

Managing My Feelings By Changing My Behavior Learning Experience 25

Self-Management Skills Module

Grade Level Range: Middle School - Adult

To Teachers:

If you have not already done so, please review the Managing Feelings Reading and the Introduction to Teaching Self-Management ([Self-Management Skills Module](#)) for suggestions on teaching SEL Skills, processing learning experiences, applying skills in real-life situations, and assessing, evaluating, and grading SEL Skills.

The purpose of this learning experience is to facilitate students' awareness of the activities, environments, relationships, and other situations that create pleasant and unpleasant feelings and what they can do to decrease unpleasant feelings and increase pleasant feelings by changing their behavior. It also asks them to identify barriers that keep them from changing and what they need to do to overcome these barriers. This is a follow-up learning experience to the Self-Awareness and Management of Feelings Learning Experience ([Self-Management Skills Module](#)).

Procedures/Directions:

Decide if you want students to focus on activities, environments, relationships, and activities that create unpleasant and/or pleasant feelings. See the Building More Pleasant Feelings Log and the Reducing Unpleasant Feelings Log ([Self-Management Skills Module](#)).

1. Determine how long they have to complete this learning experience. They need sufficient time so that they will be able to identify multiple activities, environments, relationships, and other situations that generate strong feelings.
2. If you have not already done so or done so recently, discuss the importance of being self-aware and managing feelings effectively. See the Managing Feelings Reading ([Self-Management Skills Module](#)).
3. You may have students review their Feelings Log and/or Feelings & Managing Feelings Log from previous learning experiences to identify the activities, environments, relationships, and activities that create unpleasant and pleasant feelings. If students have not completed the Feelings & Managing Feelings Log recently (from the Self-Awareness and Management of Feelings Learning Experience ([Self-Management Skills Module](#)), you may decide to assign this learning experience over several weeks to allow them to identify the activities, environments, relationships, and other situations that generate pleasant and unpleasant feelings and to consider their barriers to action and how they can overcome these barriers.
4. Distribute and have students complete the Building More Pleasant Feelings Log and /or the Reducing Unpleasant Feelings Log ([Self-Management Skills Module](#)).

5. Remind them that what you ask them to do may not be easy. The willingness and ability to identify the activities, relationships, environments, and other situations that create pleasant and unpleasant feelings, as well as being able to determine what they can do to change, the barriers that keep them from changing, and what they can do to overcome these barriers may be a difficult skill to master. They must be done repeatedly and in multiple situations to feel comfortable and to become proficient. The key is to make progress and to understand why we are effective and what we need to do to become more effective in the future.
6. Explain the grading procedures. Outlined below are different ways to assess and grade this project.
7. Review the *stages of learning a new skill* outlined below.
8. Using the “Processing Questions below, ask volunteers to share weekly. You may decide to start each class by asking volunteers to share. It may be easier to have them share pleasant feelings initially, and explain why they felt this way.
9. After completing their Building More Pleasant Feelings Log and/or the Reducing Unpleasant Feelings Log, have them complete the Managing My Feelings by Changing My Behavior Summary Questions below.
10. At the end of the assigned time, have students bring their Building More Pleasant Feelings Log and/or the Reducing Unpleasant Feelings Log and their Managing My Feelings by Changing My Behavior Summary Questions to class. See the Procedures for Grading outlined below.
11. At the end of the project and before they turn in their work, have a class discussion using the questions on the Managing My Feelings by Changing My Behavior Summary Questions.

Stages in Learning a New Skill

It is helpful if students understand that learning social-emotional skills is not easy and that they will go through different stages when learning these skills. The stages in learning a new skill include:

1. Feeling self-conscious and awkward when using the skill.
2. Feeling phony while engaging in the skill. When teaching these skills, my students would constantly say: “No one talks like this,” or no one does these things. My response was that, unfortunately, not enough people talk like this, and that is a major reason why so many people are unable to successfully work through misunderstandings, impasses, and conflicts in relationships, or maybe the reason so many people are unsuccessful at reaching their goals is that they don’t.
3. Their use becomes more skilled but it is still mechanical.
4. They master the skill, and its use becomes natural and automatic, fully integrated into their behavioral repertoire. They can use the skill without thinking about it.

