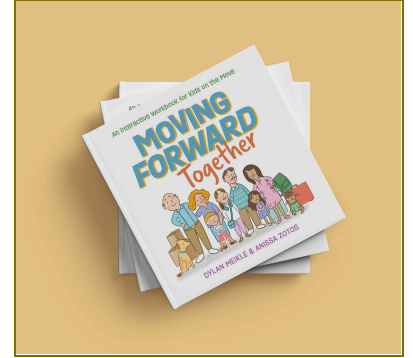


Lesson Two: How Moving Makes Me Feel

Objective:

Students will engage in a 'temperature check' on their emotions related to the moving experience. They will use emotional literacy to communicate their feelings, consider their personal strengths, and understand their support network of family and friends. The goal is to normalize worries, acknowledging that it's expected to feel concerned about things they haven't experienced yet, and to use their strengths to address these worries.



Duration: 30 minutes

Materials: *Moving Forward Together*, colored pencils

Tuning In (5 minutes)

Welcome and Icebreaker

- Greet the students warmly and create a positive atmosphere.
- Use a quick icebreaker activity to lighten the mood and create a sense of community.

Overview of the Session

- Briefly explain the purpose of the session: to understand how strengths, friends, and family will help them during the move.
- Review the previous session and commend efforts made by students in completing workbook pages between sessions.

Activities (15 minutes)

Activity 1: "Moving Makes Me Feel..." (Page 9)

- Read the text on page 9 of *Moving Forward Together* and explain how the thermometer works.
- Ask students to mark where they are emotionally today.
- Explain the emoji drawing section, encouraging students to match emojis to their moving experience.
- Facilitate a discussion on where they placed themselves on the thermometer and why.
- Ask each student to share and describe their emojis, highlighting any mixed emotions the students represent and how these are normal and expected during transition

Activity 2: "These Are My People" (Page 8)

- Explain how students can add names within the rings on page 8 of *Moving Forward Together*.
- Facilitate a discussion where students share their special people and discuss the importance of their support network.
- For older students, discuss the concept that our circles may contract during a move but never fully disappear, and new circles form in the new location.

Discussion Prompts (5 minutes)

Guided Discussion

- Highlight commonalities as students share their worries.
- Remind the group that worries are a normal part of change.

Sharing Circle

- Create a safe space for students to share concerns or excitements about their upcoming changes.
- Encourage empathy and support within the group.

Conclusion (5 minutes)

Recap and Closing Thoughts

- Summarize key points from the session.
- Reinforce the idea that worries are normal when going through change.
- Discuss how the next session will help students use their strengths to balance out their worries.



Homework Assignment

- Encourage students to talk to their parents and guardians about their emotions. Remind students that having mixed emotions or changing emotions is a normal part of moving.
- Ask students to discuss where they each are on the emotional thermometer with their family.

Closing Remarks

- Thank the group for sharing their thoughts.
- Remind students of the support available from teachers, counselors, and classmates.

Note: Monitor students for signs of high worry or anxiety, and follow up with additional support or private sessions as needed. Contact parents/caregivers if significant worries are disclosed.