

7

Unit Seven

Expressing Emotions – Ages 9-12

Total Time: 2 Hours

PART 1: Ice Breaker

PART 2: Identifying Emotions

PART 3: The Color of Emotions

PART 4: Managing Feelings and Behavior

PART 5: Follow-Up Activities

ANNEXURE 1: Feeling Words

ANNEXURE 2: STOP, THINK, SPEAK Practice

ANNEXURE 3: What to do When You're Feeling Angry

ANNEXURE 4: Things that Make Me Happy

ANNEXURE 5: Evaluation

ANNEXURE 6: Emotions Bingo

ANNEXURE 7: Role Play Scenarios

ANNEXURE 8: Emotions Collage

Part 1: Ice Breaker

Time:

10-15 Minutes

Objective:

Participants will take part in an activity to become energized and ready to learn.

Materials:

None

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Welcome the participants and tell them that we want everyone to feel energized and ready to learn so we are going to take part in a fun activity to get things started. Lead an ice breaker activity from the options below:

Option One: Introduction with Feeling – Invite each child to introduce themselves to the group by saying their name and a word that describes how they are feeling today and why. (For example, I am Meesha and I am excited because my birthday is next week; I am Sasha and I am worried because I have exams in school tomorrow.)

Option Two: What Color am I? – Ask the children to introduce themselves one at a time by stating their name and what color they are feeling like at that time and why. (For example, My name is Krishna and I am yellow today because I am happy that I get to play on my football team today.) Note that there are no designated “feeling” colors – it is up to each child to come up with their own color for the emotion they are feeling.

Part 2: Identifying Emotions

Time:

20 Minutes

Objective:

Participants will identify and put a name to the basic feelings.

Materials:

- Annexure 1: Feeling Words (cut into squares and placed in bag/basket/bowl)

Techniques:

- Group Activity
-

TRAINER INSTRUCTIONS:

1. Explain that everyone has feelings. Though some feelings are certainly more pleasant than others, all feelings are important and none of them are bad. Behavior can be unacceptable, but feelings are just indicators of how we experience the world. Our feelings tell us what brings us pleasure and pain, whom we can trust, what feels safe, and what should be avoided because it is dangerous.
2. Invite the children to take part in an activity to help them identify feelings. Ask the children to pass around the bag/basket of feelings words (Annexure 1) while the music plays. When the music stops, the child who is holding the bag picks out a card and acts out the emotion described. The rest of the children guess the feeling. Continue until all feeling words have been role played.

Part 3: The Color of Emotions

Time:

30 Minutes

Objective:

Participants will understand that often several emotions are felt at the same time.

Materials:

- Colored beads and string

Techniques:

- Discussion
- Art Activity

TRAINER INSTRUCTIONS:

1. Ask the children to close their eyes and imagine a room filled with gray (gray walls, gray floor, etc.). Discuss how boring the room is without color. Ask the children to describe how imagining a gray room makes them feel. Then note that the varieties of feelings we experience fill our lives with color.
2. Explain that feelings can be mixed together. Just like you can get green by mixing blue and yellow, you can get all different kinds of feelings by adding together different amounts of different emotions. So, sometimes it's not easy knowing what you (or others) are feeling. There can be all kinds of emotions swirling around inside of you. You can feel *mad* and *scared*, or *happy* and *sad* at the same time.
3. Read the following statements and discuss the mix of feelings that could result and why.

- When someone yells at me I feel... possible answer: mad and sad (I'm mad because I don't like someone telling me I'm doing something wrong, and sad because it hurts me when someone is unhappy with me.)
 - When I try something new I feel... possible answer: happy but scared (I'm happy to have the new experience, but a bit scared that maybe I won't like it or I won't be good at it, etc.)
 - When I can't solve a problem I feel... possible answer: mad, sad and scared. (I'm mad and sad that I keep working on the problem but I just can't solve it, I'm scared that I won't be able to solve it.)
 - When someone teases me I feel... possible answer: mad and sad (I'm mad that they're being so mean to me, and sad that it makes me feel bad about myself.)
4. Help each child create a "Feeling" bracelet by adding beads to a string in the various colors they identify with the feelings they experience. For example, if yellow=happy to the child and they feel happy much of the time, they would add numerous yellow beads; if green =anger to the child and they feel just a little bit of anger, they would add just 1 or 2 green beads, etc. (Optional: if the boys don't want to create a bracelet they can make a string of beads that could be hung in their room.)
 5. When the bracelets are completed, ask several volunteers to discuss the colors they chose and why.
 6. The children may keep the bracelets as a reminder of the colorful feelings in their lives.

