

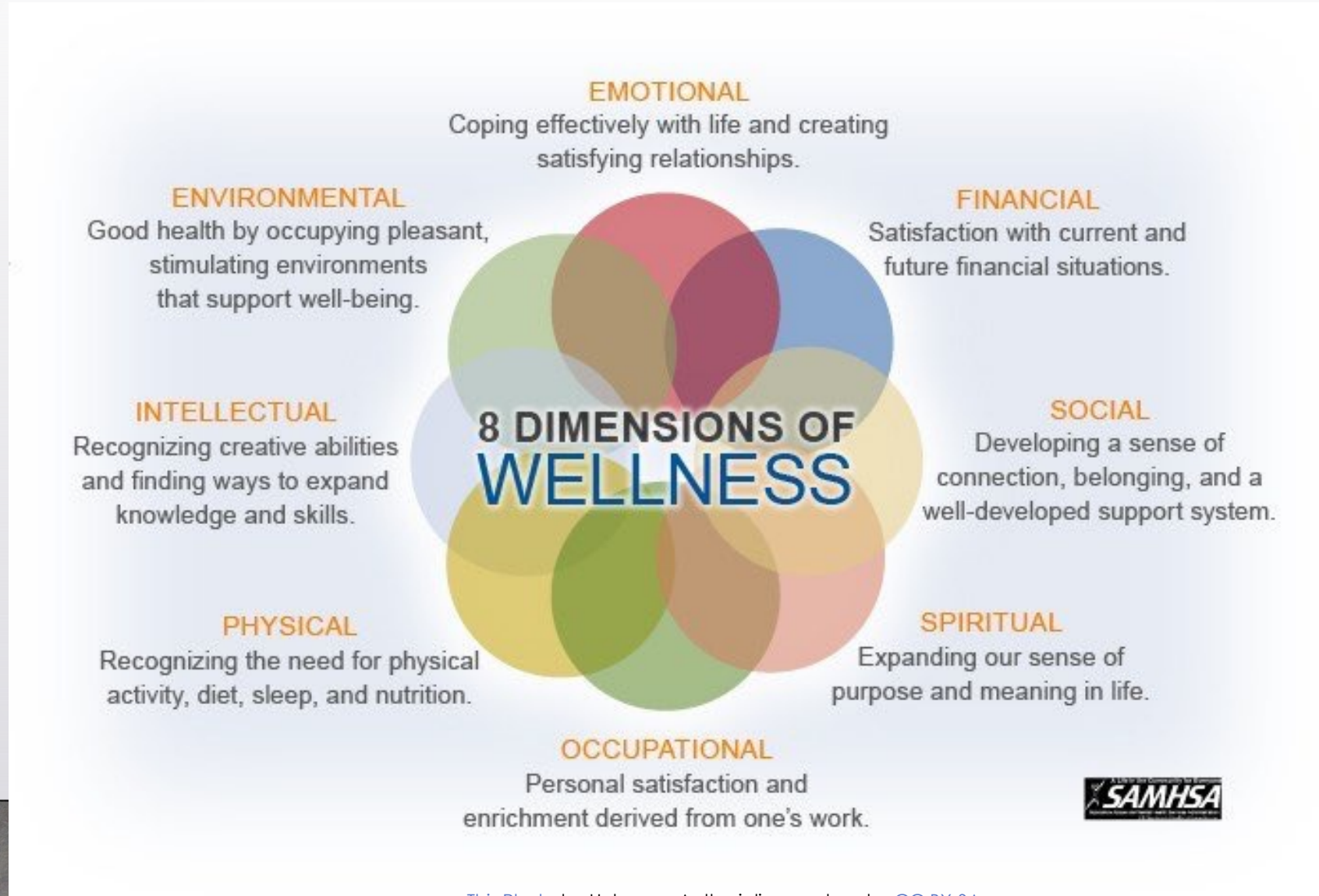
Wellness Well-Being

Something we Practice

Not something we achieve



In High School?



