

R U L E R

Recognizing, Understanding, Labeling, Expressing, Regulating Emotions in Families

Tips we can all practice to help families feel better and build stronger relationships.

1. Pay attention: We all have feelings all the time - they come, they go - they're all okay. Emotions are signals we can learn from; they carry important information and can help us connect with each other.
2. Feel your feelings: Our feelings make us human. Noticing and naming our feelings helps us know ourselves better and make smarter decisions. We can all be better about enhancing feelings that make us feel better, versus the ones that don't.
3. Talk about your feelings: Engaging in conversations with family members about feelings helps us understand and feel closer to one another. Sometimes conversations help us untangle why we feel what we do, and get clarity about what to do next.
4. Listen: to understand: not to judge, deny, or dismiss one another's emotions.
5. Be curious: Being curious "emotion scientists" about ourselves and others can lead to discoveries that enliven our relationships and help us understand our thoughts, feelings, and behaviors. Getting at the underlying feeling and its cause is critical to providing the best possible support.
6. Show empathy: We all want to feel understood. While we may not agree with one another's actions, it is important that we try to accept and understand one another's feelings. When we do this, we build emotional safety, trust, and closeness.
7. Choose your response wisely: Having feelings is different from acting on our feelings. We don't have to react immediately to something that someone says or does, or be derailed. We can slow down (breathe), feel our feelings, think about our best self, and choose a response that we feel proud of, rather than regret.
8. Remember there's more than one view: We often feel we're right, but there might be another way to look at it, without necessarily making our view wrong. Sharing different points of view within a family can be healthy.
9. Stay connected: Take time every day to reach out to loved ones to let them know you are thinking about them.
10. Have the courage to repair: After an argument or being disappointed in a loved one, don't be afraid to be the first to reach out. Say you're sorry if you know you've hurt someone's feelings.
11. Add a dose of kindness: Your relationships will be warmer, and when you look back on your life, you'll be glad you were kind and compassionate to one another.

- ✓ Validate all emotions
- ✓ Use a more elaborate "feeling word" vocabulary
- ✓ Be a role model!

TAKE 10: Overview for Facilitator(s)

Learning Goals:

Our Take-10 Workshops were inspired by the needs of our RULER School Communities.

Schools across the country told us they wanted opportunities to learn about emotions:

- in-person and in small, supportive groups
- in ways that are useful for faculty, staff, parents, *and* others
- designed to require only a little preparation and easy to understand
- that could be squeezed into a tight school or family schedule
- that included take-away practices for immediate use

Each Take-10 workshop is designed around one big idea or enduring understanding. These brief, interrelated workshops teach the underlying skills and mindsets to support RULER and the goals of the RULER Tools. They are a part of the larger RULER framework. We hope that you will find topics as, *Empathy and Relationships* or *Stress Management: What You Can Do Today* to be practical and helpful in all aspects of life: at work, with friends *and* with relationships at home.

Pre-workshop Planning:

School-based mental health staff are well-suited to lead workshops for families, or parent leaders, who learn about RULER, may also be interested in facilitating the Take-10s as parent-to-parent, or “peer-learning” workshops. Alternatively, Take 10’s can be presented to teachers at faculty, team, or department meetings.

All “Take 10” workshops are linked to Family and Educator Tip Sheets and can serve as jumping-off points for continued conversation and deeper learning. We encourage you to have copies of the Family and/or Educator Tip Sheets at each Take 10 that you can distribute to attendees. Workshops are designed to be as short as 10-15 minutes each. Take-home handouts for families are included to extend the learning for each workshop from core ideas to actual practices.

Many workshops refer to the Mood Meter. One thing to consider with parents and caregivers is their level of familiarity with this tool. There are several ways for them to learn more, a RULER for Families Overview presentation by the school, letters home, take home activities from students, a Mood Meter Take 10, or Mood Meter videos.

Please prepare for the workshop by familiarizing yourself with the content:

- The “Big Idea/Enduring Understanding,” is meant to be a guide for the workshop and having a firm grasp on this concept is important.
- Few materials are required, but it may be helpful to have a Mood Meter accessible.
- It’s also helpful to think of some personal examples or stories that you might draw upon.
- Finally, consider your audience. For example, will you need the assistance of a translator for a workshop?
- Be sure to make copies of the take home worksheets for families in advance.

On the Day of the Workshop:

TAKE 10: Overview for Facilitator(s)

- Check in with yourself - where are you as you begin this workshop? Think about how you want to feel while leading the workshop and, either maintain your pleasant mood or use your best strategies to see if you can shift into the high green or low yellow quadrants of the Mood Meter.
- Be mindful of starting and ending on time.
- Model good listening, as well as good boundary setting. Be clear about the time frame for the workshop in advance, and be clear about when discussion can happen (and whether or not there will be time for one).
- Ask participants to hold questions for the end and build in a few minutes for Q and A.
- Some adults can easily fall into being self-critical. Please convey a warm, nonjudgmental response to each participant. For example: “Really appreciate you sharing that story. I know you are not alone. I must have that feeling 10 times a week!”

Workshop Structure:

At the beginning of your workshop, please give a brief introduction of yourself as the facilitator. It is important to let participants know that this session is designed to be only 10-15 minutes long. There may not be time for questions during the workshop, but you might invite participants to stay for a few minutes afterward for Q & A.

Each workshop introduction includes a welcome with some background information, scenarios, or definitions to set the stage for the topic discussed. Take 10's are interactive skill-building opportunities and may include a series of thought-provoking questions, role plays, or pair shares. There are step-by-step instructions for the activities.

At the end of the activity, there is a short summary to reinforce key ideas. If time allows, or if you would like to run a longer workshop, *Key Ideas for Discussion* are provided. For families, a take-home handout with key ideas and practice activities is also provided. These can be sent home with those that are in attendance, along with encouragement for people to give these new practices a try at home.

Learning new skills can feel awkward at first, but we shouldn't give up! The more we practice, the better we become - until these ways of thinking and interacting just become a part of who we are.

Workshop List and Descriptions

Title	Enduring Understanding
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TAKE 10: Overview for Facilitator(s)

Listening to Understand	<i>Deep listening is one of your most important skills as a parent or educator.</i> When we listen, without judgment, to understand how others are feeling, we build deeper and more trusting relationships.
Behavior ≠ Emotion	Emotions are how we feel. Behaviors are what we do with our feelings. It's helpful to make a distinction between the behaviors and the underlying emotions that are driving those behaviors.
Choose Your Response - Empathy or Reactivity	When we're emotionally reactive to children's feelings, they tend to pull away from us, feel bad about themselves, and become less likely to come to us with their concerns over time. Being aware of our typical responses to emotionally intense situations helps us prepare for challenging situations so that we can respond with empathy.
Creating Connection through Conversation	High quality conversations involve a natural give and take, or turn taking, and build strong bonds and feelings of worthiness. One of the best things we can do for our children/students is to simply enjoy their company.
Emotion Themes	When we learn about themes that underlie emotions, we can be more accurate distinguishing the difference between emotions. This helps us to better understand ourselves and others.
Empathy and Relationships	Empathy-building responses--those that show acceptance and understanding of another's feelings--are important for building deeper connections within our relationships.
Positive Self-Talk	Harsh self-criticism does not help us reach our goals, it hinders us. Positive self-talk is one of the most powerful emotion regulation strategies. We can model this skill for our children and students so that they develop the habit of talking to themselves in supportive ways.
Reframing	Positive reframing is a thought strategy reminding yourself that there is another, more positive way to look at the situation, or a different way to tell the story with a positive spin on it. By changing the way we think about a situation, we can change what it means to us and how we feel about it.
Stress Management: What You Can Do Today	Learning how to manage or regulate the emotions that come with the stress in our lives involves skill and takes practice. Knowing which strategies support your goals - and work best for you in different situations - can make a difference.
The Charter	We have the power to create the kind of emotional climate within which we'd like to work and live. The Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our classrooms, schools, workplaces or homes.
The Mood Meter	By using the Mood Meter we can become more aware of how we and others are feeling and understand more about how our emotions influence thinking and behavior. When we recognize and label the full range of emotions, we can make wise choices about whether to keep or shift them.

TAKE 10: Overview for Facilitator(s)



The Blueprint	Many of us consider conflict in a negative light, as we worry that it may damage our relationships. But conflict can actually have the opposite effect. It can remind us of our personal boundaries strengthen our connections, and bring us closer together. When we try to understand someone else's perspective, we can realize how much we didn't know.
The Meta-Moment	Even in the most trying moments, our behavior does not have to be automatic and reactive. When we pause and envision how our <i>best selves</i> would respond, or take a Meta-Moment, we can act in ways that align with our values, make better decisions and maintain healthy relationships.

TAKE 10: Listening to Understand

About This Workshop

This workshop corresponds with tips 1, 4, 5 on the Families Tipsheet.

Enduring Understandings/Big Ideas:

Deep listening is one of your most important skills as a parent or educator. When we listen, without judgment, to understand how others are feeling, we build deeper and more trusting relationships.

Workshop Goals:

At the completion of this workshop, participants will:

- Distinguish how an emotion scientist (vs. an emotion judge) would respond to a child's feelings
- Practice being an emotion scientist by asking questions and listening to understand

Welcome/Introduction

Begin the workshop by displaying the definitions below and sharing the following introduction.