Part 4: Managing Feeling and Behaviors

Time:

45 Minutes

Objective:

Participants will learn positive methods to manage and express emotions.

Materials:

- Chart paper, marker
- Annexure 2: STOP, THINK, SPEAK Practice
- Annexure 3: What to do When You're Feeling Angry
- Annexure 4: Things that Make Me Happy
- Annexure 5: Evaluation

Techniques:

- Discussion
- Group Exercises

TRAINER INSTRUCTIONS:

1. Begin by discussing the following:
 - Why do we have to have unpleasant feelings? Wouldn't it be better to just feel good all the time? Actually it wouldn't, because you wouldn't know you needed to change something in your life. Feelings give us the motivation to do the things we need to do.

- Feelings are just feelings. We often **can't** control how we feel, and there is nothing wrong with having a feeling, whatever it is. However, we **can** control what we do with that feeling. Our feelings are not right or wrong, but our actions can be.

Managing Anger – STOP, THINK, SPEAK

It is normal to feel angry from time to time. It happens to everyone. But when you're angry you might say or do bad things that you wouldn't if you were happy.

1. Ask the children to demonstrate what they look like when they're angry.
2. What are some things they say when they are angry? Are these things they would say when they are happy or only when they're angry?
3. How does your body feel when you are angry?
4. Explain that it is important for them to recognize what makes them feel angry. Invite them to list some things that make them angry.
5. It is normal to feel angry, but it's not ok to be mean, break things, hurt others or hurt yourself.
6. Instruct the children in the STOP, THINK, SPEAK Technique, which can be used when you're feeling angry and might lose your temper.
 - STOP, take some deep breaths and think some calming thoughts. Then when you're feeling calmer, THINK about what is making you angry along with some solutions to the problem. Finally, SPEAK to address the problem.
 - Practice the STOP, THINK, SPEAK Technique with the
 - Read a practice situation from Annexure 2 aloud and guide the children through the use of the STOP, THINK and SPEAK approach to control anger. (ie, read the scenario, tell the children to STOP and take some calming breaths, then guide them through thinking about possible solutions, and finally discuss some possible ways to respond.) Allow for discussion from the entire group. Continue with additional situations as needed.
7. What are some other things you can do when feeling angry? Brainstorm strategies with children and write ideas on chart paper.
8. Review Annexure 3 with the group and practice some of the techniques. Keep the poster in a prominent place after the training session.

Overcoming Fear

Fear is an important emotion. It tells us when a situation is not safe and protects us from hurting ourselves. It is ok to be afraid.

1. Lead a discussion around the following questions:
 - What are some things that make you feel nervous or scared?
 - What do you think about when you are nervous or scared?
 - How does your body feel when you are nervous or scared? (eg, shaky, sweaty, heart pounding, etc.)
2. Brainstorm things you can do to feel better next time you are afraid and write on the chart paper. Include the following strategies:
 - Identify what is making you scared. There might be a good reason for your fear.
 - Talk about it. Who are your support people?
 - Learn about what is scaring you. Fear often gets better when you understand how things work and what to expect (spiders, snakes, darkness).

Experiencing Sadness

Some feelings hurt, but it is important to express them in a productive way and not deny them or hold them in.

1. Ask the children how their body feels when they are sad.
2. What do they look like when they are sad?
3. What kinds of things make them sad?
4. Brainstorm ways to manage sadness and write on chart paper. Encourage the children's input, but be sure to include the following things you can do when feeling sad:
 - Talk to someone about how you're feeling. Just talking often helps.
 - Draw or paint a picture of your sadness. Is it a monster? A big gray rain cloud? Or something else...
 - Don't be afraid to cry. Crying helps release the sadness.

- Do something you would normally love to do, even if your sad mood makes you feel like you won't enjoy it. Doing nothing usually makes you feel worse.
 - Be with friends
 - Do some exercise. Being active releases special chemicals in your brain that help to make you feel happier.
 - Invite the children to dance, jump, and move their bodies and watch the smiles appear.
 - Distribute Annexure 4 and ask the children to list activities that make them happy, starting at the center of the swirl. Ideas could be as simple as smelling a flower, singing, eating their favorite food, listening to music, or items such as having a loving house parent, doing well in school, etc.
5. Conclude by reviewing the concepts that everyone has feelings, all feelings are good, and it is important to express feelings appropriately.
 6. Remind them that the staff is always available to help them with their feelings. Discuss the need to support others when they are feeling sad. It is never ok to tease or gossip about someone who is getting counseling help either from the social worker in the home or from an outside professional.
 7. Distribute Annexure 5 and invite the children to complete the evaluation form regarding this Unit.
 - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Instruct them to be as specific as possible in their comments.
 - Items to consider include:
 - Did you understand the topics covered? If not, what was confusing?
 - Was there enough time to cover the material?
 - Did the presentation keep your interest?

