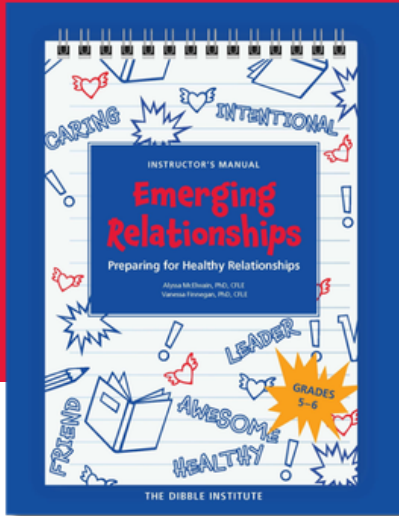


Want to see the entire program? Click [here](#) for a free 30-day review copy



Emerging Relationships

Preparing for Healthy Relationships

By: Alyssa McElwain, Ph.D. & Vanessa Finnegan, Ph.D.

Relationships matter, and developing skills to form healthy connections during the years leading up to adolescence benefits young people.

Developed for **10- to 12-year-olds**, *Emerging Relationships* is a research-based curriculum that aligns with national standards for school-based health education for use in both school and community settings.

Grounded in the six principles of Positive Youth Development (**character, caring, confidence, connection, competence, and contribution**), *Emerging Relationships* equips tweens with skills to **form healthy relationships with themselves and their peers**.

The purpose of *Emerging Relationships* is to empower tweens with **knowledge and skills to promote healthy individual growth and strong relationships**. Each interactive lesson gives participants opportunities to practice the concepts while having fun.

- **Instructor Manual** with 6 Lesson Plans
- Engaging **Student Journal**
- **Powerpoint slides** with guiding notes for instructor
- **Enriching activities:** Power Pause, drawing, stories, skills practice, and more
- **Champion Connection** activities

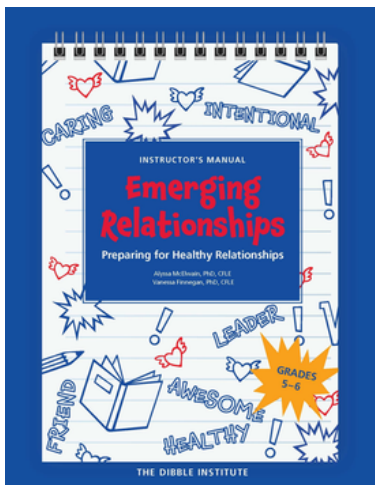
Emerging Relationships

Instructor's Kit **\$205** ER

- Instructor's Manual
- 1 Sample Student Journal
- Downloadable Lesson PowerPoints

10 Student Journals **\$80** ER-J10

- 1-2 packs - \$80
- 3 + packs - \$70



To request a FREE 30-Day review copy, please click [HERE](#)

TABLE OF CONTENTS

<i>Program Overview</i>	iii	LESSON 5: I AM HEALTHY	53
<i>Program Objectives</i>	iii	Welcome & Review	
<i>The Science Supporting the Lessons</i>	iv	Risky Behaviors	
<i>Tips for Teachers</i>	v	What are Boundaries?	
<i>About the Authors</i>	ix	My Inner Bodyguard	
<i>Acknowledgements</i>	ix	Boundary Setting Activity	
		Accepting Boundaries	
		Wrap Up	
LESSON 1: I AM INTENTIONAL	1	LESSON 6: I AM A LEADER	67
Welcome & Program Introduction		Welcome & Review	
I am Intentional		What is Leadership?	
What Should Remi Do?		Giving Back	
Classroom Commitment		Wrap Up	
Wrap Up		REFERENCES	89
LESSON 2: I AM CARING	15		
Welcome & Review			
Overview of Emotions			
Understanding Your Emotions			
How Would I Feel If?			
Understanding Others' Emotions Through Empathy			
Wrap Up			
LESSON 3: I AM AWESOME	27		
Welcome & Review			
I am Awesome			
Brain Power			
Body Beliefs			
Social Skills			
Wrap Up			
LESSON 4: I AM A FRIEND	37		
Welcome & Review			
Sunny Relationships			
Stormy Relationships			
"Sunny or Stormy?" Group Activity			
Wrap Up			

Lesson Two: I am Caring

School-aged children and early adolescents are navigating how to express and regulate their feelings². The purpose of this lesson is to develop emotional competence and empathy. This lesson encourages awareness of feelings, makes the connection between feelings and behaviors, and builds students' vocabulary for naming and expressing their feelings. This lesson also builds an understanding that the emotions and experiences of others may differ from one's own and an awareness of how others' feelings can impact relationships.