*When we're **emotion scientists**, we believe that we have "permission to feel" the full range of human emotions. Emotion scientists listen deeply, beyond words, to understand what emotions are being felt in order to build trusting relationships and to problem solve effectively.*

*Being an **emotion judge** is about looking at emotions through the lens of criticism and evaluation, (some emotions are good or bad, useful or harmful, etc).*

- We have emotions for a reason. Emotions carry important information about how we're responding to a given situation and they offer opportunities to connect with ourselves and one another. We *all* want to feel understood.
- Listening is more than being quiet when another is talking. It involves putting your own opinions, assumptions and beliefs on hold and being patient. It involves asking questions in a caring way that elicits honest responses.
- When we listen carefully, we have a clearer picture of what the problem is and are better equipped to problem-solve.

Workshop Steps:

Use these instructions as a guide to facilitate the workshop.

1. How many of you were raised by an emotion scientist? How many by an emotion judge? How did you know? What types of things did they say? (For most of us, it's a combination of both)
2. Working with the person next to you, take a piece of paper and draw a line down the center. On one side write emotion scientist, on the other write emotion judge. Write down 4-5 things that someone might say when they are an emotion scientist/judge.
3. From each column, choose one example and explain what your next step would be in problem solving. What do you notice about the difference between how you frame the problem and what your next actions would be?

TAKE 10: Listening to Understand

4. When we return to the whole group, please be prepared to share examples of statements or conversations that illustrate behaviors of both emotion judges and emotion scientists.

Summary/Debrief to Close the Workshop

- Being an emotion scientist is about curiosity, discovery, and is an expression of caring that helps us feel close to one another. Emotion scientists try to understand and learn more - whether or not they may feel the same way in a given situation.
- Being an **emotion judge** is about looking at emotions through the lens of criticism and evaluation, (are these good or bad, useful or harmful). Emotion judges tend to tell others what they are feeling instead of asking, and believe that only certain emotions are acceptable to feel. This behavior tends to shut down feelings of connection.
- Children learn to express their emotions in more constructive/respectful ways when they are confident that their feelings will be heard. As a parent/teacher, your warm understanding is reassuring to your child/student and opens them to problem-solving.
- You are a role model for how to treat others with respect and understanding.
- When you sincerely try to understand, you communicate that you care.
- As parents/teachers, we can't get it right every time. Developing the skills of emotional intelligence is a lifelong process. Just as children/students learn best in a climate of support, we also learn better when we are kind to ourselves.

Key Ideas for Discussion

You may choose to share these with the group if time allows.

- All emotions are okay. We may need to put limits on behaviors, but it's important to acknowledge and understand the underlying feelings that influence those behaviors.
- Listening involves being fully present - not preparing your response while your child/student is talking, or trying to problem-solve before you truly understand their thoughts and feelings.
- Try to listen beyond the surface, and take your child's/student's perspective into account, even if ultimately you make a decision that they dislike.
- Curiosity is about wanting to know more, not interrogating, or judging once you know. Ask clarifying questions, respectfully, with genuine interest and care.
- When you understand and acknowledge your child's/student's feelings, they will feel you are seeing and accepting them. This builds trust in your relationship.

TAKE 10: Listening to Understand

Take-Home Worksheet- Page 1

Enduring Understandings/Big Ideas:

Deep listening is one of your most important skills as a parent or educator. When we listen, without judgment, to understand how others are feeling, we build deeper and more trusting relationships.

Key Ideas

- When we're **emotion scientists**, we believe that we have "permission to feel" the full range of human emotions. Emotion scientists listen deeply, beyond words, to understand what emotions are being felt in order to build trusting relationships and to problem solve effectively.
- Being an **emotion judge** is about looking at emotions through the lens of criticism and evaluation, (some emotions are good or bad, useful or harmful, etc). This can shut down feelings of connection.
- All emotions are okay. We may need to put limits on behaviors, but it's important to acknowledge and understand the underlying feelings that influence those behaviors.
- Listening involves being fully present - not preparing your response while your child is talking, or trying to problem-solve before you truly understand their thoughts and feelings.
- Try to listen beyond the surface, and take your child's perspective into account, even if ultimately you make a decision that they dislike.
- When you understand and acknowledge your child's feelings, they will feel you are seeing and accepting them. This builds trust in your relationship.
- *"Your warm understanding communicates that you understand that he or she thinks it's the end of the world, at the same time that your ability to stay emotionally regulated reassures his or her that there is a light at the end of the tunnel." --Dr. Laura Markham - author of "Peaceful Parents, Happy Kids"*

Take-Home Worksheet- Page 2

TAKE 10: Listening to Understand

We Invite You to Practice:

Read the following scenarios for examples of how to listen to understand in different situations.

Scenario #1

CHILD: "I hate this homework and I hate my teacher for giving me this homework. It's stupid and I am not going to do it".

*PARENT: *Remember, your goal is to understand, not judge. Take a deep breath, and listen to understand, not reply.*

Conversation openers:

- "Help me to understand more about how you are feeling."
- "I'm curious as to what is making you feel this way."
- "I can see that you are really upset and maybe even feeling _____. I am wondering if the instructions weren't clear to you, or you are feeling a time crunch?"

**Then, be curious and explore further by asking questions and reflecting back what you hear to ensure you have understood.*

Scenario #2

CHILD: "I don't like Grandma, and I don't want to see her. She's mean!"

*PARENT: *Remember, your goal is to understand, not judge. Take a deep breath, and listen to understand, not reply.*

Conversation openers:

- "Can you tell me more about that?"
- "I'm curious as to what's making you feel this way."
- "I'd like for you and Grandma to have a better relationship, and I'm wondering what might make a difference."
- "Hmmm... I can see that you are really angry with her right now. Did something specific happen that makes you say, "She's mean?"

**Then, be curious and explore further by asking questions and reflecting back what you hear to ensure you have understood.*

Think about situations that may occur where you can use some of these conversation openers and try them out.

- Notice the expression on your child's face and find out more about it; notice how they are feeling, get curious, and show genuine interest.
- Ask questions, and listen to understand.
- Ask them afterward, if they felt understood by you.

TAKE 10: Behavior ≠ Emotion

About This Workshop

This workshop corresponds with tips 3, 5, 6, 8 on the Families Tipsheet.

Enduring Understandings/Big Ideas

Emotions are how we feel. Behaviors are what we do with our feelings. It's helpful to make a distinction between the behaviors and the underlying emotions that are driving those behaviors.

Workshop Goals

At the completion of this workshop, participants will:

- Understand the difference between emotions and emotional expression
- Have ideas about how to approach challenging behaviors and the expression of "big emotions" more skillfully

Welcome/Introduction

Begin the workshop by sharing the following introduction:

- When we experience a strong emotion, changes occur in our bodies (breathing, heart rate, tension, body temperature) and our thoughts. This internal experience of emotion is not necessarily the same as how we express the emotion through our behaviors--actions, facial expression, body language or words.
- We might assume that we know how someone is feeling by how they are behaving, but emotion expression is complex. Behaviors provide important clues, but they are only clues.
- Sometimes what we show on the outside doesn't seem to match what we feel on the inside. Sometimes we repress or mask emotions. This often happens with big feelings, such as disappointment, hurt, humiliation, and anger.
- Once we understand the emotions, it's easier to make sense of the behaviors and to determine the best way to offer support and help solve the problem.
- All emotions are okay. There are no limits on what we can feel, but limits DO need to be set on some behaviors. Some behaviors or "misbehaviors," are a signal that your child/student needs help managing their emotions or that they aren't feeling okay.

Workshop Steps

Use these instructions as a guide to facilitate the workshop.

1. Consider the scenario below.
 - a. Child/student enters the room, slams the door and drops their belongings on the floor. The child then walks to the table, slumps down and covers their face with their hands.
2. Turn to the person next to you and discuss how you would handle this situation.
3. Optional: Is there anyone who felt particularly skillful with this vignette and would like to share with the group?
4. Think about your children/students. We can make assumptions about the emotions that drive the behaviors we see. Some of these assumptions may even be out of our awareness. They may depend on where we are on the Mood Meter at the time. We may see a child who is shut down and assume they are being defiant because they are angry, when perhaps they feel anxious or alienated.

TAKE 10: Behavior ≠ Emotion

Summary/Debrief to Close the Workshop

- Many of us are uncomfortable with very unpleasant emotions, those in the red and blue quadrant of the Mood Meter, because we equate them with weakness, or aggression. Or, we may be impatient or feel helpless with emotion expressions such as inconsolable sobbing because we think it delays solving the problem.
- Healthy, strong, resilient people feel the full range of emotions, and accept them as part of the human experience. All emotions matter and give us important information. Resilient people generally don't get stuck in them, nor do they express them irresponsibly or disrespectfully. They effectively manage their emotions by thinking things through, while also taking their feelings into account, in order to make the best decisions.
- Everyone has their own style of emotional expression and this is ok. We want to be aware of the way our emotional expressions affect those around us, and help children/students to become aware, so that we can make decisions about how we want to express our emotions.
- Parents/teachers can model skillful expression for students/children. We might ask ourselves, "Am I expressing my feelings at the best time, in the best place, and in the best way, to achieve my long-term goals?" "What are kids learning as they watch and listen to me?"

Key Ideas for Discussion

You may choose to share these with the group if time allows.

- Being skilled at expressing emotions means knowing how and when to display our emotions, depending on the setting, the people we're with, and the larger context. This is influenced by the social and cultural rules or expectations (usually unspoken) for when and how to express emotions in different situations and with different people and our goals.
- In order to build this skill, we need to fully understand our emotions so that we can choose the best emotion regulation strategy. Most of us work on this for a *lifetime!*
- Often, we believe we have to do something, but sometimes we just need to remember that our *emotions are signals. We have emotions for a reason.*
- Children/students don't always know how to talk about how they're feeling in the moment, especially when they are caught up in intense, unpleasant emotions. They need assurance that we still care for and accept them, no matter what they are feeling.
- When a child or student comes to us yelling or sobbing, we can get triggered easily. It's important for us to regulate our own emotions so that we can connect with our kids in ways that soothe, rather than escalate theirs.
- By kindergarten, children should be learning to tolerate and name some of their big emotions without hitting or physically hurting others.