US Flex Schedule



12:05 to 12:50 pm on Monday,
Tuesday, Thursday, and Friday



Executive Functioning Time on M & F



Mandatory Programming on most Tuesdays:
DEJI or Wellness



Rotating Clubs (1 & 2) on Thursdays



Narratives & Programming

- Narratives:

- This is NOT Free-Time that has been taken from you.
- The research connecting Wellness work/skills (SP pillar for TOS) and academic performance is accepted by the school, it's admin, faculty, staff & Student Body by way of the ASB. For those interested in getting more acquainted with the research, please see Susan, Haruka, Krishna or your ASB rep.

Programming:

- All Division Meetings in Fulton
- 3 Developmental break outs – 9th; 10th & 11th; and 12th
- Or Owl's Nest w/ the MS – on 11/28, 1/2, 2/6, 4/9, 5/7





Looking Ahead

Two Readings available
on Canvas's US
Announcements:

1. Overlake's Working AI
Philosophy
2. The Culture of Grades
at Overlake



Emotion's Matter for High School Experiences

RULER – Lesson 1 (HS)

Introduction to Emotions

- Understand why emotions matter and how emotions affect our behavior
- Identify the RULER Skills of Recognizing, Understanding, Labeling, Expressing and Regulation of emotions
- SEL Standards: 1A.4a, 1A.4b, 2D.4a, 2D.4b



Opening: Role-Play Activity



Welcome to our first lesson!



We're going to begin our RULER lessons by exploring the importance of emotions – specifically how we can de-escalate strong emotions during a conflict.



Let's start with a quick demonstration of the importance of emotions.

- Has anyone ever had a conflict w/ a parent/guardian where a disagreement escalated and emotions got out of hand?
- What Happened?
- Representative Group from Grade Level will Role Play a family conflict on Stage
- Prize for most generalizable & realistic presentation as voted by our RULER Team
- **Cannot include crossing a physical boundary w/ a family member**

Independent Learning: What Happened?

After the role-plays are performed, analyze the conflict(s) by responding to the questions on the *Role-Play Analysis* handout.

RULER
FOR HIGH SCHOOL

YEAR 1 | LESSON 1
Role-Play Analysis

Name: _____

	Parent/Guardian	Teenager
Describe the Situation	What was the goal of the parent/guardian?	What was the teenager's goal?
Recognize and Label	How did the parent/guardian feel?	How did the teenager feel?
Understand	What caused the parent/guardian's feelings?	What caused the teenager's feelings?
Express and Regulate	How did the parent/guardian regulate their feelings?	How did the teenager regulate their feelings?

Share: Recognizing,
Understanding,
Labeling, Expressing &
Regulating Emotions



- What was the teenager's goal?
- What was the Parent/guardian's goal?
- How did the teenager feel? What cues did you use to decide how they felt? **Use accurate feeling words!**
- How did the parent/guardian feel? What cues did you use to decide how they felt? **Again, use accurate feeling words!**
- What caused the teenager's feelings?
- What caused the parent/guardian's feelings?
- How did each express and regulate their feelings? What did they do to manage their internal feelings?

Creative Activity: Role Play Scripting

With a partner, take 5 minutes to script a more helpful way to handle the same scenario.

1. Each partner should pick a role (teenager or parent/guardian). Re-script the conflict so that the teenager and parent/guardian mutually agree upon a solution. Be sure to stay in character!
2. After re-scripting, one or more pairs can act out the solutions they reached for the whole class.
3. To make the activity more challenging, switch up the partners – one “teenager” role can act out their solution with a “parent/guardian” from another group.



Discussion

- What did this activity tell us about emotions?
- Have you ever been in a situation where emotions had a similar impact?
- How do emotions impact our decisions, actions, and ability to achieve our goals?
- The RULER Skills:
 - Today, we talked about the RULER skills of **recognizing, understanding, labeling, expressing** and **regulating** emotions. These are the skills of emotional intelligence.
 - Our RULER lessons will focus on emotions and how to reflect on them in helpful ways using RULER skills. We will learn how to use the RULER Tools to develop and enhance RULER skills as we grow in our understanding of the value of emotions.





