

EMOTIONAL REGULATION 1. THE BIGGER PICTURE

Self-regulation can be defined as self-control. A person who has good self-regulation can resist impulsive reactions that may worsen a situation; cheer themselves up when they feel sad; act consistently with personal values so that long term goals are achieved. Being aware of our thoughts and emotions can help us manage our reactions. Self-regulation is matching emotions and behavior to the needs of the situation. Essentially, self-regulation is feeling one way but acting another way to reach an overall objective, the bigger picture. Focusing on the bigger picture helps us to put things in perspective and understand the real importance of everything.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 If possible, print the handout on the next page or copy it in your notebook so you can work on it.
- 2 First, work individually. Study the information in the chart and read the examples. If you have any questions, ask your teacher.
- 3 Fill in the chart with you own situations and reactions.
- 4 Work in pairs. Share the information you both wrote.
- 5 Discuss in pairs:
 - a On a scale from 1 to 10, how difficult was it to acknowledge your feelings and personal emotions? Why?

b What can you do better to acknowledge your feelings and personal emotions?

c How could analyzing the bigger picture help you react in a better way?

IT If you want to learn how to develop or improve your self-regulation, go to <http://www.edutics.mx/5w3> and share your thoughts as a class.

EMOTIONAL REGULATION 1. THE BIGGER PICTURE

Emotion	Stressed	Sad	Angry	Happy
Situation	<i>I had to study for three exams that I had the next day and I felt really overwhelmed.</i>			
Thoughts	<i>I won't be able to study everything. I will fail my exams.</i>			
Body reactions	<i>I had a headache and I felt a hole in my stomach.</i>			
Behavior	<i>I decided it was too much to study, so I played video games and watched television.</i>			
The bigger picture	<i>Finishing high school.</i>			
Desired self-regulation reaction	<i>Start studying a few days before exams would be better. Remember that studying is for my own benefit.</i>			

EMOTIONAL REGULATION 2. EMOTIONAL INTELLIGENCE

Emotional intelligence is the ability to have a deep awareness of your emotions and the emotions of others. It is also to be able to use this information to guide your thinking and actions. Another important part of emotional intelligence is the ability to understand your effect on others, play to your strengths and admit your weaknesses but still have the passion to challenge yourself and remain optimistic when the going gets tough. This means you can control your impulses and avoid acting rashly. Therefore, it is important to deal with emotions. Ignoring them is not often the best approach.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 If possible, print the handout on the next page or copy it in your notebook so you can work on it.
- 2 In pairs, look at the chart on the next page with words used to express the intensity of feeling *happy, sad, angry, stressed, and ashamed*. Circle or highlight new words and use a dictionary, when necessary.
- 3 Study the graphic organizer and complete it with your own experiences. Try to use words that appear in the feeling intensity chart.
- 4 In pairs, ask each other questions about what you both wrote in your graphic organizer.
- 5 Discuss in groups:
 - a What can we do to address these emotions in an intelligent way?

- b How has acknowledging your emotions, even the negative ones, helped you in any way?

- c How easy is it to relate (emphatise) to the stories from your classmates? Why?

IT If you want to learn what emotional intelligence is and how to improve it, go to <http://www.edutics.mx/5ww>

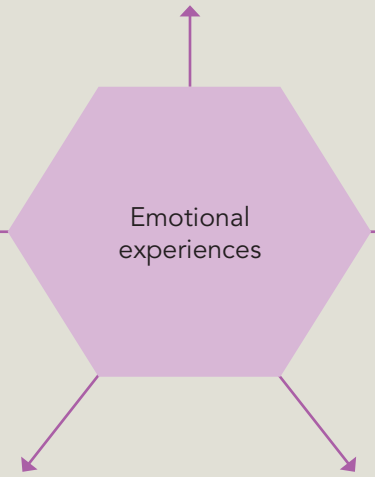
EMOTIONAL REGULATION 2. EMOTIONAL INTELLIGENCE

Happy	Sad	Angry	Stressed	Ashamed
glad	disappointed	annoyed	nervous	uncomfortable
cheerful	upset	mad	frustrated	apologetic
thrilled	hurt	outraged	fearful	mortified
excited	depressed	furious	overwhelmed	remorseful

A time when I was very happy was...

On a certain occasion, I was very ashamed because...