Possible Assessment & Grading Procedures:

1. Teacher grade (and/or student self-evaluation) of the completeness of student answers on their Building More Pleasant Feelings Log and/or the Reducing Unpleasant Feeling Log and their Managing My Feelings by Changing My Behavior For Pleasant Feelings Summary Questions and/or the Managing My Feelings By Changing My Behavior For Unpleasant Feelings Summary Questions. See the Generic Rubric For Assessing Self-Awareness below.
2. At the end of the project, have students bring all required work to class. It may be easier to go through the assessment process in class to avoid confusion.
3. Using the Generic Rubric For Assessing Self-Awareness below, have students evaluate their work and place the grade in the appropriate space on the Managing My Feelings By Changing My Behavior Grade Summary below. If you are also assessing the completeness and depth of their work, include your grades on the Managing My Feelings By Changing My Behavior Grade Summary before returning it.
4. Collect all the documents in an order that will make it most manageable for you to review and grade.
5. See the How To Assess & Grade SES Skills in the [Assessment & Grading Module](#) for additional information on evaluation and grading.

Possible Documents That Students Submit at the End of the Learning Experience

1. Building More Pleasant Feelings Log
2. Reducing Unpleasant Feeling Log
3. Managing My Feelings by Changing My Behavior For Pleasant Feelings Summary Question
4. Managing My Feelings by Changing My Behavior For Unpleasant Feelings Summary Questions
5. Managing My Feelings by Changing My Behavior Grade Summary

Processing Questions

What To Ask Students About Activities, Environments, Relationships, and Other Situations That Generate Positive Feelings

1. What are the activities, environments, relationships, and other situations that generate positive feelings for you?
2. What feelings do they create?
3. What can you do to include those activities either more often, spend more time in those environments or with those people, and/or include those situations more often?
4. What barriers keep you from making these changes, and what, if anything, do you need to overcome them?

What To Ask Students About Activities, Environments, Relationships, and Other Situations That Generate Unpleasant Feelings

1. What are the activities, environments, relationships, and other situations that generate unpleasant feelings for you?
2. What feelings do they create?
3. What can you do to change either what you do or how you do them (for activities), change where you choose to be or spend less time there (for environments), change these types of relationships or specific relationships, or spend less time in them, and/or change these other situations?
4. What barriers keep you from making these changes, and what, if anything, do you need to overcome them?
5. If you are unable to change because of circumstances beyond your control, how can you manage the situation so that it is better for you?

What to Discuss & Point Out

1. Point out the same or similar activities, environments, types of relationships, and other situations that generate pleasant feelings among them. Describe the similarities in what they can do, the barriers that keep them from changing, and what they can do to overcome them.
2. Point out the same or similar activities, environments, types of relationships, and other situations that generate unpleasant feelings among them. Describe the similarities in what they can do, the barriers that keep them from changing, and what they can do to overcome them.

3. Since adolescents do not have control over some of their activities, relationships, and environments, it is important that you acknowledge that and facilitate a discussion about how they can more effectively manage their feelings and behavior in activities, environments, and relationships they cannot avoid. Point out the similarities in activities, environments, relationships, and other situations they cannot control. Discuss and have them brainstorm ways to effectively cope and manage these activities, environments, relationships, and other situations. Create a list for them to keep.
4. It is important to mention that many unpleasant feelings in relationships are caused by a conflict or misunderstanding. Working through conflicts and misunderstandings in relationships is very difficult for adolescents and adults. To be successful, it is essential to be skillful in using active listening, I Statements, and conflict resolution skills. See the [Relationship Skills & Healthy Relationships](#) and [Conflict Resolution Skills Module](#) for learning experiences that help develop these skills.

Follow-Up Learning Experiences: Applying Relationship Skills In Real Life Situations

It is not enough to have students only use skills in class. They must be given opportunities to apply skills in real life outside of class. Using skills in real-life situations, processing the results, and modifying their response is necessary and must be continuous and ongoing.