Understanding one's emotions and the emotions of others can influence decision-making related to individual well-being and fostering healthy relationships^{2,3}. Youth who can understand and regulate emotions are more likely to develop positive and supportive relationships with peers and teachers in a school setting, as well as achieve academically at higher levels³. Developing social and emotional skills during childhood has been found to also matter for mental and physical health into adulthood⁶.

POSITIVE YOUTH DEVELOPMENT PRINCIPLE: **Caring**

Facilitator Co-regulation Checklist:

- ☐ Call students by name.
- ☐ Model how to identify and name feelings.
- ☐ Model empathy and encourage empathy among students.
- ☐ Provide support for accepting that there are no "right" or "wrong" feelings.
- ☐ Provide positive and constructive feedback about the classroom climate.

Objectives:

1. Build knowledge of emotional competence and empathy.
2. Practice emotional self-awareness and expression.
3. Develop an understanding of how empathy, social skills, and self-awareness can impact relationships.

Supplies for Success:

- ☐ Lesson 2 PowerPoint slides (Download at DibbleInstitute.org/er5)
- ☐ Feel Wheel (from the interior pocket of the instructor manual)
- ☐ "Take a Walk in My Shoes" Template
- ☐ Crayons/Markers/Colored Pencils
- ☐ Student Journals
- ☐ Champion Connection Handout (one per student)

Lesson Overview (45-50 minutes)

1. Welcome & Review	5 minutes
2. Overview of Emotions	5 minutes
3. Understanding Your Emotions	10 minutes
4. How Would I Feel If...?	5 minutes
5. Understanding Others' Emotions Through Empathy	20 minutes
6. Wrap Up	5 minutes

1. Welcome & Review

5 MINUTES

Welcome back! The first thing I want to do is ask about your conversations with your Champion.

Would anyone like to share something you talked about with your Champion?

I'm glad you connected with your Champions. We all need someone who is there for us. If you are still feeling unsure about who is a 'champion' in your life, then come talk to me and we will figure it out together.

Next, let's review our Classroom Commitment:

- Be engaged.
- Have a positive learning environment.
- Take responsibility for your actions.

In our last session, you identified your intentions for personally contributing to our classroom commitment.

Who can remind us of what "intention" means?

One step further, what does setting an intention help us do?

Facilitator notes:

- Keep the (3) pages with classroom commitments and the students' intentions posted in the classroom for the duration of the program. This may also serve as a helpful classroom management tool beyond the program.
- Reviewing the classroom commitments helps with classroom management by reinforcing commitment to the goal of having a friendly classroom environment.

2. Overview of Emotions

 5 MINUTES

Our first lesson, “I am Intentional,” helped to prepare us for this lesson: “I am Caring.” Being caring towards yourself means paying attention to your feelings and managing what you do with your feelings. Being caring toward others means thinking about the feelings of others.

At your age, it is common to experience more complex emotions that can affect relationships with others.

Why are emotions important?

1. Emotions can impact how you think about yourself. For example, if you made a mistake and felt disappointed, you might doubt yourself in the future.
2. Emotions can make us behave in certain ways. For example, feeling excited and confident can help us succeed, especially in situations like playing sports.
3. Emotions can be a signal of what is happening around us. For example, feelings of stress and anxiety can let us know that the situation is bothering us.
4. Emotions can affect how well you get along with your peers, family members, and teachers. For example, if you had your feelings hurt, then you may be tempted to ignore the person who upset you. If a friend is upset, you can try to understand what they are going through to be a caring friend.

What does it mean to be emotionally smart?