Wrap Up

To wrap up this lesson, review the list of de-escalation strategies to the right. Then, reflect on the following questions as a class:

- What strategies could have prevented this situation from escalating?
- What de-escalation strategies have you used effectively in the past?
- Which strategies would you be interested in trying?

Remain calm

Ask the person to share what they are feeling

Give the person choices instead of telling them what to do

Ask about facts instead of emotions

Remember that silence in the conversation is okay

Respect personal space

Empathize with the other person

Restate/clarify what the person says

Give the person your full attention

Thank the person for their positivity after the conflict is over

The background consists of numerous overlapping yellow sticky notes. Each note features a simple smiley face drawn in blue ink, with two dots for eyes and a curved line for a mouth. The notes are scattered across the frame, creating a textured, layered effect.

Emotions Matter

RULER – Lesson 2



Objectives

- Explore the impact of how others impact our feelings and how we impact them
- Describe how emotions are connected to attention and learning, decision-making, relationship quality, health and wellbeing, and performance



Opener

In this lesson, we will be exploring how emotions impact our daily lives.

Before we get started, who would like to refresh us on our last session?

**Reflect on this quote
individually for a few
minutes.**

**Then, share your thoughts
with a partner**

- After sharing your thoughts, take another moment to think about a favorite teacher, friend, or family member.
- With your partner, share what makes or made that person special in your life.

**I'VE LEARNED THAT
PEOPLE WILL FORGET
WHAT YOU SAID,
PEOPLE WILL FORGET
WHAT YOU DID, BUT
PEOPLE WILL NEVER
FORGET HOW YOU
MADE THEM FEEL.**

-Maya Angelou

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Mini-Lesson: Roller Coaster of Emotions Reflection

Using the *Emotions in a Day* handout, take a few minutes to reflect on a typical weekday from when you wake up to when you fall asleep.

How are you feeling?



Emotions Reference

Discussion

- Would anyone like to share observations from the reflection?
- Did anyone feel like they were on a “roller coaster ride” of emotions?
- What parts of your day affect your feelings?
How do your feelings affect your day?



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GROUP ACTIVITY: THE IMPACT OF EMOTIONS

Divide into four groups, with each group focusing on one of the below questions:

- **9th Grade:** How do our emotions impact our attention, memory, and learning? For instance, how does feeling frustrated, angry, or sad affect our ability to pay attention or remember? What about when we are calm or happy?
- **10th Grade:** How do our emotions affect the way we make decisions? For instance, do we agree or argue more when we're feeling happy or irritated? Do we think more before making a decision when we are feeling excited or when we are feeling nervous?
- **11th Grade:** How do our emotions affect our relationships? For instance, do we get along better with people when we're feeling certain emotions versus others? What types of people do you enjoy being around—those who express a lot of unpleasant emotions or more pleasant ones?
- **12th Grade:** How do our emotions affect our health and well-being? When we're feeling proud or satisfied, how is our health impacted? What about when we're feeling resentful or stressed? You also may consider how our health and well-being may impact our emotions.

Wrap Up: Reflect & Share



Throughout the RULER for High School lessons, we'll be focusing on how our emotions affect various aspects of our lives. Emotions can help us or derail us, depending on how we deal with them.



Take another look at your *Emotions in a Day* handout. Consider which feelings are helpful and unhelpful for you to feel at each time in your day. You can put a plus sign next to helpful feelings and a minus sign next to unhelpful feelings.



Pick one emotion that you would like to work on changing. What strategies can you use to feel less of that emotion to allow your feelings to better serve you in the situation? Share with a partner or the larger group.