Follow-Up Learning Experiences For Managing My Feelings By Changing My Behavior

1. Students develop a goal to manage their feelings in healthier ways using the [My Goals Log LE](#), and the [My Goals Log \(SES Projects Module\)](#). Using the [My Goals Log](#) allows students to change their behavior and develop goals that do not require much analysis or the exploration of alternatives and choices. The [My Goals Log](#) can be used to have students develop goals and evaluate their success at the midpoint and again at the end of the project.
2. Have students develop and implement the [Managing My Feelings By Changing My Behavior Project \(SES Projects Module\)](#). This project aims to facilitate the development of competency in the ability to effectively manage their feelings by changing their behavior in real-life situations. It is a more extensive project than the [My Goals LE](#). It requires students to monitor their progress over time using self-monitoring charts and self-assessments of their effort, their progress, and/or the extent to which they completed the project.

More Advanced Self-Awareness and Management of Feelings & Thinking

1. For more advanced self-awareness learning experiences, see the [Focusing Learning Experience Self-Awareness Module](#) .
2. For more advanced learning experiences on managing thinking, see the [Reality Checking Learning Experience \(Self-Management Skills Module\)](#).
3. For more advanced learning experiences on managing unrealistic thinking, see the [Managing Unrealistic Thinking Learning Experience \(Self-Management Skills Module\)](#).

Attribution/Source: The [Building More Pleasant Feelings](#) and the [Reducing Unpleasant Feeling Logs](#) are an adaptation of [Know How Feelings Affect My Actions](#) in *Self-Discovery: Developing Skills* by Gilda Gussin and Ann Buxbaum.

Managing My Feelings By Changing My Behavior (Pleasant Feelings)

Summary Questions

Review your Building More Pleasant Feelings Log and answer the following questions:

1. What activities generate the most pleasant feelings for you? Are there any patterns in the types of activities that generate the most pleasant feelings for you?
2. For the activities that generate the most pleasant feelings, what, if anything, do you need to do to spend more time doing these or similar activities?
3. What are the barriers, and what do you need to do to overcome them so that you spend more time doing these or similar activities?
4. What environments generate the most pleasant feelings for you? Are there any patterns in the types of environments that generate the most positive feelings?

5. For the environments that generate the most pleasant feelings, what, if anything, should you do to spend more time in these or similar environments?
6. What are the barriers, and what do you need to do to overcome them so that you spend more time in these environments?
7. What relationships or types of relationships generate the most pleasant feelings for you? Are there any patterns in the kinds of relationships or types of relationships that generate the most pleasant feelings for you?
8. For the relationships or types of relationships that generate the most pleasant feelings, what, if anything, do you need to do to spend more time in these relationships?
9. What are the barriers, and what do you need to do to overcome them so that you can spend more time in these relationships?

10. What other situations generate the most pleasant feelings for you? Are there any patterns in different situations that generate your most pleasant feelings?

11. For the other situations that generate the most positive feelings, what, if anything, do you need to do to spend more time being involved in these or similar situations?

12. What are the barriers, and what do you need to do to overcome them so that you spend more time doing these or similar situations?

Managing My Feelings By Changing My Behavior (Unpleasant Feelings) Summary Questions

Review your Reducing Unpleasant Feeling Log and answer the following questions:

1. What activities generate the most unpleasant feelings for you? Are there any patterns in the types of activities that generate the most unpleasant feelings for you?
2. For the activities that generate the most unpleasant feelings, what, if anything, can you do to spend less time doing these or similar activities?
3. What are the barriers, and what do you need to do to overcome them so that you spend less time doing these or similar activities?
4. What environments generate the most unpleasant feelings for you? Are there any patterns in the types of environments that generate the most unpleasant feelings for you?

5. For the environments that generate the most unpleasant feelings, what, if anything, can you do to spend less time in these or similar environments?
6. What are the barriers, and what do you need to do to overcome them so that you spend less time in these environments?
7. What relationships or types of relationships generate the most unpleasant feelings for you? Are there any patterns in the kinds of relationships or types of relationships that generate the most unpleasant feelings for you?
8. For the relationships or types of relationships that generate the most unpleasant feelings, what, if anything, do you need to do to spend less time in these relationships?
9. What are the barriers, and what do you need to do to overcome them so you spend less time in these relationships?