Because your emotions can influence your behaviors, noticing and having the words to name your emotions is an important step toward being emotionally smart⁴.

Self-regulation, as we talked about in lesson one, is when you have control over your own thoughts, feelings, and actions. So, when you pay attention to your emotions, you can stay in charge of yourself.

There is an optional journal activity on page 4 called My Plan for Managing Feelings for you to complete on your own time.

3. Understanding Your Emotions

 15 MINUTES

Let's begin by focusing on your own emotions. On the back of your journal, and on this slide, you will see the "Feel Wheel."

First, do you see how there are fewer feelings on the inside of the wheel and more types of feelings on the outside of the wheel?

What do you notice about the feelings on the inside versus the feelings on the outside?

Yes, if you noticed that each feeling on the inside of the wheel had several more feelings connected with it towards the outside of the wheel, then you would be right.

For each feeling in the center, there are an additional five feelings that are related.

- The feelings in the center of the wheel are what we refer to as "basic emotions."
- Basic emotions like "sad" or "mad" might be easier to notice than the feelings on the outside of the wheel.

For example, what does it look like when someone is happy?

What does it look like when someone is mad?

On the outside of the wheel, the emotions become more specific and can be harder to notice.

- Usually, these specific feelings are underneath the big, basic feelings.
- Like the bottom of an iceberg under the ocean, specific feelings of loneliness or trust are deeper and may be harder to notice in ourselves.

For example, what does it look like to feel accepted?

The deeper and more specific emotions are, the harder it can be to name the feeling and express it through words or actions. But this is a helpful skill to practice.

- For example, if you are feeling sad, could it be that you are feeling lonely?

Facilitator notes:

- There may be many factors that influence how students express their emotions, including social roles and personality¹.
- This simple activity of identifying feelings can make a big impact on social-emotional learning by building awareness of feelings, as well as building vocabulary to name the feeling(s).
- The facilitator connection in this lesson is an opportunity to increase students' abilities to accurately express their emotions by modeling how to identify emotions and that there are no "right" or "wrong" feelings².

- If you are feeling happy, could it be that you are feeling proud of yourself?
- If, on the outside, someone seems angry, could it be that they are feeling disrespected?



Feelings Check-in:

Let's practice noticing and naming our feelings. On page 1 of your journal there is a place to write down how you feel at this moment. Using the Feel Wheel, choose the word or words that best describe how you are feeling right now. Remember, there are no "right" or "wrong" feelings.

- Start by choosing a feeling from the center of the wheel.
- Then, choose a specific feeling from the outside of the wheel to better understand what you are feeling right now.



Facilitator Connection:

I do not have a journal, so I will share how I feel aloud. Right now, I feel _____ (basic emotion) probably because deep down, I am feeling _____ (specific feelings).

Would anyone like to share how they are feeling?

(Optional; if there is time, ask students to share)

4. How Would I Feel If...?

5 MINUTES

It is common at your age to experience different feelings with different levels of intensity, all in one day. Just because you feel a certain way right now, it doesn't mean you'll feel that way in an hour. This is a good reminder that feelings pass. So, if you are feeling mad, the good news is that feeling can pass with time. If you are feeling happy, know that it is okay to not feel happy all the time².

Facilitator notes:

- The *Dog Man* series and the *Captain Underpants* series by Dav Pilkey are examples of graphic novels that 5th & 6th graders may already be familiar with and can be used to illustrate what they will be creating.

Raise your hand if you have ever experienced a roller coaster of emotions all in one day.

See? It's an experience that can be common.

Next, you are going to create a graphic novel to show how you would feel in different situations. A graphic novel tells a story using images instead of mostly words.

I am going to read aloud four different scenarios (and show them on the slide). For each scenario, you are going to draw a picture of how you would feel if this was your experience. You can create your story by drawing images. You can add text, too, if you like, by using thought and/or speech bubbles.

Use the Feel Wheel to help you choose what you might feel in that situation.



Journal Activity:

Turn to page 3 in your journal. You will see a template for your story with four sections. We will start in the top left corner. You will have about 1 minute to create each panel.

