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TEACHER'S GUIDE

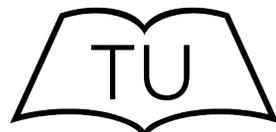
CAN I CONTROL HOW I FEEL?

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 CAN I CONTROL HOW I FEEL? | SOURCES:

- לא תחמוד בית רעך... וכל אשר לרעך (שמות כ:יג)
- שלא להעלות במחשבתנו לעשות תחבולה לקחת לנו מה שהוא לזולתו מאחינו (ספר החינוך)
- אחרי הפעולות נמשכים הלבבות (ספר החינוך)
- ועצם לא תשברו בו (שמות יב:מו)
- האדם נפעל כפי פעלותיו (ספר החינוך)

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 MATERIALS:



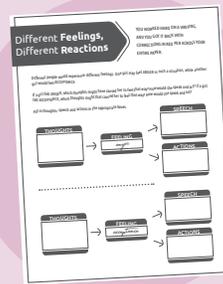
1 per student

'SIGHTS & SOUNDS' POSTERS + CD
Anticipatory Set



1 per student

'SIGHTS & SOUNDS' CARD
Anticipatory Set



1 per student

'NEGATIVE TO POSITIVE' HANDOUT
Student Exercise



1 per student

POSITIVE THOUGHT BUBBLES
Activity

Can I Control How I Feel?

LESSON AT A GLANCE

INTRODUCTION

CONCEPT:

I can become the master over my emotions.

ESSENTIAL QUESTION:

Does my reality cause my feelings, or do my feelings affect my reality?

ANTICIPATORY SET:

'Sights and Sounds'

Brainstorm: What causes our emotions?

LESSON

STUDENT EXERCISE:

'Negative to Positive'

Purpose: Students will analyze the impact that thinking different thoughts can have

ACTIVITY:

'Reframe'

Purpose: Students will practice the skill of replacing negative thoughts with positive ones.

DISCUSSIONS:

- Reacting to Tough Situations
- Can I Just let it go Naturally?
- Practice the Act

CLOSURE:

Mad-Lib: 'Sara's Topsy-Turvy Day'

Take it to Heart #10

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Can I Control How I Feel?



I can become the master over my emotions.

ESSENTIAL QUESTION

Does my reality cause my feelings, or do my feelings affect my reality?

ANTICIPATORY SET

GOOD ENOUGH?

BRAINSTORM: What is the difference between success and failure?

Distribute "Sights and Sounds" cards to students.

Instruct students to write down the first emotion that surfaces when they see the picture/hear the sound you present.

Hold up the following pictures:

- Color War
- Broken glass cup
- Injection needle
- Color poster

Play the following sounds:

- Doorbell & knocking
- Pilot's announcement of impending landing
- Chuppah music
- Alarm clock

Prompt students to share responses. Students' reactions to a sight/sound may vary.

Prompt two students whose reactions to the same sight/sound differed: Why did you feel that way? Which thought were you thinking that caused you to feel that way? Pinpointing the thought may take effort.

Example: When Ayala heard the Chuppah music, she felt exhilarated. This emotion stemmed from her thought, "I love weddings! My aunt's wedding last year was so beautiful, and the dancing was so much fun!"

When Devora heard the Chuppah music, she became emotional, and a little nervous. It made her think about the upcoming wedding of her older sister, to whom she was very close and without whom she could not imagine life at

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-- Write these thoughts in the box labeled "thoughts," using a dry-erase marker.

How do these thoughts make you feel? Happy, satisfied, accomplished.

-- Write these feelings in the box labeled "feelings".

These positive feelings affect your speech and actions. Imagine that soon afterward, a classmate asked you to help her. When you are feeling such positive emotions, how would you speak and act to your classmate?

How would you speak? "Sure, I'd be happy to help you!" "My pleasure, no big deal." How would you act? You'd help her happily.

-- Write these actions and speech in the appropriate boxes.

TOUGH SITUATIONS

DISCUSS: Reacting to Tough Situations

When it comes to challenging situations, we are often triggered to react immediately, without pause. But really, those reactions are prompted by underlying thoughts and feelings.

Analyzing the following scenarios, can you pinpoint the thoughts you would think in the given situation? How would those thoughts make you feel? And how would those feelings then prompt you to speak and act?