TAKE 10: Behavior ≠ Emotion

Enduring Understandings/Big Ideas

Emotions are how we feel. Behaviors are what we do with our feelings. It's helpful to make a distinction between the behaviors and the underlying emotions that are driving those behaviors.

Key Ideas

- Being skilled at expressing emotions means knowing how and when to display our emotions, depending on the setting, the people we're with, and the larger context. This is influenced by the social and cultural rules or expectations (usually unspoken) for when and how to express emotions in different situations and with different people and our goals.
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- By kindergarten, children should be learning to tolerate and name some of their big emotions without hitting or physically hurting others.

We Invite You to Practice:

Pay attention to people's behavior, your childrens', your friends, or other family members. If you have a sense that more may be going on than meets the eye, ask an open-ended question.

For example:

You, "I noticed that you seemed a little lower energy and more quiet than usual. I wondered if something might be bothering you."

Person, "No. I'm just tired."

You, "Umm. Anything else?"

TAKE 10: Choose Your Response - Empathy or Reactivity

About This Workshop

This workshop corresponds with tips 2, 6, 7 on the Families Tipsheet.

Enduring Understandings/Big Ideas

When we're emotionally reactive to children's feelings, they tend to pull away from us, feel bad about themselves, and become less likely to come to us with their concerns over time. Being aware of our typical responses to emotionally intense situations helps us prepare for challenging situations so that we can respond with empathy.

Workshop Goals

At the completion of this workshop, participants will:

- Identify their habitual responses to emotionally intense communication
- Learn how empathic responses differ from reactive responses
- Understand that being accepting and responsive to the emotions of others, does not mean being permissive of unhelpful emotion expression

Welcome/Introduction

Begin the workshop by sharing the following introduction:

- Empathy is the ability to understand and feel what someone else is feeling.
- Children need their parents and other primary adults in their lives at every stage of their development -- and most say that they'd want children to turn to them in a time of crisis.
- Can you remember a recent time when your child/student came to you with an upsetting problem or crisis? Can you remember how you responded?
 - *Did you feel you needed to "solve" or "fix" the problem to help?*
 - *Were you reactive because you got hijacked by your own feelings?*
 - *Do you have any idea how your child/student felt after the conversation?*
- Most often these conversations pop up out of the blue when we are tending to our own responsibilities and needs. We're not ready, and haven't thought through how we want to respond, or what our child/student might need. Thinking about ways we might want to respond in advance can help us prepare for situations when they arise.
- After your child/student feels understood - that may be the time to explore their interpretation of the event, or ideas for solving the problem.

Workshop Steps

Use these instructions as a guide to facilitate the workshop.

1. Let's consider some examples. As I read each scenario, tune into **the first response that pops into your head. Call out that response. Your child/student walks up to you and cries...**
 - a. *"Everybody hates me at school."*
 - b. *"I got a D on my report card."*
 - c. *"This is ugly. It's not what I wanted."*
2. **Note to facilitator: You may want to display these two descriptions for your participants. Our responses tend to fall into one of two categories:**

TAKE 10: Choose Your Response - Empathy or Reactivity

- a. **Reactive:** Judging, blaming, reassuring*, name calling, lecturing, sarcasm, dismissing or denying child's feelings, distracting (with humor), giving unsolicited advice
 - b. **Empathic:** listening (without judgment), asking clarifying questions, restating what you understand, validating or empathizing with how your child feels, expressing concern, offering support, being quietly present
3. Turn to the person next to you and describe what your emotion was in each situation. Where were you on the Mood Meter? How did your emotions influence your reaction and response?
 4. Which kinds of responses are most likely to help your child or student feel emotionally safe and most willing to connect?

**Reassuring can be dismissive when the message is, "don't worry, everything is going to be fine," because we may not be able to control the situation or guarantee a favorable outcome.*

Summary/Debrief to Close the Workshop

- Being responsive to and accepting of emotions does not mean that "anything goes" in terms of behaviors. All emotions are ok, but not all behaviors are acceptable.
- You do not have to share the opinions or beliefs of someone else in order to understand and validate them.
- Children/students are usually more willing to cooperate and move into problem-solving mode once they feel understood. And, if you want kids to understand you, it's best to start by understanding them.
- Pay attention to how you are feeling because our emotions influence how we respond to our children/students.

Key Ideas for Discussion

You may choose to share these with the group if time allows.

- **It's a basic human need to feel seen, heard and understood. If we want to be understood by our children, the place to start is by understanding them.**
- **Children need to feel emotionally supported by the key adults in their lives.**
- **When emotional moments pop up, we aren't always prepared. Our automatic response might be reactive rather than receptive.**
- **Being aware of how we are feeling in the moment can be challenging, but it is a useful practice in everyday life. How we feel influences what we do.**
- **Responding with empathy will invite trust and feelings of emotional safety - and open the channels of authentic communication.**
- **Empathy-building responses are the first step. Once we understand how our children/students feel, (and they feel understood by us) we can act by offering support or helping them to determine how to solve a problem.**
- **Taking our children's/student's feelings seriously is not the same as coddling them. Parents can be warm and responsive to their children's concerns, while setting limits on behaviors and demands.**

TAKE 10: Choose Your Response - Empathy or Reactivity

Take-Home Worksheet- Page 1

Enduring Understandings/Big Ideas

When we're emotionally reactive to children's feelings, they tend to pull away from us, feel bad about themselves, and become less likely to come to us with their concerns over time. Being aware of our typical responses to emotionally intense situations helps us prepare for challenging situations so that we can respond with empathy.

Key Ideas

- **It's a basic human need to feel seen, heard and understood. If we want to be understood by our children, the place to start is by understanding them.**
- **Children need to feel emotionally supported by the key adults in their lives.**
- **When emotional moments pop up, we aren't always prepared. Our automatic response might be reactive rather than receptive.**
- **Being aware of how we are feeling in the moment can be challenging, but it is a useful practice in everyday life. How we feel influences what we do.**
- **Responding with empathy will invite trust and feelings of emotional safety - and open the channels of authentic communication.**
- **Empathy-building responses are the first step. Once we understand how our children feel, (and they feel understood by us) we can act by offering support or helping them to determine how to solve a problem.**
- **Taking our children's feelings seriously is not the same as coddling them. Parents can be warm and responsive to their children's concerns, while setting limits on behaviors and demands.**

TAKE 10: Choose Your Response - Empathy or Reactivity

We Invite You to Practice:

This week, we encourage you to:

- Be an emotion scientist. Notice your own feelings and habits around emotions. (For example, accepting, dismissing). Pay attention your habitual responses to your children, family members, friends and colleagues. How do your feelings influence your responses?
- Practice new skills. They may feel awkward and uncomfortable at first – that’s a natural stage in the learning process - but we encourage you to step up to the challenge. Model a growth mindset and being a lifelong learner.
- Because we typically do not have warning for emotional situations, practicing will help us call on our empathy skills in the moment. One way to practice is to brainstorm responses to characters in popular television shows and movies.
 - When the character is expressing a strong emotion, empathize.
 - Notice where you are on the Mood Meter in relation to the situation being portrayed.
 - Listen to the character’s statements, pay attention to body language, and consider the situation.
 - Think of what your empathic response would be that accepts and validates the character’s feelings if they were talking with you.
 - You can have these discussions with your children to help them practice this skill as well!

TAKE 10: Creating Connection through Conversation

About This Workshop

This workshop corresponds with tips 4, 5, 9 on the Families Tipsheet.

Enduring Understandings/Big Ideas:

High quality conversations involve a natural give and take, or turn taking, and build strong bonds and feelings of worthiness. One of the best things we can do for our children/students is to simply enjoy their company.

Workshop Goals

At the completion of this workshop, participants will:

- Experience the difference between being a “learner” and a “knower” as well as being “emotion scientist” versus “emotion judge” during a conversation.
- Practice having high quality give-and-take conversations that build strong bonds and feelings of worthiness.
- Have ideas for meaningful or interesting topics to explore with their children.

Welcome/Introduction

Begin the workshop by sharing the following introduction.

- We live in a fast-paced world filled with screens and schedules. Many of us may be “connected,” but often to phones and devices rather than to one another. Sometimes people feel lonely and fragmented, even when they are surrounded by others.
- This workshop is about connecting with your child/student by asking meaningful, thought-provoking questions and being present for one another.
- Think of these as conversations to learn about each other and enjoy time together, rather than communication for accomplishing a specific purpose.
- It is helpful to use open-ended questions because they require thought and reflection, rather than closed questions that can be answered with a yes or no.
- When we have conversations with the goal of being a “learner, not a knower,” and practice being an “emotion scientist” by asking open-ended questions and listening without judgement, we build connections in the brain and with one another.
- Not only do these conversations build the brain in developing children, but, over a lifetime, they foster the feelings of worthiness that comes from knowing that someone we care about enjoys our company.

Workshop Steps

Use these instructions as a guide to facilitate the workshop

1. Take a moment to consider the following questions. One person can read each aloud:
 - Would you rather be the best player on a B team, or the weakest player on an A team? Why?
 - If there were 26 hours in a day, what would you do more of, and why?
 - If you could enter a time machine, what time period would you go to, and why?
 - What are the most important qualities in a friendship to you?
2. Turn to the person next to you. Choose one of these questions to start a conversation. Take one to two minutes.
 - Be attentive to your partner. Focus on what they’re sharing and not what you are going to say next.
 - Ask open-ended questions. Take turns asking and answering.
 - If someone tells you something you’re curious about, try saying, “Tell me more about that.” Take it deeper. Keep the conversation going.