- Were the handouts/power points/videos helpful?
 - Add any comments that would be helpful for future programs
8. Gather the completed evaluations and include them in our trainer report.

Part 5: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will have the opportunity to practice the skills learned in this session.

Materials:

(Depending on Option Selected)

Option One:

- Paper and crayons, markers

Option Two:

- Annexure 6: Emotions Bingo Cards
- Markers or crayons

Option Three:

- Annexure 7: Role Play Scenarios

Option Four:

- Annexure 8: Emotions Collage

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to review the material learned today throughout the next few weeks, and take part in activities designed to put the learning into

action. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Draw Your Feelings – Distribute paper, crayons, markers and any other art supplies. Make sure that the children have access to a wide range of colors for this activity. This is an individual activity. Ask them to think quietly for a few moments about their sad feelings or feelings of fear or anger. Ask the children to express the feelings of sadness, hurt, grief and any other difficult feelings with color on the paper.

They can draw monsoon clouds, monsters or whatever they wish for emotions that hurt. Remind them that these are only suggestions; they can give any shape to their feelings. There are no rules in this exercise. The children should draw their feelings as they feel them.

If the feeling is very strong, they can make a big drawing, or a small one if the feeling comes only sometimes or is not very strong.

This is a personal activity, and the trainer should ensure that there are no distractions. Do not judge or comment on any of the drawings. Allow the children to express their feelings.

When children are finished with their drawings, ask them to do the following: Close your eyes and breathe in and out. Breathe in deeply. Relax; picture your feelings in your mind. Stop at each feeling that you have drawn and feel it with its shape, color, and size. Take sufficient time. Slowly move to the next. Continue to do this until they have visited all their feelings. Ask the children to hold each feeling close to each other and feel good about it. Tell the children when they open their eyes, they will feel calm and good; and give a minute or so for children to relax.

Option Two: Emotions Bingo – Distribute Annexure 6 and review the basic emotions listed at the bottom of the page with the children. Then instruct them to write one emotion from the list on the bottom of the page in each square on the Bingo Card (there will be more emotions than squares so they should select which emotions they want on their card – and they should not write an emotion more than once).

Randomly call out each emotion and ask the children to describe it or act it out. Then, anyone who has that emotion in one of their squares should cross it out. The first participant to cross out five squares in a row on their card “wins.” You may play more than once if desired. The object is for the children to practice recognizing and describing emotions. (Trainer: you may determine how you want to handle “winners” and possible prizes.)

*Taken from DannyPettry.com Exploring Emotions

Option Three: Practicing Expressing Emotions – You may either divide the group into smaller groups for role play, ask for volunteers to come to the front of the room to role play with your guidance, or you may discuss the scenarios with the whole group.

Using Annexure 7 ask the children to identify the emotions being displayed in each of the scenarios. Remind them that often there is more than one emotion.

Then, based on the emotions identified, ask the children to offer suggestions for expressing the feeling using the lessons learned in this unit. Review techniques to appropriately express anger, sadness, fear, etc. (Optional: first demonstrate inappropriate ways to respond, and then appropriate responses.)

If you have divided the group into small groups, ask them to role play on scenario in front of the group and invite feedback from all.

Option Four: Emotions Collage – Distribute Annexure 8 and ask the children to fill in the shapes with times they experienced the feelings noted on the worksheet. They may either draw a picture or write briefly. When all children are finished, invite them to share their worksheet with the group.

Suggested Follow-Up Questions for the Trainer: What did you learn about your emotions? Did you have difficulty thinking about examples of any of the emotions? Did you learn something about other people's emotions?

7

Unit Seven Annexures

Expressing Emotions – Ages 9-12

ANNEXURE 1: Feeling Words

ANNEXURE 2: STOP, THINK, SPEAK Practice

ANNEXURE 3: What to Do When You're Feeling Angry

ANNEXURE 4: Things that Make Me Happy

ANNEXURE 5: Evaluation

ANNEXURE 6: Emotions Bingo

ANNEXURE 7: Role Play Scenarios

ANNEXURE 8: Emotions Collage

Annexure 1: Feeling Words

ANGRY	EXCITED
SAD	CONFUSED
HAPPY	SHY
FRUSTRATED	BORED
SCARED	EMBARRASSED

Annexure 2: STOP, THINK, SPEAK Practice

Situation 1

You studied really hard for your mathematics test. Your friend, who sits behind you in class, said mathematics was a waste and watched TV instead of studying. During the test, you accidentally drop your pencil and it rolls under your desk. While you are on the floor trying to find it, your friend looks over you at your paper. The teacher notices this and in a loud voice accuses you both of cheating, and tells you both to leave the room immediately. You are both in big trouble.

