

HIGH SCHOOL

UNDERSTANDING FEELINGS

Skill Sheet for Educators

High school is a time of transition. Teenagers become more independent, and turn towards their friends and peers for guidance and support. They also start to explore larger questions like what they want to do in the future. It's an exciting time that also comes with complicated, wonderful, confusing and big emotions.

Sometimes these emotions may be uncomfortable but feeling them is healthy and important because emotions provide teens with information about themselves and their environment and help them to connect to other people. Learning how to notice, label, and express their feelings helps teens to feel more in control.

Below is a summary of the **KEY SKILLS** from the video.

- Label and name feelings to increase emotional vocabulary AND reinforce that you can feel more than one emotion at a time.
- Notice body sensations that are attached to different emotions and provide clues for what we are feeling. Sometimes it's easier to notice physical symptoms first.
- Rate the feeling of emotions on a scale of 1 to 10 to capture that we feel emotions in different amounts or intensities.

Practice skills

- Make time to check in with your students and explicitly ask how they are feeling. Start by listening, reflecting back, and validating your students' emotions. This may sound like:
 - “It seems like you're feeling sad today. Is there anything you want to talk about?”
 - “You had a really frustrating experience. That sounds really hard.”
 - “I hear that you're excited, but maybe also feeling nervous about the future.”
- Provide opportunities in the classroom setting for students to reflect on or express how they are feeling, how much of that emotion they are feeling, and what physical sensations they may be feeling with that emotion.
- Bring emotions into academic work. When reading books or learning about historical events, help students gain perspective into other people's experiences and emotions. For example:



“How do you think the character in the book we’re reading felt in that situation?”

“What do you imagine it was like to be alive at that time or have that experience?”

“When you were reading it, how did it make you feel?”

- Discuss and label how you feel, how your body reacts to that feeling, and how much you feel it. Sharing your experiences is a great way to normalize all feelings and send the message that feelings are important.

Start with this →

- Emotional validation is a foundational skill that educators can try in the classroom that will help their high schoolers to increase emotional awareness.
- Listening, reflecting, and connecting helps to increase your student’s awareness of their emotional experience and helps them to know that it’s okay to feel all emotions.
- Be mindful of the do’s and don’ts below when it comes to validation as you encourage your students to tell you how they’re feeling.

DO

Listen

Give your full attention.

Reflect

Say back what the emotion was that they shared. For example: “I hear that it was super frustrating.”

Connect

Tell them you understand. For example: “I can understand why you would feel that way.”

DON'T

Minimize Feelings

Avoid telling your student they shouldn’t feel a certain way. For example: “Don’t worry about it! It will be fine!”

Shame

Avoid using language that can lead to embarrassment for feeling a certain way. For example: “Why do you feel sad about that? You know better.”

Fix Right Away

Avoid jumping in with solutions. For example: “I’ll handle the issue with that other student. Don’t worry.”

On the next page there is an activity that you can share with your students or post in your classroom to reinforce and practice the different skills for understanding feelings.

Activity

Practicing these skills helps you to increase awareness of thoughts, feelings, and behaviors to improve your mental health and wellness.

Emotion Monitoring

Being able to monitor and track your mood is an effective skill for helping to increase your emotional awareness. It can also help provide information about the things you may need and help you communicate that need. For this week, pick three emotions you will monitor. Track the intensity, physical sensation, and what was happening at the time you felt each emotion.

Emotion: _____	Emotion: _____	Emotion: _____
Rate intensity:	Rate intensity:	Rate intensity:
Physical sensations:	Physical sensations:	Physical sensations:
What was going on:	What was going on:	What was going on:

Follow-Up

When you rate your feelings, you're gathering data about your experiences over the past week. If there are emotions that you're hoping to feel more or less, the skills reviewed in the additional videos and worksheets of this curriculum will help. You can use worksheets like this one each week to track your progress and figure out how the skills might be affecting your feelings.