TAKE 10: Creating Connection through Conversation

- If something is unclear to you, try summarizing a comment to see that you have correctly understood. That gives your partner a chance to clarify.
- 3. *Note to facilitator: ask these discussion questions. Participants can call out popcorn style.*
 - What did you notice? Where were you on the Mood Meter during the conversation?
 - Were there any surprises?
 - Did you feel “connected?”
 - What could help you have higher quality conversations with your children/students?

Summary/Debrief to Close the Workshop

- When we engage in undistracted and open-ended conversations with our children/students, it gives us opportunities to discover more about who they are and let them know more about who we are. This builds and maintains deeper connections in our brains and with each other.
- It also encourages self-reflection in our children/students and allows us to be in touch with how they’re perceiving their world and how they feel.
- While teens may feel somewhat private about aspects of their lives, they DO want their parents and trusted adults to show interest in who they are and what they care about. With teens, it may be helpful to build off of something they’ve started to share instead of asking randomly.
- Strong relationships, at any age, rely on our feelings of connection with others and that is an ongoing process that we can keep alive.
- Our relationships with our children/students can have a profound impact on the relationships they have with themselves and others so staying connected through conversation is important.

Key Ideas for Discussion

You may choose to share these with the group if time allows.

- Remember to be a model in the art of communication. Your children/students are learning from you.
- Often we spend more time directing our children/students and telling them what to do, than finding out who they are. Conversations are opportunities for discovery, and a chance to practice being “learners” rather than “knowers” about one another.
- Conversations are opportunities to practice being an “emotion scientist.” As you listen for feelings, you will understand more deeply what your child/student is communicating.
- Expressing curiosity about one another (rather than judgement) builds closer relationships.
- “Give and take” conversations strengthen the neural pathways for social and emotional skills. Take turns listening and talking. You are talking **WITH** your child/student, not **TO** or **AT** your child/student.
- Recent studies suggest that it’s not just the **quantity** of words used in a conversation, but even more about the **quality** of the conversation.

TAKE 10: Creating Connection through Conversation

Enduring Understanding/Big Idea

High quality conversations involve a natural give and take, or turn taking, and build strong bonds and feelings of worthiness. One of the best things we can do for our children/students is to simply enjoy their company.

Key Ideas:

- We can practice being emotion scientists by being curious about thoughts and feelings, and by engaging in “give and take” conversations - with the aim of building deeper bonds with our kids.
- When we engage in conversations with our children, we’re more in touch with how they’re perceiving their world and how they feel. It gives us opportunities to express how much we care, build their sense of self-worth, and encourage a self-reflective capacity.
- “Give and take” conversations strengthen the neural pathways for social and emotional skills - Take turns listening and talking. You are talking **WITH** your child, not **TO** or **AT** your child.
- Think of these as open-ended conversations, rather than conversing to accomplish a specific purpose. Closed questions can be answered with a yes or no, but open-ended questions require imagination, thought and reflection.
- Expressing curiosity about one another (rather than judgment) builds closer relationships.
- Recent studies suggest that it’s not just the **quantity** of words used in a conversation, but even more about the **quality** of the conversation.
- *Our relationships with our children can have a profound impact on the relationships they have with themselves and others, so staying connected through conversation is important.*

TAKE 10: Creating Connection through Conversation

We invite you to practice:

Choose one of the following questions from each category and have a conversation with someone at home! Use the blank space below to write down your own questions to have a conversation about.

Remember these helpful tips:

- Be attentive to your partner. Focus on what they're sharing rather than what you are going to say next.
- Ask open-ended questions. Take turns asking and answering.
- If someone tells you something you're curious about, try saying, "Tell me more about that." Take it deeper. Keep the conversation going.
- If you're not sure, try summarizing a comment to see that you have correctly understood. That gives your partner a chance to clarify.
- Talk **WITH** your child/teen/family member (take turns in conversations, ask questions) rather than **TO** (giving directions).

IMAGINE THIS	THIS IS ME
If you could make a new discovery, what kind of discovery would you want it to be?	What are 3 (or 5) different emotions or feelings you had today? What contributed to having those feelings?
If you could have a superpower, what would it be? And, if you could give a superpower to someone in our family, what would that be?	What is most important to you? (For example, friendship and belonging, learning and developing yourself, achievement, spending time in nature, being connected to family, social justice, religious spiritual life, health and wellbeing practices, beauty, creativity, integrity, the arts? Fatih? Service? Play?)
If we were moving to a new home, and could only take 5 items, what would you take?	How do you tend to feel after a long time on electronics or on /social media – energized, depleted, connected, lonely, empowered, inferior?
What kind of animal do you think you're the most like, and why? How about the other members of our family?	What is one piece of advice you would give your younger self? What about to your older self?
If you could imagine receiving one kind of trophy or award, what would it be for?	What is one thing that isn't taught in school that you wish you could learn there?
Ideas for additional questions:	Ideas for additional questions:

Reflections

- What did you notice?
- How did you feel during and after the conversation? Where were you on the Mood Meter?
- How would you describe the quality of the conversation, and the ease of "conversational turns?"
- **Is my child/teen responding thoughtfully, and learning to ask me questions in return?**

TAKE 10: Empathy and Relationships

About This Workshop

This workshop corresponds with tips 6, 7, 8 on the Families Tipsheet.

Enduring Understandings/Big Ideas

Empathy-building responses--those that show acceptance and understanding of another's feelings--are important for building deeper connections within our relationships.

Workshop Goals

At the completion of this workshop, participants will:

- Understand that empathy-building responses strengthen relationships and foster open communication.
- Know that modeling empathy is one of the most effective ways of teaching it.
- Practice pausing and utilizing empathy-building responses

Welcome/Introduction

Begin the workshop by sharing the following introduction.

- Think of a day in the past month where you shared something that was bothering you with a friend, a coworker a family member. Now imagine that their first response to you was, "You shouldn't feel that way. It's not a big deal."
- How does this influence your emotions? Does this help you to regulate to a more pleasant state? Do you want to continue the conversation with that person?
- Remember, empathy is the ability to understand and feel what someone else is thinking and feeling.

Workshop Steps

Use these instructions as a guide to facilitate the workshop.

1. Read the following scenario, and focus your attention on the initial thoughts and feelings that arise in you, just as you did before. Pause...

Child/Student: "Everybody hates me at school."

Child/Student: "I got a D on my report card."

Child/Student: "This is ugly. It's not what I wanted."

Parent/Teacher: (What is your empathic response? Say something to your partner).

Where are you on the Mood Meter?

2. Next, consider how your child/student may be feeling.
 - a. Can you put yourself in your child's/student's shoes? (Find some feeling words). Even if you didn't like the child's expression-- how did you think the child was feeling? (note:

TAKE 10: Choose Your Response - Empathy and Relationships

- using words like “spoiled” or “ungrateful” would be a judgment or characterization of the child).
- b. For example, *Let’s say you have a hunch your child/student is feeling “disappointed.” What might you say? How can you reflect your understanding back? (“You had your heart set on something else...”)*
 - c. How you can build connection and trust using an empathy-building response, instead of being reactive? Write down what you might say that would be an empathic response.
3. Now, with a partner, discuss your responses. Please take one minute each.
 4. Can we have a few people share some of their empathic responses with the group?
 5. Once your child/student feels understood by you - and emotionally safe - they will most likely relax a bit. Then we can be compassionate. You can begin to problem solve together, or discuss strategies for regulating and expressing emotions in ways that maintain positive relationships. They learn this best by seeing parents and teachers model these skills, and by coaching and guidance.

Summary/Debrief to Close the Workshop

- When we are experiencing challenging emotions and turn to a trusted friend, coworker or loved one for support, the way in which they respond has a significant effect on our relationship with them. It can bring us closer and make us more likely to turn to them in times of need --- or it can shut-down communication. We all want to be understood without fear of judgment.
- Responding with empathy increases the odds that our children or students will come to us when they are struggling, and trust us to support them through difficult circumstances. And, if we want our children or students to be understanding and accepting of others, especially those with whom they may not agree or feel different from, then we need to model this skill.
- We all have our own “empathy styles” - which may look and sound different but yield the same result - they encourage relational closeness, safety, and trust. *Connect before your correct.*

Key Ideas for Discussion

You may choose to share these with the group if time allows.

TAKE 10: Choose Your Response - Empathy and Relationships

- There are ways we can respond to our children (and others) that are more likely to invite trust and feelings of emotional safety - and open the channels of open communication. These skills and practices can be learned.
- The biggest lesson about emotion management will come from how you manage your own feelings. We are the role models and emotional coaches for our kids.
- Respond with empathy, (all emotions are okay) while setting limits on behaviors you find unacceptable (including your own). We want to limit unhelpful behavior while accepting the underlying emotions.
- Empathy, accepting and understanding the emotions of others, is the first step. Compassion, the desire to help based on the understanding of another's emotion, calls us to action.
- It is only when we can put ourselves in someone else's shoes and feel what they are feeling, that we can determine how best to help. The best way may be to have a problem solving discussion. it may be to offer support to regulate (manage) or express emotions in helpful ways, or it might just be to listen with a warm heart.

TAKE 10: Choose Your Response - Empathy and Relationships

Empathy-building responses--those that show acceptance and understanding of another's feelings--are important for building deeper connections within our relationships.

