I-B-45 as a guide, introduce the students to the two personality types. Have the students complete the student activity guide, **PERSONALITY TYPE SURVEY**, (page I-B-46). Explain to the students that no one else will see it, so they can be quite honest with their answers. When the students have completed the survey, display the answer key (page I-B-47) for student evaluation. Explain the scoring for self-evaluation. (If the answer key is put on a poster board or an overhead transparency, it can be used repeatedly.)

**5. Recognize legal, mental, social, ethical, physical, and financial consequences of uncontrolled emotions to individuals and family.****5-1 Consequences of Uncontrolled Emotions**

Break the students into small groups and give each group a different newspaper or magazine article that depicts uncontrolled emotions on the part of someone or a group of people (e.g., current crimes of passion, hostage situations, kidnapping, rape, child/spouse abuse, or other violent crimes). Have the groups complete the student activity guide, **CONSEQUENCES OF UNCONTROLLED EMOTIONS**, (page I-B-49), and analyze the legal, mental, social, ethical, and physical consequences of the uncontrolled emotions and violent crimes described. If time permits, have each group summarize its article and the consequences for the rest of the class.

**6. Identify consequences and costs of uncontrolled emotions to the community.****6-1 Costs to Community**

Using the news articles from the previous activity (5-1), have the students identify and discuss the consequences and costs to the community. Be sure to include such things as law enforcement, prisons, social workers, broken families, welfare dependency, traumatized neighborhoods, etc.

**7. Review stress materials, including:****a. definitions of stress-related terms**

**Note:** These materials were covered in the 7th grade Technology-Life-Careers Curriculum and in the 8th grade Life Skills Curriculum. If this material has been adequately covered in these programs, this section should be kept to a review status. However, if the materials