SCENARIOS: (Note: Refer to these scenarios for the "Reframe" activity later in this lesson. Teacher may choose to discuss only some of the scenarios here and use the rest for the activity.)

Your sister is getting married tomorrow, and your dress does not look exactly how you wanted it to look.

- Your parents went away for a few days and you have to stay by your aunt meanwhile, where you have no one your age to keep you company.
- Your mother had offered to take and your friends somewhere fun on your day off, but in the end she has to be at work early and cancels.
- Your mother just bought your little sister a coat. This is the third winter in a row that she has received a new coat, while you have been wearing the same coat for the past three years.
- You studied really hard for the math test, but the questions on the paper seem confusing and you can't figure out the answers.

Part 2 / Reframing Our Thoughts to Change our Feelings

I AM IN CONTROL

When we react in a negative way, deep down we usually know that this is not a proper reaction. Do we have the ability to change our natural reaction to a more proper reaction? Can we control how we think and feel?

Yes, we can control our reactions! How?

Explain the answer with the following scenario.

READ-ALoud // AN UNSIGHTLY TOUR

Tom went to a famous art museum to see what all his friends were raving about. The tour guide showed him the first painting, a scene of rolling hills and a sunny sky, and enthused about how the scene looked so real that you could almost walk into it. "The sky has a brown smudge on the right side of the painting," Tom thought. "What a pity that the artist ruined the clear blue sky."

The tour guide moved on to a mural of a butterfly. He pointed out how the painter had artfully laid the paint to make the wings look paper-thin and delicate against the thick green leaf upon which it stood. "The right wing has a brown smudge on it," Tom noted. "This is no artistic skill."

They continued walking to a bird painting. The tour guide explained how 3-D paint made the flamingo look like he was ready to dance out of the painting and into real life. Tom could not contain himself anymore. "The flamingo has a brown smudge on its wing," he muttered. "I am not impressed with all of these paintings; they're all smudged with brown paint."

The tour guide looked at Tom and then an amused look crossed his face. "Tom," he asked, "did you eat chocolate today?"

Tom's facial expression changed from annoyance to embarrassment. He reached into his pocket for a tissue and sheepishly wiped the chocolate off his glasses.

We each wear a different "pair of glasses." We choose how we view the experiences that happen to us. We can choose what kind of outlook and attitude we want to have. We can choose to walk around with "stained glasses" and view everything in a bad light. We can notice all the annoying, unfair and upsetting aspects of the events that happen each day. Or, when negative feelings and thoughts creep into our hearts, we can choose to "clean our glasses" and think about the situation in a more positive way.

Our thoughts hold significant power. We hold the power to replace negative thoughts with positive thoughts, so that this negative emotion will not cause us to sin.

situation is worse than it really is. When we see that we are feeling negative feelings and thinking negative thoughts, we should think to ourselves, “Maybe I’m overtired or feeling down about something else, so I’m blowing the situation out of proportion, and my feelings aren’t realistic,” or, “Did she really mean to hurt my feelings? Or am I being too sensitive?” When we use our *seichel* to think positive thoughts instead of negative thoughts, we are able to slowly change the irrational, negative feeling into a more positive one. This will in turn make our speech and actions more positive, too.

A PLEASANT FRAGRANCE

When Yosef’s brothers sold him as a slave to the *Yishmaelim*, what was Yosef thinking about? We would imagine that someone in such a painful situation would be thinking thoughts such as, “How could my brothers do this to me?” “Why is such a bad thing happening to me?” And yet, this is not what Yosef chose to focus on. What was Yosef thinking? He was thinking about what a pleasant fragrance filled the wagons of his captors! He thought, “Hashem knows I have to go through this, but He’s showing me that He loves me - He’s making it smell pleasant. These wagons could have smelled like tar. And yet Hashem made these Arabs be spice merchants, just so that I will not be stuck in a wagon with an unpleasant smell! This shows me that this whole challenge is coming from Hashem’s love for me.”

Instead of focusing on the many painful aspects of his sale into slavery, Yosef chose to think about a positive aspect in his situation. Yosef is a model for all of us on how to focus on thinking positive thoughts in every situation.

A POSITIVE PERSPECTIVE

ACTIVITY REFRAME

► **PURPOSE:** Students will practice the skill of replacing negative thoughts with positive ones.