Key Ideas

- **There are ways we can respond to our children (and others) that are more likely to invite trust and feelings of emotional safety - and open the channels of open communication. These skills and practices can be learned.**
- **The biggest lesson about emotion management will come from how you manage your own feelings. We are the role models and "emotional coaches" for our kids.**
- **Respond with empathy, (all emotions are okay) while setting limits on behaviors you find unacceptable (including your own). We want to limit unhelpful behavior while accepting the underlying emotions.**
- **Empathy, accepting and understanding the emotions of others, is the first step. Compassion, the desire to help based on the understanding of another's emotion, calls us to action.**
- **It is only when we can put ourselves in someone else's shoes and feel what they are feeling, that we can determine how best to help. The best way may be to have a problem solving discussion. it may be to offer support to regulate (manage) or express emotions in helpful ways, or it might just be to listen with a warm heart.**

Take-Home Worksheet- Page 2

We Invite You to Practice:

TAKE 10: Choose Your Response - Empathy and Relationships

This week, we encourage you to:

- Respond with empathy first. Strive to understand the emotion your child is feeling. A key aspect of developing feelings of closeness is your perception of the other person's responsiveness, their awareness of your emotional needs. When you respond with empathy to children's emotions, and concern, they feel more valued and supported. That in itself, has positive long term consequences.
- Practice new skills. In a situation where your child is experiencing intense emotions, pause before responding. This may feel awkward and uncomfortable at first – that's a natural stage in the learning process as we try to change old behaviors and experiment with new ones - but we encourage you to step up to the challenge! Model a growth mindset and being a lifelong learner!
- After your child/student feels understood by you, and more settled, you may want to coach (not criticize them) them about ways of expressing their needs that are more likely to get the results they want. This of course depends upon your child's developmental age and skill level.

TAKE 10: Positive Self-Talk

About This Workshop

This workshop corresponds with tips 2, 3, 8 on the Families Tipsheet.

Enduring Understandings/Big Ideas

Harsh self-criticism does not help us reach our goals, it hinders us. Positive self-talk is one of the most powerful emotion regulation strategies. We can model this skill for our children and students so that they develop the habit of talking to themselves in supportive ways.

Materials:

Large index cards, pens for each table

Workshop Goals

At the completion of this workshop, participants will:

- Become more aware of their self-talk (the messages we tell ourselves, often without knowing it)
- Identify positive self-talk as an emotion-regulation strategy
- Practice shifting negative self-talk into positive self-talk

Welcome/Introduction

Begin the workshop by sharing the following introduction.

- We all think or talk to ourselves about the events and situations we experience. That self-talk can be negative or positive, and it has a profound impact on how we feel.
 - **Negative self-talk** starts early, often by listening to others and allowing them to define who we are and the world around us. It involves saying unkind things to ourselves that decrease our confidence. For example, negative self-talk may include criticizing your appearance (“I’m too fat, short, etc.”), abilities (“I’m not __ enough.”), opportunities (“I’ll never get accepted into college”), or outlook (“People will take advantage whenever they have a chance,”).
 - **Positive self-talk** is about telling yourself something helpful or encouraging - something supportive that you would say to your closest friend or family member or that they might say to you. Once we have those encouraging words, we can repeat them in our heads to help us through different situations. Some examples may include: “I’ve successfully worked with this challenge before,” or “I’m not going to lose my cool. I’ll be more effective that way.”

Workshop Steps

Use these instructions as a guide to facilitate the workshop.

1. On one side of a card, draw a symbol or code that you will be able to identify later.. On the other side, write: “My Negative Self-Talk: When I (something happens that has led to experiencing strong emotions)..., I often think/say to myself ...”
2. Collect cards at your table and pass them to the table next to you. Sharing is optional.
3. Pass the cards around to each person at your table. Write a checkmark if you can identify with the person’s negative self-talk. Make sure you see each card.
4. Now, take one card. Imagine it is your closest friend saying this to him or herself and think of what you might say to him or her. Turn that response into what you would hope your friend would say to themselves.

TAKE 10: Positive Self-Talk for Parents

- a. From negative: "I'm going to have a breakdown." or "I am terrible at this. I give up."
 - b. To positive: "I'm not going to lose my cool." or "I'm stronger than I think." or "My family and friends are here for me." or "Be gentle with yourself, you are doing the best you can."
5. Collect the cards and return the cards to their original table. Then, find your card (use symbol or code).
 6. How did you feel writing your negative self-talk and showing it to others? How did you feel seeing others relate to you? How did you feel reading the compassionate responses? Where were you on the Mood Meter at each of these times?
 7. Finally, take a moment and write one more positive self-talk statement for yourself. Envision your best self. What would you tell the best version of yourself?
 8. Would anyone like to share what that experience was like for them?

Summary/Debrief to Close the Workshop

Close the workshop by sharing these ideas.

- Our outlook on life and view of ourselves has a big impact on our overall well-being. Negative self-talk can become a habit and can lead to self-fulfilling prophecy, when our expectations of ourselves and the world influence what happens. Harsh criticism gets in the way of us reaching our goals.
- Life has challenges and stressors. We do the best we can in all aspects of our lives. Sometimes things go well and sometimes they don't. Sometimes we face things that are difficult. When this happens, we need to be kind and compassionate in what we say to ourselves, just as we would to our loved ones.
- Positive self-talk is a thought strategy -- one of the most effective and powerful emotion-regulation strategies there is. If you add your name at the beginning, such as, "Kathryn, you've got this!" it's even more effective.
- As adults, we are the role models for our kids. We can help our children/students get into the habit of talking to themselves in positive and supportive ways that helps them flourish and succeed in life. That begins with how we talk to ourselves!

Key Ideas for Discussion

You may choose to share these with the group if time allows:

- We can talk to ourselves in the same supportive ways that we would with a dear friend. This is sometimes called "self-compassion."
- It takes self-awareness to notice our self-talk and how it impacts our emotions and interactions with others. We can all get better at noticing and shifting self-talk.
- Becoming aware of how we talk to ourselves can also help us become better partners, colleagues, and friends.
- Contrary to popular belief, being harsh critics of ourselves doesn't improve us - it cripples us.
- We all learn better, and grow, from an emotional climate of support - and that begins within - with our inner voices.
- Learning positive self-talk helps our children/students and ourselves. We can help children/students develop the strategy and habit of positive self-talk from early on in their lives.

Take-Home Worksheet- Page 1

Enduring Understandings/Big Ideas

TAKE 10: Positive Self-Talk for Parents

Harsh self-criticism does not help us reach our goals, it hinders us. Positive self-talk is one of the most powerful emotion regulation strategies. We can model this skill for our children and students so that they develop the habit of talking to themselves in supportive ways.

Key Ideas

- We can talk to ourselves in the same supportive ways that we would with a dear friend.
- It takes self-awareness to notice our self-talk and how it impacts our emotions, our parenting, and our kids. We can all get better at noticing and shifting self-talk.
- Becoming aware of how we talk to ourselves can also help us become better partners, colleagues, and friends.
- Contrary to popular belief, being harsh critics of ourselves doesn't improve us - it cripples us.
- We all learn better, and grow, from an emotional climate of support - and that begins within - with our inner voices.
- Learning positive self-talk helps our children and ourselves. Even more, we can help children develop the strategy and habit of positive self-talk from early on in their lives. How would you want your children to talk to themselves?

TAKE 10: Positive Self-Talk for Parents

ACTIVITY #1: Read the examples of Negative Self-Talk and how it is replaced with Positive Self-Talk in the table below. Using these examples, replace the Negative Self-Talk in the last row with Positive Self-Talk. Write your response below.

Negative Self-Talk	Positive Self-Talk
<i>"I'll never get this right!"</i>	<i>"I can do this!" "This is challenging for me, but I'll get there." "Self, (use your name) you're more resourceful than you think."</i>
<i>"I'm a crappy parent. I'm messing up my kids."</i>	<i>"All parents make mistakes. It doesn't mean they're ruining their kids!" "My kids know I love them, and I make time for them. No one is 100% perfect."</i>
<i>"I am so fat and ugly."</i>	

ACTIVITY #2: We invite you to practice the skill of replacing your Negative Self-Talk with Positive Self-Talk. Think of a situation or types of situations that have led to you experiencing strong emotions. List some examples of Negative Self-Talk that you might use. Now replace it with Positive Self-Talk. Imagine it is your closest friend using this kind of self-talk and write a more self-compassionate response.

My Negative Self-Talk	My Positive Self-Talk
1.	1.
2.	2.
3.	3.

TAKE 10: Reframing

About This Workshop

This workshop corresponds with tips 3, 7, 8 on the Families Tipsheet.

Enduring Understandings/Big Ideas:

Positive reframing is a thought strategy reminding yourself that there is another, more positive way to look at the situation, or a different way to tell the story with a positive spin on it. By changing the way we think about a situation, we can change what it means to us and how we feel about it.

Workshop Goals

At the completion of this workshop, participants will:

- Define positive reframing and understand its use as a self-management strategy.
- Understand how to practice positive reframing with children so that they can learn to use this skill.