- **Panel 1:** Oh no, what time is it?! I did not hear my alarm, and I have to be at the bus stop in 10 minutes. To make it worse, my favorite pants are in the dirty laundry! I don't know what to wear today!
- **Panel 2:** Whew, I did it, I made it to the bus stop on time! My friend waves for me to come to sit with them. Maybe today won't be the worst day ever after all.
- **Panel 3:** I get to math, and the teacher passes out our grades. A C minus on my test?! I worked so hard on that test. That can't be right. Ugh, the teacher deducted 10 points because I forgot to show my work. That's not fair!
- **Panel 4:** Finally, it's lunchtime. What are we having today? Ooohh, yes, it is chicken and waffles day. My favorite!

Does someone want to share their reactions in each scenario?

(Optional; if there is time, ask students to share)

If you have not experienced these scenarios before, could you still understand how it might feel to be in these situations?

As you just demonstrated in your graphic novels, all in one day, you can experience stress, relief, frustration, joy, and many more feelings!

Being able to relate to how something might feel, even if you have not had the same or a similar experience, introduces our next topic, **empathy**.

5. Understanding Others' Emotions Through Empathy

 20 MINUTES

What is empathy?

- To have empathy means to understand the feelings of another person.
- When you try to imagine what it would feel like to be in another person's situation, you are better able to show kindness and understanding.
- Empathy is not about what you would do or how you would feel but about what the other person would do and how they feel.

Why is empathy important?

- Empathy helps you to respond in a healthier way toward other people.
- When you can better understand someone else's feelings or experiences, then you are better able to say something or do something helpful².
- Being helpful is a way to show you care about others. Empathy can also help bring you closer to others because we all like feeling understood³.

What does empathy look like in action? It looks like:

- Asking yourself, "How might they be feeling?" when you see a classmate having a hard time.
- Being happy for your friend when they get good news.
- Being a good listener when someone shares a personal story.
- Noticing that a friend's feelings were hurt when they were left out.

Empathy can be shown in many different ways. These are just a couple of examples.

How do you build your empathy skills?

There are different ways to build empathy skills, like talking about emotions, asking others about their experiences, and trying to understand what the characters in a story or show are feeling.

Today, we are going to practice building empathy with an activity that will help you get to know someone better.

Activity: Take a Walk in My Shoes

**Have you heard the saying:
“Before you judge a person, walk
a mile in their shoes?”**

What do you think this means?

This quote challenges us to show empathy for others by understanding what it is like to live with their experiences.

Next, let's practice taking a walk in someone else's shoes. You are going to pair up with a partner. You will take turns interviewing each other. You will have to listen well and keep an open mind because you will write down their answers.

You will ask each other the following interview questions:

- What is your favorite food?
- What is your favorite color?
- What grosses you out?
- What do you think is really funny?
- What are you afraid of?
- When are you happiest?

The interview questions will be posted on the PowerPoint slide.

You will have 10 minutes to do your interviews and create your partner's shoe.
(Set timer for 10 minutes)

Great work practicing empathy skills by asking your partner questions and listening to their answers!

Raise your hand if you feel like you know your partner better now.

- Was there anything about your partner that surprised you?
- Did you have things in common with your partner?
- Did you have differences with your partner?

By asking questions and giving your attention so that you could write down your partner's answers, you practiced empathy.

You were able to hear another perspective on what grosses someone out and when they are afraid or happy. Considering the perspective of others can help us better understand each other, even if we are different or have different feelings about something.

Facilitator notes:

- Students will work with a partner. If there is an odd number of students, create a group of three students.
- Depending on group dynamics, it may be helpful to assign the partners in advance versus students choosing their own partners.
- After giving instructions, pass out copies of the shoes handout on page 26.

6. Wrap Up

 **5 MINUTES**

We had a great discussion today!

- We practiced identifying and naming our feelings.
- We learned about empathy and practiced being caring by learning about someone else.



What will you remember from today?

Add your take away to your journal on page 12.

If there is time, ask a few students to share.



Champion Connection:

While you are doing this, I am going to pass out your Champion Connection handout that you can use to continue the conversation we started today with your champion. This is yours to take home and keep.



Power Pause:

Before we end our session and go on to the next thing today, I would like to introduce you to the **Power Pause**.