10. What other situations generate the most unpleasant feelings for you? Are there any patterns in different situations that generate your most unpleasant feelings?
11. For the other situations that generate the most unpleasant feelings, what, if anything, do you need to do to spend more time being involved in these or similar situations?
12. What are the barriers, and what do you need to do to overcome them so that you spend less time doing these or similar situations?

Generic Rubric For Assessing Self-Awareness, Self-Insight, & Self-Knowledge

To earn a grade of 90 or higher, you must meet **all** of the criteria in the 90-100 range listed below. To earn a grade of 100, your work must be perfect. To earn a grade of 80-89, you must meet **all** of the criteria in the 80-89 range listed below. Even if one question was not answered, if the answers are incomplete, or if you hurried through parts of the assignment to get it done, the highest grade **you** can give yourself is a 79. Based on the quality of your work, I may give you a higher grade, but do not give yourself a grade higher than a 79 if it is incomplete.

90 – 100 = Advanced: Above and Beyond. My answers demonstrate deep and complex self-awareness, self-insight, and self-knowledge.

- Best Effort, Best Work
- All the Questions Have Been Answered
- The Answers are Complete and Fully Supported in Great Detail
- Answers Show **Deep & Complex** Insight: I Thought Very Deeply About The Answers to **Each** Question.

80 – 89 = Proficient: At Standard. My answers demonstrate significant self-awareness, self-insight, and self-knowledge.

- Good Effort, Good Work, but Not My Best
- All the Questions Have Been Answered
- The Answers are Complete and Supported
- Answers Show **Significant Insight**: I Thought Deeply About The Answers to **Most** of the Questions.

70 – 79 = Needs Improvement. My answers demonstrate some but incomplete self-awareness, self-insight, and self-knowledge.

- This is Not Good Work or Good Effort for Me
- Some of the Questions Are Incomplete or Have Not Been Answered
- Some Answers are Not Well Developed: I Didn't Think Deeply About the Answer to Some of the Questions
- I Hurried Through Parts of the Assignment to Get It Done
- Answers show **Incomplete** Self-Awareness, Self-Insight, & Self-Knowledge

60-69 = Needs Significant Improvement. My answers demonstrate a lack of self-awareness, self-insight, and self-knowledge.

- Poor Effort and Poor Quality of Work for Me
- Many of the Questions Are Incomplete or Have Not Been Answered
- Many Answers are Not Well Developed: I Didn't Think Deeply About the Answers to Most of the Questions, and My Answers Lack the Necessary Details and Support.
- I Hurried Through Large Parts of the Assignment to Get it Done
- Answers show a **Lack** of Self-Awareness, Self-Insight, & Self-Knowledge

50 = Not Acceptable. The Task Needs to be Completed or Done Over.

40 = The Assignment Wasn't Turned In

Manage Feelings By Changing Behavior Grade Summary

Student Self-Evaluation of the Completeness & Depth of Their Answers

Students grade themselves using the criteria on the Generic Rubric Self-Awareness.

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Building More Pleasant Feelings Log

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Building More Unpleasant Feelings Log

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Managing My Feelings by Changing My Behavior For Pleasant Feelings Summary Question

_____ My Self-Evaluation Grade For The Completeness & Depth of My Answers on the Managing My Feelings by Changing My Behavior For Unpleasant Feelings Summary Question

Teacher Evaluation of the Completeness & Depth of Their Answers.

Teachers grade students using the criteria on the Generic Rubric for Assessing Self-Awareness

_____ Teachers Grade For The Completeness & Depth of My Answers on the Building More Pleasant Feelings Log

_____ Teachers Grade For The Completeness & Depth of My Answers on the Building More Unpleasant Feelings Log

_____ Teachers Grade For The Completeness & Depth of My Answers on the Managing My Feelings by Changing My Behavior For Pleasant Feelings Summary Question

_____ Teachers Grade For The Completeness & Depth of My Answers on the Managing My Feelings by Changing My Behavior For Unpleasant Feelings Summary Question

(Student's signature indicates that all the self-evaluation information is a complete, accurate, and honest assessment!

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