Welcome/Introduction

Begin the workshop by sharing the following introduction:

- Imagine you are driving to work and someone cuts you off. It is easy to think that person is a jerk and become frustrated, but what if the person is rushing a pregnant woman who is in labor to the hospital or rushing to help an injured loved one? Does that change how you feel?
- The thoughts we have about challenging situations play a large role in how we feel. One way to manage our emotions about a situation is to reframe the way we are thinking about it, to think about the situation in a way that changes its meaning.
- The term, “reframe” comes from a visual idea. If you have a picture with a wooden frame around it, it has a particular look and feel. If you decided to “reframe” it with a different frame, it will have a different appearance and feel - even though the picture is the same.
- Positive reframing is a thought strategy that involves reminding yourself that there is another, more positive way to look at the situation, or a different way to tell the story with a positive spin on it. Instead of thinking, “that jerk,” we may tell ourselves, “they might be rushing to an emergency.”
- The story we tell ourselves does not have to be true. We may never know if the person who cut us off is rushing to an emergency and ultimately that does not matter. The goal of this strategy is to calm down in the moment, to take a Meta-Moment, so that we can be more thoughtful in our response to a situation.

Workshop Steps

Use these instructions as a guide to facilitate the workshop:

1. We can practice this skill in our own lives, so it becomes easy to call upon and model for our children/students. When we model this strategy, it is helpful to follow this sequence of responses.
 - a. Where are you on the Mood Meter? Be aware of your own emotions and how those influence your response.
 - b. How can you manage your emotions so you can be there with your child/student? How would your *best self* respond?

TAKE 10: Reframing

- c. Empathize. Ask more questions so that you understand the situation more fully, validate feelings, restate what you understand.
 - d. If necessary, share your perspective.
 - e. Once you understand how your child/student is feeling, then you can help them explore an emotion regulation strategy and problem-solve together.
2. Read the following situations:
 - a. Your child/student has been practicing all month for basketball tryouts, but finds out that they did not make the team.
 - b. Your child/student tells you that their friend posted a picture of a party on social media. Your child/student was not invited to this party.
 3. Did you notice that you had an emotional response to either of these situations? Where would you be on the Mood Meter in these situations?
 4. Turn to the person next to you and think of one alternative, more positive interpretation to the situation and/or one silver lining.

Summary/Debrief to Close the Workshop

- Reframing is about telling the story differently. The way we interpret or think about challenging situations affects how we feel. Considering other perspectives and thinking of other ways we can tell the story of our experiences can make a big difference.
- Reframing is a powerful thought strategy that we can use to help us regulate our emotions.
- We can teach the strategy of positive reframing to our children/students to help them manage strong emotions.
- Sometimes positive reframing can take time. We may need to think through how to tell the story differently.
- It may be helpful to practice this strategy by thinking of alternative explanations for everyday situations without emotional impact. You can challenge yourself to come up with as many different explanations or stories. “What’s another way I can think about this? What’s another story I can tell?”

Key Ideas for Discussion

You may choose to share these with the group if time allows.

- **When we have unpleasant emotions, we are typically not in the best place to plan out thoughtful actions and responses. We need to calm down in the moment, so that we can react in a way that will help and not hurt.**
- **We can teach our children/students how the way they think about situations affects how they feel and they can choose to think about situations differently.**
- **Don’t forget the building blocks of paying attention, listening to understand, and empathic responses.**
- **“Positive self-talk” is a strategy that involves telling yourself something supportive. “Positive reframing” involves telling the story differently. Self-talk may include reframing. For example, you can reframe the negative self-talk of, “I am such an idiot,” to “Part of being human involves making mistakes. It happens to everyone and it’s an opportunity to grow.” This is being kinder to yourself and also putting the situation into a larger context.**

TAKE 10: Reframing

Take Home Activity

Enduring Understandings/Big Ideas:

By changing the way we think about a situation, reframing or reappraising it, we can change the meaning of the situation and, in turn, the way we feel about it. Then, we can calm down and act in a way that is aligned with the best version of ourselves, bringing us closer to our goals.

Key Ideas:

- **When we have unpleasant emotions, we are typically not in the best place to plan out thoughtful actions and responses. We need to calm down in the moment, so that we can react in a way that will help and not hurt.**
- **We can teach our children/students how the way they think about situations affects how they feel and they can choose to think about situations differently.**
- **Don't forget the building blocks of paying attention, listening to understand, and empathic responses.**
- **"Positive self-talk" is a strategy that involves telling yourself something supportive. "Positive reframing" involves telling the story differently. Self-talk may include reframing. For example, you can reframe the negative self-talk of, "I am such an idiot," to "Part of being human involves making mistakes. It happens to everyone and it's an opportunity to grow." This is being kinder to yourself and also putting the situation into a larger context.**

We invite you to practice:

Choose a movie or television show to watch with your child/teen. Pick a situation in which a character experiences an unpleasant emotion. Together with your child/teen, imagine that you were that character.

1. Describe the situation.
2. Consider the following questions.
 - a. Where would you be on the Mood Meter in that situation?
 - b. What is one alternative interpretation or silver lining for the situation?
 - c. How would these alternative interpretations, or positive reframe have changed how you (the character) were feeling?
 - d. Challenge yourselves to think of as many as you can!

TAKE 20: The Blueprint

About This Workshop

This workshop corresponds with tips 7, 8, 10 on the Families Tipsheet.

Enduring Understandings/Big Ideas:

Many of us consider conflict in a negative light, as we worry that it may damage our relationships. But conflict can actually have the opposite effect. It can remind us of our personal boundaries strengthen our connections, and bring us closer together. When we try to understand someone else’s perspective, we can realize how much we didn’t know.

Materials

Handout 1
Pens/Pencils

Workshop Goals:

At the completion of this workshop, participants will:

- Describe the Blueprint tool and practice using it
- Apply the mindset of being an “emotion scientist” to conflict resolution
- Feel more comfortable talking through conflicts, disagreements, or misunderstandings

Welcome/Introduction

Begin the workshop by sharing the following introduction.

- When you hear the word “conflict,” what is your automatic reaction? What feelings does it bring up? Are they pleasant, unpleasant or something in between?
- Conflict can be uncomfortable, difficult, and can even end a relationship. For these reasons, some people try to avoid it at all costs.
- However, when managed skillfully, conflict can enhance our interactions, bringing us closer. It can remind us of our personal boundaries, strengthen our connections, and bring us closer together.
- The Blueprint creates pathways for reflecting on and resolving conflicts. Through answering questions about the conflict, we learn to empathize and consider the situation through the other person’s perspective, which supports effective problem solving.

Workshop Steps

Use these instructions as a guide to facilitate the workshop.

- The Blueprint provides a series of questions that you can apply to almost any conflict situation. First, you answer the questions, and then consider the same questions through the lens of someone else’s perspective.
- For example, if you got into a dispute with a colleague at work, you would first consider:

You	The Other Person
-----	------------------

TAKE 20: The Blueprint

What happened?	What would the other person say happened?
How did I feel?	How did the other person feel?
What caused my feelings?	What caused the other person's feelings?
How did I express and regulate my emotions?	How did they express and regulate their emotions?
How might my actions have affected others?	How might their actions have affected others?
Next time, keeping my <i>best self</i> in mind, how might I respond differently?	Next time, what do I hope the other person understands about me and responds differently?

- Remember to check in with yourself first and recognize where you are on the Mood Meter. Be an emotion scientist with yourself and with the other person.
- Each person please fill out one of the Blueprint worksheets about a recent conflict you're had with someone. You'll have a few minutes of quiet time. When we are done, we'll ask you to turn share what that process was like with someone at your table. (In other words, your conflict is confidential, but share what it was like to take the time to try to understand it through the perspective of the other person).

Summary/Debrief to Close the Workshop

- Conflict is an inevitable part of life, so it makes sense to develop skills to manage it well.
- When we try to understand someone else's perspective, we can realize how much we didn't know.
- Sometimes it takes time to bring yourself a calmer place to be able to have empathy for the other person in a conflict. It is challenging to be able to see through someone else's eyes when you are experiencing painful emotions yourself.
- While conflicts can be uncomfortable, working through them skillfully has the potential to strengthen relationships.

Key Ideas for Discussion

You may choose to share these with the group if time allows.

- Sometimes when there has been a conflict between two people, it actually affects the other people in the family, workplace or classroom. What are some ways that the people in the environment can work together to repair relationships and community.
- It may be helpful to explore your typical response to conflict, to avoid or confront. The Blueprint can provide another pathway to work with conflicts.
- The Blueprint can be used in any community, whether it be a family, a classroom, or a workplace.
- The Charter outlines the behaviors that each person in a community commits to doing in order to maintain a positive emotional climate. The Blueprint may call to mind the ways that we are, or are not living up to those commitments.

TAKE 20: The Blueprint



Handout 1

You	The Other Person
What happened?	What would the other person say happened?
How did I feel?	How did the other person feel?
What caused my feelings?	What caused the other person's feelings?
How did I express and regulate my emotions?	How did they express and regulate their emotions?
How might my actions have affected others?	How might their actions have affected others?
Next time, keeping my <i>best self</i> in mind, how might I respond differently?	Next time, what do I hope the other person understands about me and responds differently?

TAKE 20: The Blueprint

Take-Home Worksheet- Page 1

Enduring Understandings/Big Ideas:

Conflicts will arise, whether they be with friends, family members or coworkers. The Blueprint questions helps us to consider other perspectives, build empathy and manage conflicts in ways that preserve relationships and community.

Key Ideas

- Sometimes it takes time to bring yourself a calmer place to be able to have empathy for the other person in a conflict. It is challenging to be able to see through someone else's eyes when you are experiencing painful emotions yourself.
- While conflicts can be uncomfortable, working through them skillfully has the potential to strengthen relationships.
- Sometimes when there has been a conflict between two people, it actually affects the other people in the family, workplace or classroom. What are some ways that the people in the environment can work together to repair relationships and community.
- It may be helpful to explore your typical response to conflict, to avoid or confront. The Blueprint can provide another pathway to work with conflicts.
- The Blueprint can be used in any community, whether it be a family, a classroom, or a workplace.
- The Charter outlines the behaviors that each person in a community commits to doing in order to maintain a positive emotional climate. The Blueprint may call to mind the ways that we are, or are not living up to those commitments.

