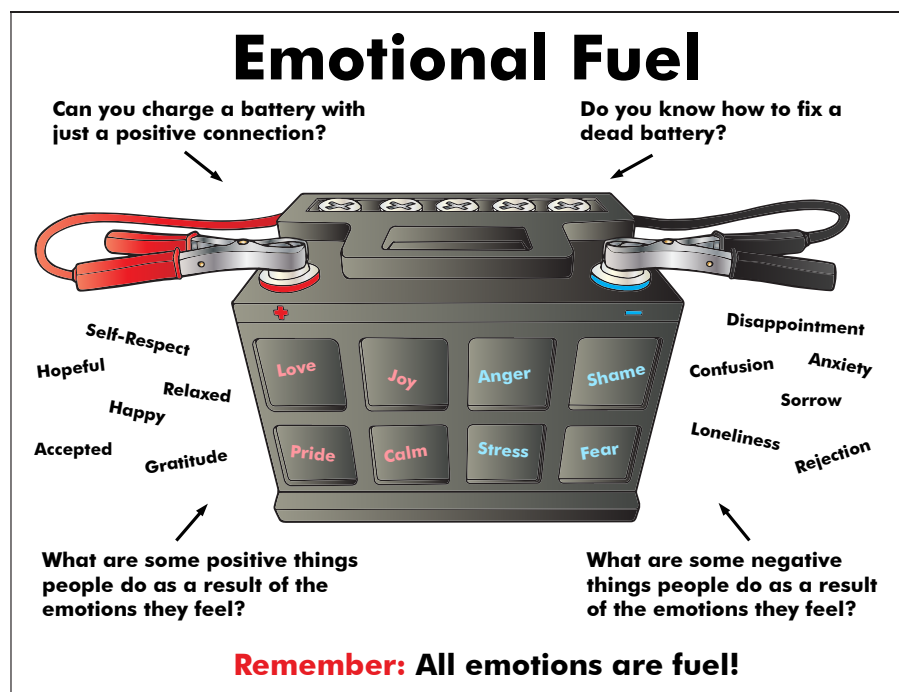


The Battery

Resilience for Youth - Unit 1

Definition:

Everyone has emotions, good and bad, that they carry around with them. Both positive and negative emotions can be used as fuel - you just have to know the fuel is there and access it.



Vocabulary

- Terminal
- Emotional fuel

Secondary Concepts:

- Negative emotions are not “bad.” The important thing is how you choose to use them.
- Regardless of whether you carry more positive or more negative emotions with you throughout the day, you can draw energy and resilience from both.

Personalize your Lesson:

- Are there things in your life that regularly make you angry, frustrated, or anxious? How do you usually respond? How can you channel these emotions into positive energy?
- What are some positive and negative emotions your students experience on a regular basis? How can they begin to see these as fuel sources?

Introducing The Battery

Discussion

Ask and discuss the following with students:

- Have you ever been in a car with a dead battery? What happened?
- How do you fix a dead car battery?

Explain the steps to fixing a dead car battery, or show a video of the process. The steps are as follows:

- First, you have to have a jumper cable that connects your dead battery to the charged battery of someone else's car.
- Connect one end of the positive cable to the positive post of the dead battery.
- Connect the other end of the positive cable to the positive post of the charged battery.
- Connect one end of the negative cable to the negative post of the dead battery.
- Connect the other end of the negative cable to the negative post of the charged battery.
- Start the engine of the good car to power the good battery. Start the engine of the dead car. It should start after a few tries!

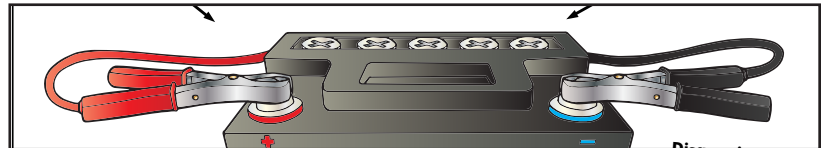
Visual Analogy Walkthrough

Discussion Point 1: Charging dead batteries

Discussion

Ask and discuss the following:

- Do you think you can charge a battery with just a positive connection? What about with just a negative connection?