I usually feel sad when...



Certain things stress me. For example,...

Last time I felt angry was...

EMOTIONAL REGULATION 3. EUSTRESS AND DISTRESS

▼ In the case of stress, it is simply the body's response to situations that require people to react. But we tend to label our emotions as good or bad but it is our reactions to them that lead us to have positive or negative mindsets in our daily lives. Eustress, also known as positive stress, is any kind of challenging stimulus that may stress you but with the result that you feel energized, motivated, or compelled to respond positively. Distress refers to negative stress.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 If possible, print the handout on the next page or copy it in your notebook so you can work on it.
- 2 Work in pairs. Look at the pictures, read the characteristics of *eustress* and *distress*, and discuss the information with your classmate.

Eustress has the following characteristics:

- Motivates, focuses energy.
- Is short-term.
- Is perceived as within our coping abilities.
- Feels exciting.
- Improves performance.
- Solution depends on the intelligent responses.



Distress has the following characteristics:

- Causes anxiety or concern.
- Can be short- or long-term.
- Is perceived as outside of our coping abilities.
- Feels unpleasant.
- Decreases performance.
- The person can do very little or nothing to solve the problem.



- 3 Read the list of stressful situations in the handout and discuss which type of stress each situation is. Then mark with an **X** the type of stress situation they are.
- 4 Write five more stressful situations and categorize them. Compare your work with another pair.

EMOTIONAL REGULATION 3. EUSTRESS AND DISTRESS

5 Discuss in groups:

a Do your bodies react the same ways when in similar stressful situations? Give an example.

b Do you think it is possible to change distress into eustress? How?

c How knowing the difference between eustress and distress can help you in general?



If you want to learn more about eustress and distress, go to <http://www.edutics.mx/5wi> and share your thoughts as a class.

Situations	Eustress	Distress
1 The death of a family member		
2 Going on vacation		
3 Choosing a career		
4 Exams		
5 Injury or illness		
6 Waking up early to go to school		
7 Learning how to drive		
8 Buying a new gadget		
9 Ending a relationship		
10 Turning in school projects		
11 Quarreling with your best friend		
12		
13		
14		
15		
16		

EMOTIONAL REGULATION 4. EMOTIONAL RESTRAINT

Emotional restraint is a very important aspect of self-regulation. It is thanks to this that people are able to stop themselves from saying things they don't mean and hurt others. Emotional restraint doesn't mean to stop yourself from having feelings. On the contrary, it involves noticing, identifying, and understanding your emotions, to acknowledge your feelings without letting them take over your mind. This will allow you to react in ways that will benefit all your relationships.

Materials

- Printed handout
- Pen or pencil

STEP BY STEP

- 1 If possible, print the handout on the next page or copy it in your notebook so you can work on it.
- 2 Work in small groups. Read the situation and share if this has happened to you before or if you have experienced something similar. Fill out the tables trying to imagine how you would react without emotional restraint and with emotional restraint.
- 3 Share your answers with another group. Discuss what reaction would be more beneficial for you and which would give you the best result with your teacher.
- 4 Discuss in groups:
 - a Have you been able to apply emotional restraint in everyday life? How?

- b Do you think that emotional restraint can help your relationships with family members, friends, teachers, etc.?

- c Do you think that emotional restraint can help you achieve your goals?

IT If you want to learn more about emotional restraint, go to <http://www.edutics.mx/5xk>

EMOTIONAL REGULATION 4. EMOTIONAL RESTRAINT

Situation

It's Friday afternoon and Monday is a holiday, so some of your friends and you have planned a weekend trip. So, you have worked hard and have done all of your assignments ahead of time. At home you have done all your chores, so you can enjoy the time away. Then, your teacher announces a test on Tuesday, something that completely changes your plans. You are not free anymore.

You probably feel upset and disappointed. You could feel pressured and stressed about all the studying you'll have to do. But how do you react? What do you do and say?

You may want to jump up and yell at the teacher "That's not fair! Some of us have weekend plans." But this course has taught you better than that. You know you need to keep calm. Maybe count to ten and begin explaining to the teacher how much this will affect you and your friends. Keeping oneself under control and cooperating by having self-regulation is vital. You should address the situation with emotional intelligence.

Without emotional restraint

With emotional restraint