It may be helpful to cut out the chart below and display it somewhere in your home or workplace. When a conflict arises, you have a point of reference and can think or talk through these questions.



You	The Other Person
What happened?	What would the other person say happened?
How did I feel?	How did the other person feel?
What caused my feelings?	What caused the other person's feelings?
How did I express and regulate my emotions?	How did they express and regulate their emotions?
How might my actions have affected others?	How might their actions have affected others?
Next time, keeping my Best Self in mind, how might I respond differently?	Next time, what do I hope the other person understands about me and responds differently?

Take-Home Worksheet- Page 2

TAKE 20: The Blueprint

We Invite You to Practice:

You	The Other Person
What happened?	What would the other person say happened?
How did I feel?	How did the other person feel?
What caused my feelings?	What caused the other person's feelings?
How did I express and regulate my emotions?	How did they express and regulate their emotions?
How might my actions have affected others?	How might their actions have affected others?
Next time, keeping my <i>best self</i> in mind, how might I respond differently?	Next time, what do I hope the other person understands about me and responds differently?

TAKE 20: The Meta-Moment

About This Workshop

This workshop corresponds with tips 1, 7, 8 on the Families Tipsheet.

Enduring Understandings/Big Ideas:

Even in the most trying moments, our behavior does not have to be automatic and reactive. When we pause and envision how our *best selves* would respond, or take a Meta-Moment, we can act in ways that align with our values, make better decisions and maintain healthy relationships.

Workshop Goals:

At the completion of this workshop, participants will:

- Describe the Meta-Moment tool and practice using it

Welcome/Introduction:

Begin the workshop by displaying or reading the Victor Frankl quote below. Then, share the following introduction.

- ***“Between stimulus and response, there is a space. In that space lies our freedom and power to choose our response. In our response lies our growth and freedom.” ~Viktor Frankl***
- Take a moment and think about what this quote means to you.
- Viktor Frankl was a psychologist and Holocaust survivor. He believed that even under the most dire circumstances, people have the freedom to choose their reaction.
- Choosing a strategy to regulate our emotions does not mean we suppress or ignore what we are feeling. Suppressing a feeling takes mental energy, leaving less available for everything else. Over time, it also can have harmful health effects.
- Regulating is about making choices about the way we show our emotions and the way we act so it helps us in our relationships and with our goals. That may require pausing and containing strong emotions in the moment, then deciding how you want to handle them once you have more clarity.
- The Meta-Moment is a tool for building the space in time between when we are triggered emotionally and how we respond, so that we make better choices.

Workshop Steps

Use these instructions as a guide to facilitate the workshop.

1. There are four steps in the Meta-Moment.
 - a. **Sense:** The process begins when we sense that something happened or changed in our body, mind, or behavior. For example, we may notice that our palms are sweaty and heart is beating quickly, our mind is racing or we feel a lump in our throats.
 - b. **Pause:** The second step is to pause, breathing deeply and slowly so that we can calm down and avoid saying or doing something that would not be helpful. When we breathe deeply it brings more oxygen to our brains and helps us to think more clearly.

TAKE 20: The Meta-Moment

- c. **See your best self:** The third step is to envision our *best self*. This is where we consider how the best version of ourselves would act in the situation. We take into account characteristics and values most important to us and how we want to be seen by others.
 - d. **Strategize and act:** The last step is to choose the best strategy for the circumstances, one that is in line with our values, beliefs and the best version of ourselves. Depending on the situation, you may choose to use a thought strategy (think about the situation in a more positive way, or use positive self-talk) or an action strategy (take a walk, or talk to a friend).
2. Often we know in advance that certain situations predictably lead to us being emotionally reactive. Knowing this, we can plan for which strategies we could use and how. This can help us be more successful taking Meta-Moments when we need them.
 3. Triggers could be:
 - a. A thought (ex. things we are thinking about, our assumptions or our interpretations of events);
 - b. A person's actions (ex. someone says or does something we find offensive);
 - c. A place (ex. we return to a familiar place from our past and it brings up strong emotions)
 - d. An event (ex. we are taking an important test and hear the clock ticking)
 4. With a partner (or in a small group) brainstorm as many triggers as you can think of that can happen in a typical day at school/with your family at home/at work/out in the world. Consider situations that make you feel annoyed, frustrated, angry, anxious, disappointed, or discouraged.
 5. Please share out:
 - a. What are some examples of trigger situations that you came up with?
 - b. How do we tend to respond to those triggers?
 - c. How would your *best self* respond?
 - d. Is there another way we can think about the trigger that would be more helpful?
 - e. Are there things that we can do so that we can manage our emotions and make better choices?

Summary/Debrief to Close the Workshop

- Being able to skillfully regulate our emotions is easier said than done. In one moment we can be laughing with our child/student and in the next de-escalating an argument.
- As a parent/teacher, you are not only working to manage your own emotions, but helping to support children/students in learning how to manage their emotions too.
- The Meta-Moment is a tool that can help us to extend the time between when we feel big emotions and when we do something, so that we can make the best decision about what to do next.
- Not only can we take a Meta-Moment when we experience a strong emotion, we can also take them proactively. When we know the types of situations that predictably trigger strong emotions in us, we can plan for what we might do when the moment presents itself. Thinking through strategies in advance increases the odds that we'll be able to take a Meta-Moment when we need it!

Key Ideas for Discussion

You may choose to share these with the group if time allows.

- Our emotions can help us reach our goals and help us present ourselves in ways that align with our values. They can support how we want to be regarded by others. Or, they can be a barrier to us reaching

TAKE 20: The Meta-Moment

our goals and become obstacles to being the people we aspire to be (our *best selves*).

- In order to regulate our emotions and express them as our *best selves* would, and in order to make better choices about what to do next, we need ways to calm ourselves so that we can think clearly.
- Meta-Moments are not only for strong, unpleasant emotions like anger or sorrow. There are times that we may need to reign in our excitement or nervousness. On the other hand, there are times when being angry at an injustice can be helpful and motivating.
- It can be worthwhile to explore “triggers” in order to understand more about the source of our feelings. Knowing our triggers helps us prepare and more easily apply effective emotion regulation strategies.
- We all have many roles in our lives. Our *best self* may be different for each of these roles. When we think of our *best selves* in each of these roles, we consider our personal ideal, the feelings, characteristics and values most important to us, and our reputation, how we want to be seen by others.

Take-Home Worksheet- Page 1

Enduring Understandings/Big Ideas:

Even in the most trying moments, our behavior does not have to be automatic and reactive. When we pause and envision how our *best selves* would respond, or take a Meta-Moment, we can act in ways that align with our values, make better decisions and maintain healthy relationships.

Key Ideas for Discussion

TAKE 20: The Meta-Moment

- Our emotions can help us reach our goals and help us present ourselves in ways that align with our values. They can support how we want to be regarded by others. Or, they can be a barrier to us reaching our goals and become obstacles to being the people we aspire to be (our *best selves*).
- In order to regulate our emotions and express them as our *best selves* would, and in order to make better choices about what to do next, we need ways to calm ourselves so that we can think clearly.
- Meta-Moments are not only for strong, unpleasant emotions like anger or sorrow. There are times that we may need to reign in our excitement or nervousness. On the other hand, there are times when being angry at an injustice can be helpful and motivating.
- It can be worthwhile to explore “triggers” in order to understand more about the source of our feelings. Knowing our triggers helps us prepare and more easily apply effective emotion regulation strategies.
- We all have many roles in our lives. Our *best self* may be different for each of these roles. When we think of our *best selves* in each of these roles, we consider our personal ideal, the feelings, characteristics and values most important to us, and our reputation, how we want to be seen by others.

Take-Home Worksheet- Page 2

We Invite You to Practice:

Consider the following questions based on one of the roles that you fulfill: Parent, partner, employee, sibling, etc..

1. What is your personal ideal? What’s important to you? What feelings and personal characteristics matter most to you? List 3 to 5 adjectives that describe your personal ideal.

TAKE 20: The Meta-Moment

2. Now, consider your desired reputation. How do you want others to see you and think about you as a parent? How do you want other people to describe you? List 3 to 5 adjectives that describe the reputation you want to have.

**Note: Some of the adjectives for your personal ideal and your desired reputation may be the same, but some may be different.*

3. Select one or more adjectives that you feel really represents your *best self*.
4. What does that look like? In other words, how do you act when you are embodying the characteristics of your *best self*.
5. Imagine your *best self* moving through your day, week, or even this year of your life. What do you see?
6. Record 2-3 observations about your "*best self's*" behavior (for instance, facial expressions, body language, how your *best self* interacts with certain people or handles different situations, especially those that we often feel triggered by).

With a clearer picture of our *best selves*, we will be better able to visualize and activate our *best selves* when it counts. In turn, we can move away from ineffective ways we tend to use to deal with our emotions and instead handle our emotions in more deliberate ways that bring us closer to achieving our personal best.

TAKE 20: The Charter

About This Workshop

This workshop corresponds with tips 3, 9, 11 on the Families Tipsheet.

Enduring Understanding/Big Ideas:

We have the power to create the kind of emotional climate within which we'd like to work and live. The Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our classrooms, schools, workplaces or homes.

Workshop Goals:

At the completion of this workshop, participants will:

- Understand what the Charter is, and how it can be used at home.
- Appreciate how a positive emotional climate where people get along, also supports academics, productivity, health and wellbeing.