Situation 2

Your friend Raju asked to borrow a book from you that you got from your best friend on your birthday. When he finally returned the book weeks later it was a mess. Pages were torn and it looked like he had dropped it in water!

Situation 3

You are working on a project in class that takes a lot of concentration, and you have been working really hard on it. You like this class and want to do well. The boy who sits next to you has been wasting time and continues to bother you. You try to ignore him, but he only gets louder. Finally, he reaches over and marks up your paper with his pen.

Annexure 3: What to do When You're Feeling Angry

<p>When I'm angry, I can...</p> <p>BREATHE DEEPLY</p> 	<p>When I'm angry, I can...</p> <p>COUNT TO 10</p> 	<p>When I'm angry, I can...</p> <p>DRINK WATER</p> 
<p>When I'm angry, I can...</p> <p>GO TO THE QUIET SPOT</p> 	<p>When I'm angry, I can...</p> <p>GET AN ADULT TO HELP</p> 	<p>When I'm angry, I can...</p> <p>DRAW A PICTURE</p> 
<p>When I'm angry, I can...</p> <p>SING A SONG</p> 	<p>When I'm angry, I can...</p> <p>WRITE ABOUT IT</p> 	<p>When I'm angry, I can...</p> <p>HAVE THINK TIME</p> 

<p>When I'm angry, I can...</p> <p>WALK AWAY</p> 	<p>When I'm angry, I can...</p> <p>IMAGINE A PEACEFUL SPOT</p> 	<p>When I'm angry, I can...</p> <p>TAKE A BRAIN BREAK</p> 
<p>When I'm angry, I can...</p> <p>REMEMBER A HAPPY TIME</p> 	<p>When I'm angry, I can...</p> <p>TALK TO A FRIEND</p> 	<p>When I'm angry, I can...</p> <p>SMILE ANYWAY!!!</p> 

Annexure 4: Things that Make Me Happy

Directions: List activities that make you happy, starting at the center of the swirl. Activities could be as simple as looking out the window, smelling a flower, or singing.



- Do the activities listed above when you are feeling down. Try smiling.
- How do you feel about the activities listed above? _____

7

Annexure 5: Evaluation

Unit # 7 Expressing Emotions	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1 Icebreaker	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Part 2 Identifying Emotions	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Part 3 The Color of Emotions	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Part 4 Managing Feelings and Behavior	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Overall Score		1 2 3 4 5	

Annexure 6: Emotions Bingo

		FREE SPACE		

- | | | | | |
|---------|-----------|-------------|----------|----------|
| Active | Bright | Embarrassed | Joyful | Relaxed |
| Afraid | Cautious | Excited | Lonely | Sad |
| Alert | Confident | Glad | Peaceful | Silly |
| Angry | Confused | Happy | Playful | Stressed |
| Ashamed | Depressed | Hurt | Proud | Weak |

Annexure 7: Role Play Scenarios

Situation 1

You have a very good relationship with your classmate Sukanya. You trust her a lot and share all of your thoughts and feelings with her. One day you had an argument with her on some petty issue which she has blown out of proportion and she is talking about it to all of her friends. You try to tell her how you feel about it, but she doesn't seem to understand.

Situation 2

You just found out that your best friend is so sick that she will have to go to the hospital. You don't know what you will do without her because she is your closest friend – sometimes it feels like she is your only friend. It is all you can think about, and you don't feel like doing anything but lie in bed.

Situation 3

Your friend Shyam got a nice wrist watch from his relatives. When you saw it, you told Shyam how much you liked it. Several days later your friend was crying because he could not find his watch in his room. Then, another friend told you that Shyam was telling others that you had stolen his watch.

Situation 4

You are playing ball outside with friends when the ball rolls into the bushes. You run to get it, but stop immediately when you see a huge spider on a branch! You can feel yourself begin to shake, but your friends are all yelling at you to get the ball. You can't decide what to do.

Annexure 8: Emotions Collage

Directions: Draw a picture or write about times when you feel the emotion in the shapes.

Feeling Angry

Feeling excited

Feeling loved

Feeling Sad

Feeling Silly

Feeling Relaxed

Feeling lonely

Feeling embarrassed