

Lesson Plan:

Name It to Tame It

The activity is directly connected to **children's mental health** because it helps with emotional literacy and trauma-informed awareness. Best used during morning session, advisory, after a conflict, or youth / small groups. Use with Empower Schools resource: Feelings / Emotions Wheel. Only takes 10 - 20 minutes of instructional time.

Purpose (Empower Alignment)

Students learn to:

- Identify and name emotions
- Understand that feelings are signals, not sins
- Normalize emotional expression in a safe environment
- Practice empathy and self-awareness

This activity reinforces Empower Schools' emphasis on **self-regulation, prevention, and (spiritual) grounding**.

Adaptations by Age

- **K-2:** Use faces and colors
 - **3-5:** Add sentence stems
 - **6-12:** Journaling and peer empathy
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Scripture Foundation (Optional)


"The Lord is close to the brokenhearted."
— Psalm 34:18

Materials:

- Feelings chart or emotion words
 - Paper or journal
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Educator Preparation

Before the lesson, decide on the **context for reflection**, such as:

- A recent classroom conflict
 - A lesson about kindness, respect, or self-control
 - A devotional or character lesson
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Lesson Steps

Opening (3 minutes)

Educator says:

“We all have emotions. Naming them helps us respond wisely instead of reacting.” or “God created our emotions. Naming them helps us respond wisely instead of reacting.”

Explain the Name It To Tame It Lesson (3 minutes)

Emotion Education (5 minutes)

Educator prompts:

- “These are the basic emotions: Happy, Sad, Mad, Scared, Calm, Surprised”
- “You can use the Feelings/Emotions Wheel to help you name your emotion.”
- “How can you tame your feeling or emotion if needed?”

Students may:

- Choose a word
 - Rate feelings on a scale of 1–5
 - Reflect how they feel right now
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Optional Sharing (3–5 minutes)

Invite volunteers to share **an emotion or feeling** and a healthy way of taming the emotion if needed. Model respectful listening: “We listen without judging or interrupting.”

Best for when a student is overwhelmed. Have the student say:


- “I feel _____.”
- “My body feels _____.”

Educator: “Feelings are signals, not trouble.”

Why this works: Naming emotions **reduces** their intensity.

Regulation & Compassion Step (5 minutes)

Educator affirms: “My feelings matter, and I can make healthy choices.” Discuss healthy ways to tame one’s feelings such as taking several deep breaths, meditating or saying a short prayer, journaling or drawing.



Closing & Regulation Moment (2 minutes)

End with a grounding activity:

- Three deep breaths
- Stretch fingers and hands
- Quiet moment of gratitude



Faith-Based Option:

“God helps us grow in wisdom. When we pause and reflect, we make space for peace in our hearts.”

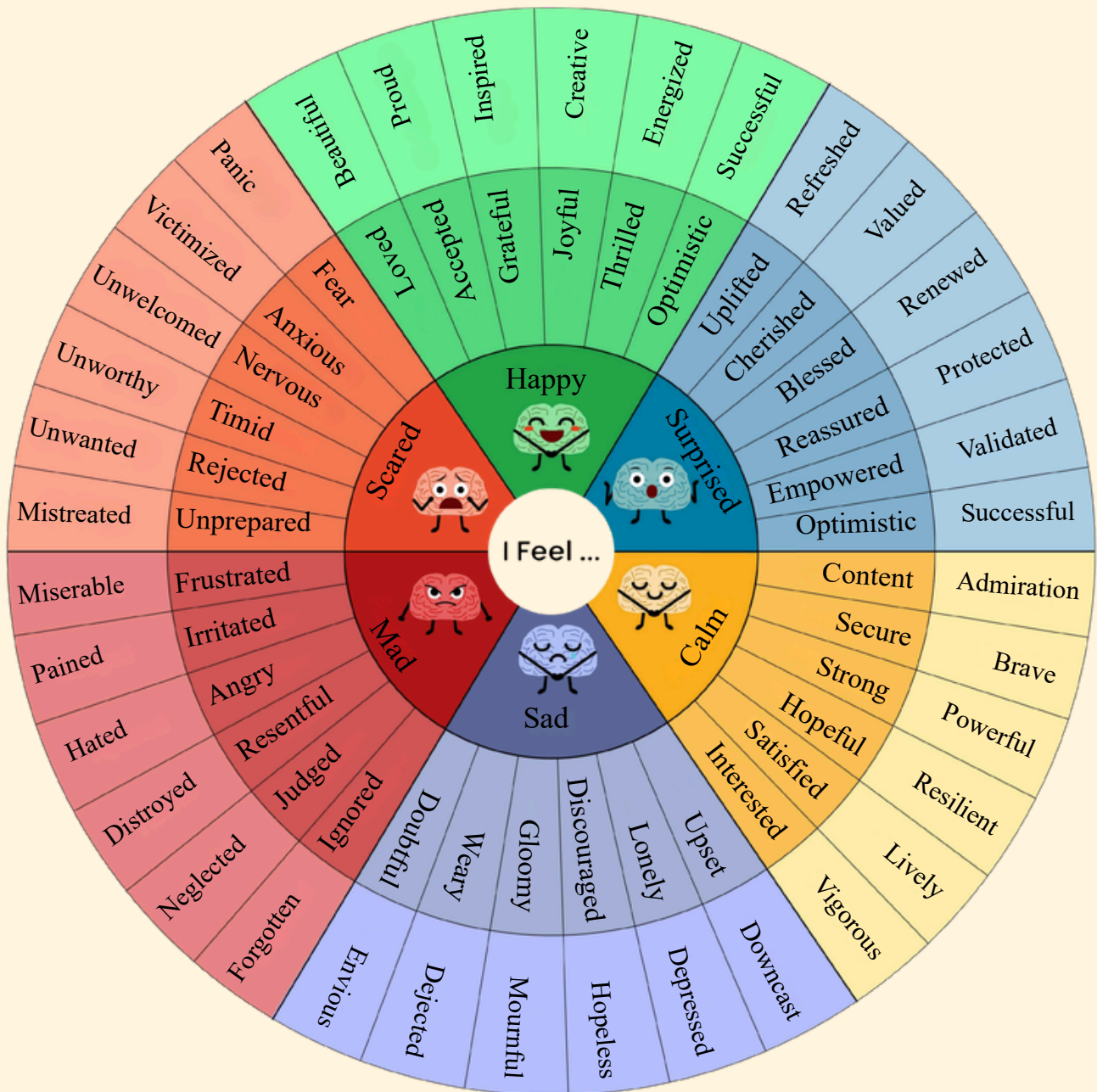
Assessment (Informal)

- Student participation
 - Quality of reflection (written or verbal)
 - Ability to identify a small, positive change
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Why This Activity Supports Children’s Mental Health

- ✓ Builds emotional vocabulary using simple language
 - ✓ Reduces shame and guilt regarding emotions
 - ✓ Creates emotionally safe classroom / youth environment
 - ✓ Builds lifelong emotional skills through repetition
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FEELINGS / EMOTIONS WHEEL



START FROM THE CENTER AND EXTEND OUT AS NEEDED.
ONCE NAMED, EXPRESS A WAY TO TAME IT IF NEEDED.