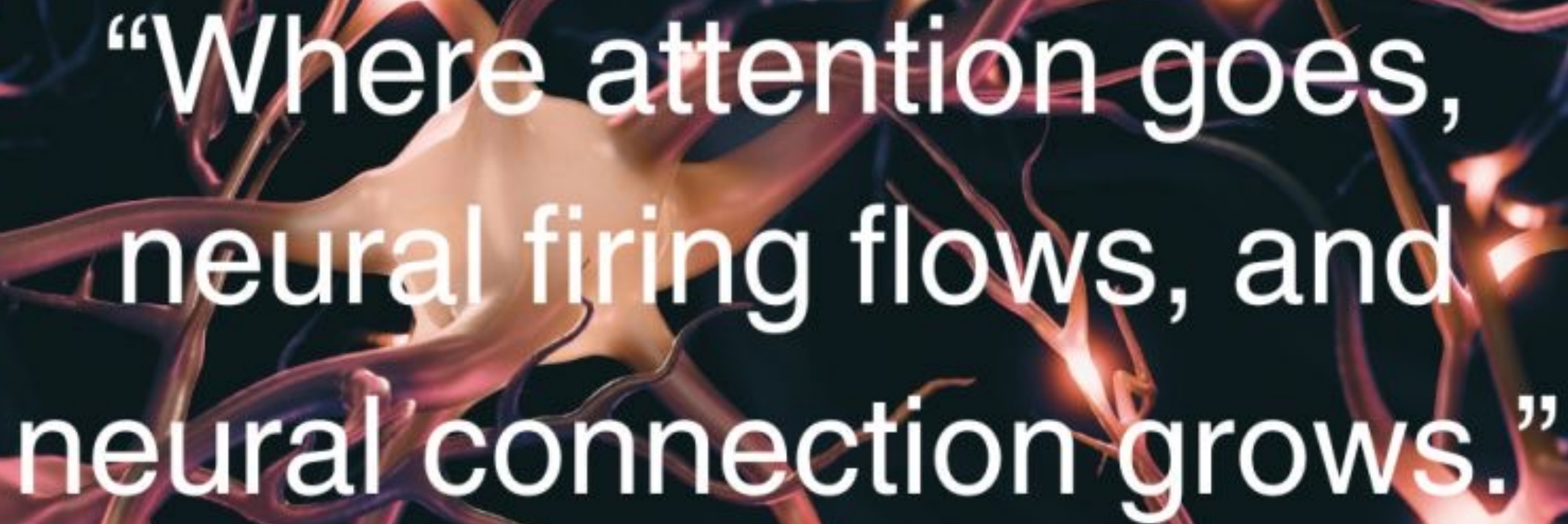


Emotion Scientists vs. Emotion Judges

Emotions Matter Concepts and Strategies



Why Now

A 3D rendering of a neural network. The image shows a complex web of interconnected nodes and fibers. The nodes are represented as glowing, multi-colored spheres (orange, yellow, and blue) with a textured, almost crystalline appearance. The fibers are thin, translucent lines in shades of purple, blue, and orange, connecting the nodes in a dense, branching pattern. The overall effect is that of a dynamic, glowing neural circuit against a dark background.

“Where attention goes,
neural firing flows, and
neural connection grows.”