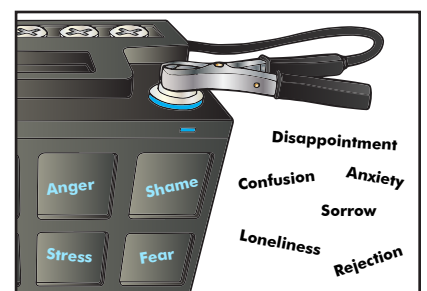


Emphasize that you need both the positive and negative charges to get the car to start again. Explain that this lesson is going to compare the positive and negative charges on this battery to emotions.

Point 2: Negative emotions and feelings

Directions

Write a “minus” (-) sign on the whiteboard and ask students to list all the seemingly negative emotions or feelings that people might experience on a regular basis.



When there are several items on the list, have students raise their hands if they've ever experienced an emotion on this list.

As students raise their hands, have them look around and explain that it's quite normal to have negative emotions, sometimes even on a daily basis. It's called the human condition!

Relate a personal story to students of a time recently when you've experienced a seemingly negative emotion due to something that happened during your day.

Circle a few of the items on the list that you feel your students experience the most regularly to prepare for the discussion.

Discussion

Ask and discuss the following:

- Let's look at this first emotion that I circled. When someone experiences this emotion, how do they usually respond? In other words, what are some common actions that might result from this emotion?

Ask the question above for all of the items that you circled, and write responses under the "emotion" words. You may have to help students answer this question at first. You'll notice that most of the common responses to these emotions are negative.

Point 3: Positive emotions and feelings

Directions

Write a "plus" (+) sign on the whiteboard and ask students to list all the seemingly positive emotions or feelings that people might experience on a regular basis.

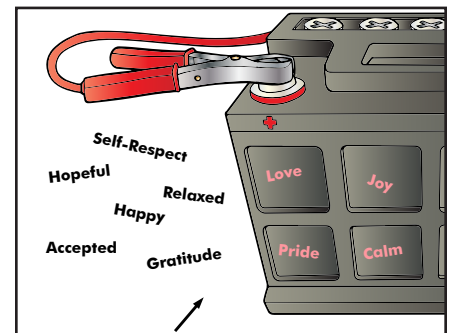
When there are several items on the list, have students raise their hands if they've ever experienced an emotion on this list.

Circle a few of the items on the list that you feel your students experience the most regularly to prepare for the discussion.

Discussion

Ask and discuss the following:

- Let's look at this first emotion that I circled. When someone experiences this emotion, how do they usually respond? In other words, what are some common actions that might result from this emotion?



Ask the question above for all of the items that you circled, and write responses under the “emotion” words. You may have to help students answer this question at first. You’ll notice that most of the common responses to “positive” emotions are positive.

Point 4: What can we do with our emotions?

Discussion

Explain that both positive and negative emotions are common, and in a perfect world we’d have mostly positive emotions. But this isn’t a perfect world, and some days we’ll have more negative emotions than positive.

Ask and discuss the following:

- Do you think it’s OK to experience negative emotions? (The answer is yes!)
- Looking at our list of common responses underneath our lists of emotions, which side has more actions that you would consider to be resilient? (The answer is most likely on the positive side.)

Talk about how the negative side does seem to have more actions that we’d associate with giving up and not being resilient. Then tell students that you have great news: While we may not be able to choose the emotions and feelings we experience throughout a day, we do get to choose the actions that we take as a result of them.



Point 5: Combining positive and negative

Discussion

Ask students to think about inspiring or resilient people in history, movies, or the media who have overcome tremendous obstacles in this world. List these people and briefly review some of their stories. Examples may include Bethany Hamilton, Superman, Malala, etc.



Tell students that what you’re about to tell them is life-changing, and is something that millions of adults don’t even know! Both negative AND positive emotions can combine, like a charged battery, to create productive outcomes and help us be resilient.

Ask and discuss the following:

- Did any of these people we just talked about have only positive emotions and experiences all the time, or did they have negative emotions that they were able to use as fuel?
- Where do you think these people’s inner motivation to be resilient came from? Was it from positive emotions or negative emotions?

Point to the list of negative emotions again. Ask and discuss the following:

- In what ways can some of the negative emotions on this list be used as fuel, or be targeted toward productive outcomes?

REMEMBER: All emotions are fuel! If you use only the positive emotions to overcome challenges, you're only using half of the resilience resources available to you.

Remember: All emotions are fuel!