PROCESS:

- Teacher posts the Positive Thoughts on the board.
- Students choose from the Thoughts, or come up with their own, to match each frustrating scenario - refer back to the subtitle ‘Tough Situations’ earlier on in this chapter.

POSITIVE THOUGHTS:

- “She/he may just be having a hard day or going through a difficult time. It’s not a personal thing against me.”

it,” prevents our negative feelings from affecting others around us.

THE BENEFITS OF ACTING

You may ask: What’s the point of acting?

‘Acting the part’ has two benefits:

1- For Other People’s Benefit

Choosing positive speech and actions, even when we don’t “feel like it,” prevents our negative feelings from affecting others around us. What’s in our hearts is hidden, but our faces are displayed to the public. Our mission, while we wait for our negative feelings to fade, is to try our best to look, sound and act pleasantly to others. Other people should not have to be affected by our “bad mood.”

Choosing positive speech and actions when we feel negative emotions has another benefit, too:

2- From Outside to Inside

אחרי הפעולות נמשכים הלבבות - Our hearts are drawn after our actions. The feelings in our hearts are like magnets that are drawn after our actions. Our actions and speech impact our feelings in a very strong way.

 **FROM THE SOURCE:** We see just how powerfully our actions affect our feelings when we explore an interesting *halachah* of *mitzvas korban Pesach*. Hashem instructed Bnei Yisrael to be very careful with the way they eat the *korban*: *ועצם לא יעברו בו טעות יב, מו* (And you shall not break any of its bones). The ספר החנוך offers the following טעם for this הלכה: At the time of יציאת מצרים, Hashem did not want us to remain in the mindset of being lowly slaves. We were about to become the royal, beloved nation of Hashem, and Hashem wanted us to feel that we were becoming His honorable nation. In order to change our feelings, Hashem instructed us not to break the bones of the קרבן פסח. Breaking bones is the way a *pasuk*, starving beggar eats; nobility - בני מלכים - do not eat in such a way. האדם נפעל כפי פעולותיו - A person is impacted by his actions until they reflect in his very essence, because the feelings in our hearts are like magnets that are drawn after our actions. The action of eating in a noble fashion impacted the way בני ישראל felt about themselves.

DISCUSS: Practicing the Act

In the following scenarios, how can the character “act the part” and utilize positive speech and actions to prevent her negative feelings from affecting others?

- Dina finds her little brother in her bedroom, jumping on her bed with his shoes on. Dina feels furious. “He is so annoying! He has no permission to march into my room and do whatever he wants!” is Dina’s immediate thought.

She knows she should try to understand that he is only a child and doesn't mean to upset her, but she can't push the anger away. She feels like yanking her brother roughly off the bed with a proper scolding.

Sample Response: Dina can calmly offer to play something with her brother, even though she doesn't feel like it, to get him out of her room without acting roughly. After a few minutes, her anger will have subsided and she could ask him nicely not to jump on her bed with shoes in the future.

- Leah had her cousin's wedding last night. She knows that she should be on a high, but she is so overtired that little inconveniences in her morning are irritating her. She overslept, she almost missed her bus, and to top it off, her breakfast was spoiled. And now her teacher announces an upcoming Chumash test. "We have way too much work in our schedule," Leah thinks, as an overwhelmed feeling washes over her. Leah feels like muttering about how unfair it is. Out of the corner of her eye, Leah sees her friend Chana rolling her eyes at the news.

Sample Response: Leah can smile at Chana, even though she really doesn't feel like it, and say, "This calls for a pop-on-party-Chumash-study-session. Wanna study together?" Leah will find that she feels less overwhelmed about the test and may even look forward to studying for it.

Whenever we feel a negative emotion and think negative thoughts, we can replace them with positive thoughts. We can also focus on making our speech and actions positive. Using these techniques, we can master our emotions!

CLOSURE

[Take it to Heart]

MAD LIB: SARA'S TOPSY-TURVY DAY

Fill in the blanks to complete the scenario below. Then turn over the card to offer Sara advice based on today's lesson.

When Sara woke up this morning, she thought that today would be a _____ day. As soon as she _____, she realized she was mistaken. The _____ spilled all over _____, and no matter where she looked, she could not find her _____. Sara started feeling really _____ and _____.

"_____! This is such a _____ day!" she thought to herself miserably. Sara ran over to _____ and _____." _____!" she yelled.

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