

Befriending the anxious mind – mindfully

Level: Beginner – Advanced

Age: 9–15 years' old

Time needed: 60 minutes +

Lesson Aim: To help learners become aware of their emotional well-being

Skills: Speaking, writing

Materials needed: Worksheet: Beginner to Intermediate or Worksheet: Upper Intermediate to Advanced

- Put learners in pairs (in breakout rooms if possible). Ask them to make a list of the things that make them feel good and to explain to their partners exactly how these different situations make them feel. It is good to have learners look at the positive aspects of life.

If the situation allows for it, ask the class to create a gratitude circle and then have them share the things that make them feel good. You could ask them to raise a hand if they also feel good in those situations.

Worksheet: Upper Intermediate to Advanced

Use this worksheet with learners who can already build extensively on vocabulary relating to emotions. The aim of the lesson is to explore how words and thoughts have a powerful effect on our body and mood.

Worksheet: Beginner to Intermediate

Use this worksheet for learners who already know the parts of the body and words that describe physical states (tired, sleepy, etc.). The aim of the lesson is to explore how words and thoughts have a powerful effect on our body and mood.

- Have learners look at the pictures and label them with the emotions given. Encourage learners to suggest other emotion words they know.
- Once learners have sufficient understanding of the words, ask them to relax and focus by looking at a point one metre away. Tell learners they should listen to the word and notice how they feel when it is said. They should notice an overall feeling of the emotion: *heavy, light, shaky, sleepy, tired*, etc. They also should notice exactly where in their body they feel that emotion. Read the list of words, giving learners enough time to sense which part of the body reacts to the words.

Have learners express the sensations they felt with a sentence-making activity, using the table. Remind learners that each person is different and will feel the emotion in a different way and in a different part of the body. Encourage learners to write sentences about other emotion words they know.

- Ask your learners to identify times when they feel certain emotions. Have them use the examples given and also encourage them to write other emotions and sentences for times when they feel those emotions.

- Ask learners to think about what emotions are. Ask them if feelings and emotions are the same. Point out that you can feel tired, but it isn't exactly the same as an emotion. Ask them to create a list of emotions and feelings. They should place the adjectives in two columns with positive emotions and feelings on the left and negative emotions and feelings on the right.
- Provide learners with more vocabulary by having them add the words in the wordpool to their lists. As needed, define the words and compare how the words are similar to or different from the ones already on their lists.
- Ask learners to relax and focus on a point one metre away. Read the words from the negative list in a neutral voice. Ask learners to describe the overall physical feeling of the emotion and the place in the body where the sensation was strongly felt.

Negative list:

angry, anxious, bored, depressed, fearful, frustrated, gloomy, miserable, weary

Have learners write down an overall sensation of the word and a part of the body where they feel the sensation of the word. Note that people often say they feel heavy or have low energy, but not always. Be open to their responses without judgement. Emotions may be felt in different parts of the body. Misery may be felt in the chest, whilst fear is in the

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stomach. Even just hearing words can affect feelings. Then ask everyone to take a deep breath and stretch to let go of the feeling.

Repeat the reading with the positive list:
amused, calm, cheerful, contented, curious, excited, exuberant, hopeful, joyful

Often people feel lighter hearing the positive list. They may be smiling, and their chest may feel more open. Again, be open to all suggestions, including feeling nothing at all in particular.

Have learners choose 4–5 emotion words and reflect on what they experience. They should write sentences to describe the overall feeling and the part of the body where they feel that emotion.

4. Ask learners to consider how they use words. They should discuss the questions with a partner or small group in the breakout room. End by asking learners to think of ways that they make themselves feel relaxed and calm. You could share techniques such as the ABCDE practice (Awareness, Breathe, Count, Distance yourself, Express yourself), expressing gratitude by thinking about what makes you feel good or examining the context and story of what you are thinking and asking if it is true.