Welcome/Introduction

Begin the workshop by sharing the following introduction.

- How do you want to feel in your home?
- The question then becomes, how do we create - and maintain - an environment that helps us to feel these emotions and supports each person's wellbeing?
- This is where the Family Charter can help. The Charter is a RULER Anchor Tool and is designed to build and sustain positive emotional climates or environments figuring out how we want to feel and what we need to do to feel that way.
- Everyone is involved in creating a Charter, all ideas are valued, and everyone is responsible for living by it.

Workshop Steps

Use these instructions as a guide to facilitate the workshop.

1. The Charter is guided by two main questions:
 - a. *How do we want to feel?*
 - b. *How will we help each other and ourselves to have these feelings consistently?*
2. We are going to do a condensed version of a Family Charter to give you an idea of what it might be like to have this discussion at home.
3. With a two to three people near you, pretend that you are a family and think of three to five feelings that you want to feel in your home. Begin by creating an individual list of feelings. Some examples could include, "Happy, Playful, Safe, Respected, Loved, Appreciated, and Included."
4. Then, each person can share their list with the rest of the group. Discuss and explore all of the words that your group came up with.
5. Try to narrow down the list to a maximum of 5 feeling words that you can all agree upon, and want to feel each day.

TAKE 20: The Charter

6. After you have your feeling words, pick one word. Think of 2 behaviors that would help you to feel that way in your home. Be as specific as possible.

Discussion Questions

1. How was that process? Did you find it easy? Difficult?
2. Did you find that you were in agreement about most of your feeling words, or was there room for discussion?
3. Can you imagine starting this process at home with your family? How do you think your family members will respond? How do you think having a Charter could help members of a group be more self-aware?

Summary/Debrief to Close the Workshop

- The Family Charter can help create a positive and supportive emotional environment at home. It begins with considering how you'd like to feel, and then figuring out the behaviors that can lead to those kinds of feelings.
- Having each person come up with their feeling words and then narrowing down the larger list is an opportunity for all family members to feel heard and understood. It also gives each person the chance to explain what different words mean to them and why they matter.
- Coming to an agreement on what behaviors you would like to include on your Family Charter helps everyone to be accountable. Each person has the responsibility to live up to the agreement that you have made together.
- A Charter is a living document that you can decide as a family to change when needed.
- The process can be challenging - especially if you are not used to discussing emotions at home, but it can be a way of understanding one another's needs and feelings and can bring you closer as a family.

Key Ideas for Discussion

You may choose to share these with the group if time allows.

- Research tells us that children's social, emotional, cognitive, and academic development are deeply intertwined in the brain, like the strands of a rope, and weave together to create successful adults. (The Aspen Institute)
- Living and working in any group, whether at school, a job, or at home – can be wonderful and challenging. We can navigate challenges better when we have self-awareness and empathy.
- The discussions you have when you build a Family Charter helps to understand the needs and beliefs of each family member and because each person had a say in creating it, each person has a responsibility to uphold it.
- A Family Charter can be a way that you and your family members connect with each other, strengthen your relationships, and make connections around your shared values.

TAKE 20: The Charter

Take-Home Worksheet-Page 1

Big Ideas/Enduring Understandings

We have the power to create the kind of emotional climate within which we'd like to work and live. The Charter is an agreement we make to act in ways that help us to feel the way we want to feel in our classrooms, schools, workplaces or homes.

Key Ideas

You may choose to share these with the group if time allows.

- Research tells us that children's social, emotional, cognitive, and academic development are deeply intertwined in the brain, like the strands of a rope, and weave together to create successful adults. (The Aspen Institute)
- Living and working in any group, whether at school, a job, or at home – can be wonderful and challenging. We can navigate challenges better when we have self-awareness and empathy.
- The discussions you have when you build a Family Charter helps to understand the needs and beliefs of each family member and because each person had a say in creating it, each person has a responsibility to uphold it.
- A Family Charter can be a way that you and your family members connect with each other, strengthen your relationships, and make connections around your shared values.

TAKE 20: The Charter

Take-Home Worksheet-Page 2

We Invite You to Practice:

The family Charter is guided by two main questions:

1. How do we want to feel at home?
2. How will we help each other and ourselves to have these feelings more often?

Set aside some time as a family to consider each question.

- Discuss how each person wants to feel at home. What emotions are most important to them? Why?
- As a family, can you find five or six feeling words that you agree you'd all like to feel more often at home?
- What specific behaviors support or undermine the feelings you want to have more often at home. The more specific you can be, the better.
- For each feeling on the Charter, come up with at least two behaviors to support having that feeling more often.
 - For example, to feel valued, we will:
 - 1. greet one another when we enter the room and
 - 2. acknowledge everyone's opinions and feelings.

TAKE 20: The Charter



TAKE 10: Emotion Themes

About This Workshop

This workshop corresponds with tips 3, 5, 8 on the Families Tip Sheet.

Enduring Understandings/Big Ideas:

When we learn about themes that underlie emotions, we can be more accurate distinguishing the difference between emotions. This helps us to better understand ourselves and others.

Materials:

- Handout 1 (copies for each participant)
- Handout 2 (copies for each participant)

Workshop Goals:

At the completion of this workshop, participants will:

- Explore the differences between emotions that are commonly confused with one another
- Learn that in order to more fully understand and accurately name our feelings, it is helpful to know the themes that go with the emotions

Welcome/Introduction

Begin the workshop by sharing the following introduction:

- Naming what we feel helps us organize our internal world of experience. Sometimes, it helps calm the chaos.
- Sometimes we can confuse our emotions or the emotions of others because we don't dig deeper into what the emotion really means and how it is different from other emotions.
- We call the underlying reasoning for different emotions, emotion themes. Exploring these themes can help us identify the emotion and build a nuanced vocabulary to accurately describe the full range of emotions.

Workshop Steps

Use these instructions as a guide to facilitate the workshop.

- With the person next to you, discuss these questions:
 - What is the difference between....
 - i. Anger and disappointment?
 - ii. Anxiety and fear?
 - iii. Stress and pressure?
 - iv. Envy and jealousy?
- *Note to facilitator: Pass out Handout #2.* With your partner, compare your responses to Handout #2.
- How did you do? Where there any surprises? What did you learn?
- Why does this matter?

Summary/Debrief to Close the Workshop

TAKE 10: Emotion Themes

- Sometimes it's hard to understand why we are feeling a certain way and if it is hard for us to get to the root of our emotions, it can be even more challenging for our children and students. This makes it difficult to accurately label our emotions.
- When we mislabel our emotions or those of others, it can lead to miscommunication and not having needs met.
- It helps to recognize, understand and accurately name how we are feeling, and how our children/students are feeling, before we can determine what to do next. For example, the way you work with anger would be different from how you would work with disappointment.
- Exploring emotion themes can help us build a nuanced emotion vocabulary. This helps us get to the heart of our concerns and those of our children/students so that we can make wise choices about what to do next.

Key Ideas for Discussion

You may choose to share these with the group if time allows.

- Our knowledge of emotions is guided by our experiences and upbringing. We might even confuse our emotions because of our understanding of what each emotion really means.
- Research shows that when we can accurately label the specific emotion we're experiencing and give it a name, we are better able to identify the best ways to handle it.
- We would use different strategies or respond to children/students differently if they were experiencing anger or disappointment, stress or pressure, guilt or shame.
- Misreading and misunderstanding emotions can lead to miscommunication regarding what we or others need and can get in the way of problem solving.

TAKE 10: Emotion Themes

Handout 1:

What is the difference between....

Anger	
Disappointment	

Anxiety	
Fear	

Stress	
Pressure	

Envy	
Jealousy	

TAKE 10: Emotion Themes

Handout 2

Anger	Feeling like something is unfair
Disappointment	Feeling like something did not happen the way you thought it would

Anxiety	Feeling uncertain or unsure about the future
Fear	Feeling that there is danger near

Stress	Feeling like you have too many demands (things to do) and not enough resources (time, money, sleep, etc.)
Pressure	Feeling that something important or meaningful depends on the outcome of your behavior

Envy	Wanting what someone else has
Jealousy	Feeling that a relationship is threatened (is going to change for the worse)

TAKE 10: Emotion Themes

Take-Home Worksheet- Page 1

Enduring Understandings/Big Ideas:

When we learn about themes that underlie emotions, we can be more accurate distinguishing the difference between emotions. This helps us to better understand ourselves and others.

Key Ideas

- Our knowledge of emotions is guided by our experiences and upbringing. We might even confuse our emotions because of our understanding of what each emotion really means.
- Research shows that when we can accurately label the specific emotion we're experiencing and give it a name, we are better able to identify the best ways to handle it.
- We would use different strategies or respond to children/students differently if they were experiencing anger or disappointment, stress or pressure, guilt or shame.
- Misreading and misunderstanding emotions leads to miscommunication of what we or others need and can get in the way of problem solving.

We Invite You to Practice:

With a family member, discuss how the following emotions differ from each other. It may be helpful to think about a time that you have felt each emotion to see what is different about them.

Relief	
Satisfaction	

Guilt	
Shame	

Empathy	
Sympathy	

TAKE 10: Emotion Themes



Take-Home Worksheet- Page 2

Check the tables below to see how you did.

Relief	Feeling better after a distressing situation is over
Satisfaction	A feeling that your needs are fulfilled

Guilt	A feeling of responsibility or remorse for something you did
Shame	A bad feeling about yourself that can result in diminished self-worth

Empathy	Feeling like you understand and share the feelings of another
Sympathy	Feeling sad for someone else's misfortune