-Daniel J Siegel

Overlake's value of Curiosity

Emotion Scientist



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Emotion Judge



<https://eelegal.org/walcher-because-i-said-so/angry-judge/>

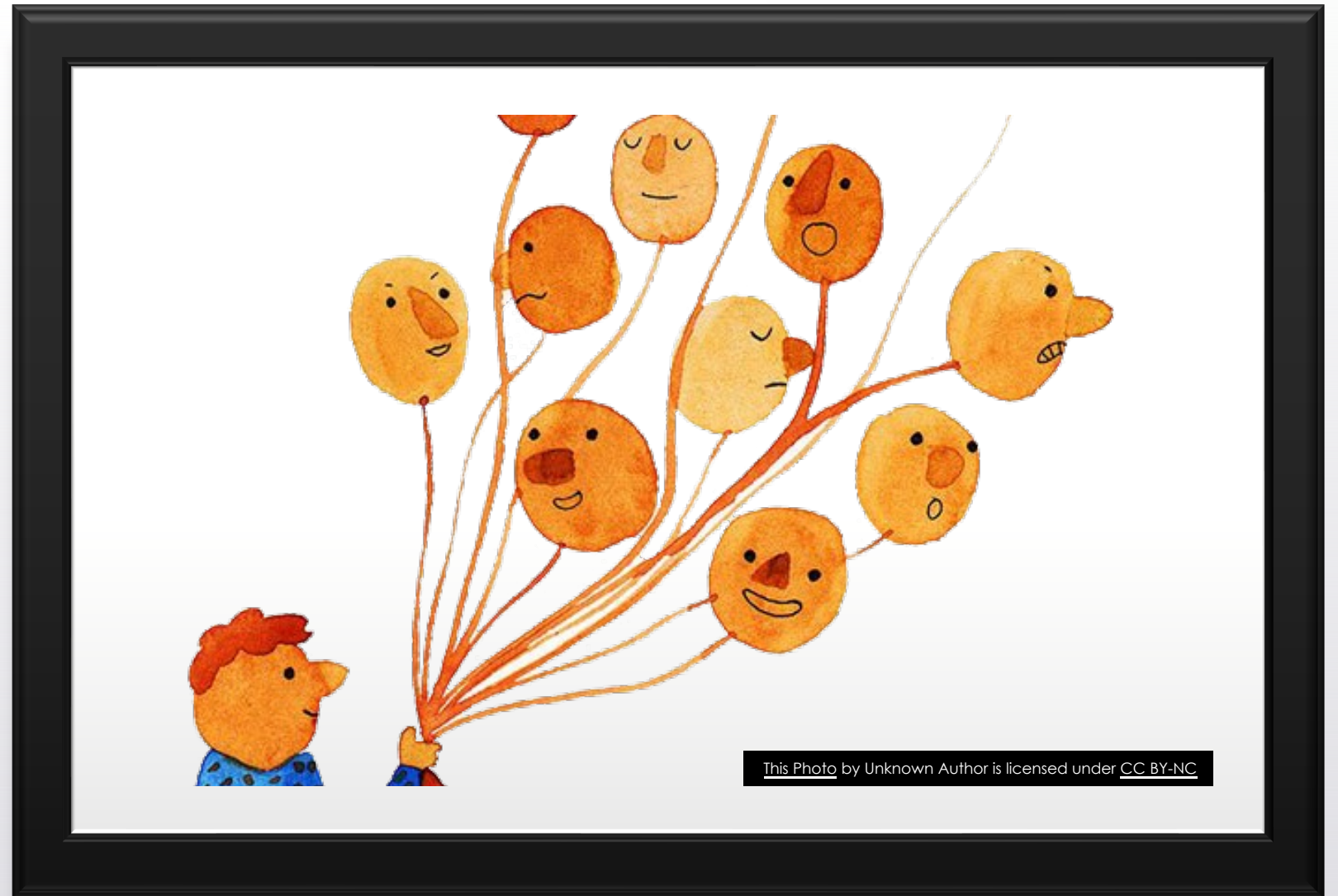
Activity: Recognizing Emotions

Adoration	Depression	Interest	Sorrow
Amazement	Disgust	Joy	Worry
Annoyance	Envy	Pride	Contempt
Anticipation	Embarrassment	Satisfaction	Boredom
Apprehension	Guilt	Serenity	



Recognizing Emotion

In Others and in Oneself



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Compare and Contrast

Emotion Scientists

- Curious
- Test Hypotheses
- Ask Questions
- Dig Deeper to Discover the Context

Emotion Judges

- Closed-minded
- Make Judgements
- Make up their minds without considering the context



Take Care of Your Brain Strategy:

Mental Health Relief Kits

MENTAL HEALTH RELIEF KIT

PASS Cards

- Quick mental health reminders
- Choose a strategy and do it now or later
- Please leave PASS Cards in the box but take pictures of the cards you want to use

Cold Packs

- Read instructions to activate
- Cold sensation can change the panic response; triggers diver's reflex
- Apply to back of neck or cheekbones

TAKE CARE OF YOUR MIND

Handwarmers

- Read instructions to activate
- Warmth provides comfort and increases blood flow

Sour Candy

- Safely shock the senses to distract from panic symptoms
- Turn attention fully to sense of taste

never give up

Communicate

- Ask for help
- Contact Haruka Kuga or Susan Essex - Teams, Canvas or stop by their offices in the library
- 988 - call or text anytime to reach immediate support for any type of mental health need.



Strategy – Happy Memory