Facilitator notes:

- The Power Pause can be incorporated as a classroom management technique. It can be done as a whole group, like when students seem distracted or when transitioning from one activity to another. It can also be encouraged individually, like during one-on-one conversations with students.
- This activity may feel new and uncomfortable to students at first. To help ease students into this activity and support inclusivity, make it clear that this activity is free from judgment or pressure.
- You can add in phrases such as, “I invite you to try...” or “Try like this... or like that...” to relieve pressure.
- Practice the script beforehand and think of any modifications that might be helpful to offer your students so all can experience the activity. Adaptations can be made to all Power Pause movements, so the focus is on taking a breath and moving and not on forcing bodies into specific postures, which can be distracting for students or exclude students with varying abilities.
- During the activity, pay attention to students and reassure them that they do not have to move in any certain way or experience this activity in a certain way to encourage students’ ownership of their Power Pause.

We all need time to recharge our minds and bodies. Sometimes, we need to pause to understand a feeling, let go, and refocus. This can be a way to regain power over yourself so you are in charge. Whenever you need it, you can take a pause from the noise of life and get powered up.

It's simple, so once you learn it, you can use it whenever you need it. It is helpful when you are experiencing difficult feelings like anger or anxiety.

For one minute, we will move in a certain way and repeat positive thoughts to ourselves.

Script:

- First, stand up tall and put your hands into fists on your hips.
- Take a deep breath in for 1-2-3, then out for 1-2-3.
- Take a deep breath in for 1-2-3-4, then out for 1-2-3-4.
- Take one last deep breath in for 1-2-3-4-5, then out for 1-2-3-4-5.
- Breathe in and out normally.
- I am going to say a phrase, and then I want you to say it back to yourself in your mind.
 - "I am caring towards myself."
 - "I am caring towards others."
- Take a nice deep breath and stretch if that feels good.

You will see this again. We will have a Power Pause at the end of every program session.

Lesson 2: Champion Connection

Keep the conversation going!

- Tell your champion about *Emerging Relationships* and what you learned in this lesson. Try doing a Power Pause together. You can use these instructions to help you teach your champion how.

Power Pause instructions:

- First, stand up tall and put your hands into fists on your hips.
- Take a deep breath in for 1-2-3, then out for 1-2-3.
- Take a deep breath in for 1-2-3-4, then out for 1-2-3-4.
- Take one last deep breath in for 1-2-3-4-5, then out for 1-2-3-4-5.
- Breathe in and out normally.
- I am going to say a phrase, and then I want you to say it back to yourself in your mind.
 - "I am caring towards myself."
 - "I am caring towards others."
- Take a nice deep breath and stretch if that feels good.

Ask your champion:

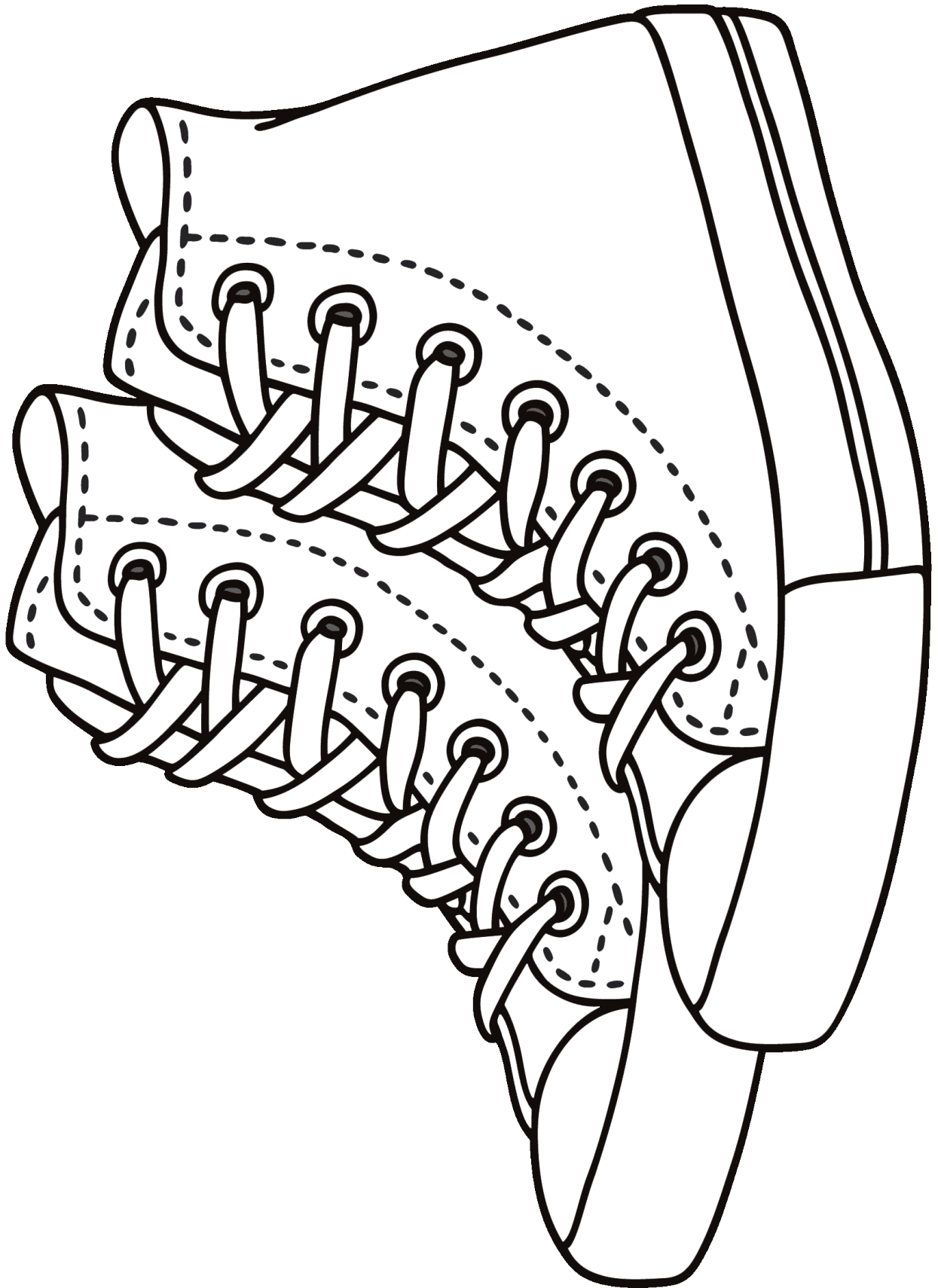
- What do you do when you experience strong emotions?

Walk a mile in your champion's shoes by asking them these questions:

- What is your favorite food?
- What is your favorite color?
- What grosses you out?
- What do you think is really funny?
- What are you afraid of?
- When are you happiest?

Share your answers with each other.

Take a Walk in My Shoes



Emerging Relationships

LESSON 2

How Would I Feel If...?



A Graphic Novel By: _____

Title: _____

1	2
3	4

Emerging Relationships

LESSON 2

My Plan for Managing Feelings

Noticing and naming your feelings helps you be emotionally smart. Another step is to manage your feelings in a healthy way.

Remember, there are no right or wrong feelings. Some feelings just need a little bit more management. Strong feelings like anger or jealousy can make you act in unfriendly or mean ways. This can hurt your relationships with others. That's why it's important to know how to manage feelings.

Having a plan to handle strong feelings is helpful when you are in a pressure situation. There are many ways to manage your feelings, so you get to decide what works best for you. Here are some ideas:

- Talk to someone
- Write in a journal
- Move your body
- Listen to music
- Say good things to myself

Pick three feelings from the Feel Wheel on the back of this journal. What are some healthy ways you can manage these feelings?

1. If I feel _____, I will _____

_____.

2. If I feel _____, I will _____

_____.

3. If I feel _____, I will _____

_____.

Did you enjoy the sample lesson?

Click [here](#) if you would like to request
a review copy of the entire program!

Need to chat with us? Please see our information below:

RelationshipSkills@Dibbleinstitute.org
800-695-7975
www.DibbleInstitute.org