

7

Unit Seven

Expressing Emotions Ages 13+

Total Time: 3 Hours

PART 1: Ice Breaker

PART 2: The Importance of Expressing Emotions

PART 3: Guidelines for Expressing Emotions

PART 4: Managing Anger

PART 5: Facing Fear

PART 6: Coping with Sadness

PART 7: Follow-Up Activities

ANNEXURE 1: Emotions Cards

ANNEXURE 2: Guidelines for Expressing Emotions

ANNEXURE 3: What to do With Emotions

ANNEXURE 4: Anger Warning Signs

ANNEXURE 5: Facing Fears Ladder

ANNEXURE 6: Resource Materials

ANNEXURE 7: Evaluation

ANNEXURE 8: Role Play Scenarios

Part 1: Ice Breaker

Time:

10-15 Minutes

Objective:

Participants will take part in an icebreaker designed to address emotions and demonstrate how they are expressed.

Materials:

Option One:

- Annexure 1: Emotions Cards

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Welcome the participants and tell them that we are going to focus on Expressing Emotions in this session. The following activities give them an opportunity to discuss emotions and show how they are expressed.
2. After the activity, discuss how different emotions are expressed, and what behaviors, body language and tone of voice show the emotion.

Option One: Guess the Emotion Game – Divide the group into smaller groups of 5. Ask for a volunteer from each group to be the person to guess the emotion that the group will act out. Hold up one of the emotions cards from Annexure 1 and make sure that the volunteer from each group does not see the card and that the other members do not say the emotion out loud. Then invite the group members to act out the emotion while the volunteer guesses the emotion. Continue with the rest of the emotions cards as time permits.

Option Two: My Feeling is... – Name a feeling (anger, sadness, excitement, etc.) and have participants take turns answering the questions below for that feeling. Continue with more feeling words as time permits.

- If your feeling had a shape, what would it be?
- If your feeling had a color, what color would it be?
- If your feeling had a texture, what would it feel like? (Rough, soft, sticky, etc.)
- If your feeling had a sound, what would it sound like?
- If your feeling was a weather condition, what would it be? (Stormy, sunny, cold, windy, etc.)
- If your feeling had a size, how would you describe that size?
- If your feeling had a place in your body, where would it be?
- If your feeling were an animal, what kind of animal would it be?
- If your feeling could say something, what would it say?
- If you could talk to your feeling, what would you say?

Part 2: The Importance of Expressing Emotions

Time:

15 Minutes

Objective:

Participants will understand the importance of expressing emotions in a positive way.

Materials:

- Two balloons

Techniques:

- Discussion
 - Demonstration
-

TRAINER INSTRUCTIONS:

1. Note that the icebreaker activity helped them to see that they are aware of the differences in feelings and are able to identify emotions based on body language, voice, etc.
2. Ask the group to review what they know about emotions, and discuss the following key points with the group:
 - Emotions are a part of human nature. They give us information about what we're experiencing and help us to know how to react.
 - As you get older you learn to identify what you feel and put it into words. Being aware of our emotions helps us talk about what we're feeling, and avoid or resolve conflicts better.
 - Emotions come and go and change throughout the day.

- They can be mild, intense, or anything in between.
 - There are no good or bad emotions, but there are good and bad ways of expressing emotions. Invite the group to list “bad” ways to express emotions (hitting, breaking things, taking drugs, etc.)
3. Discuss that we tend to keep many hurtful feelings locked away inside us. When the accumulated load of hurts become too much to manage, they burst out like a pressure cooker. By then we have no control over them. However, if we are more aware of our feelings, we can express them in ways that are safe and do not harm others or us. We do not allow them to build up.
 4. Blow up a balloon, asking the teens to imagine the balloons as some of the feelings they have. The feelings have not been expressed and they are getting bigger and bigger inside their hearts. Some of the feelings are those of sadness, anger or fear.
 5. Ask the group what would happen if you continued to blow up the balloon (it would burst). Say, “You were upset but now you are angry (blow up the balloon more), now you are really mad (blow more), you feel like hitting someone or something and shouting” (blow up more, the balloon may burst).
 6. Now, blow up another balloon. Tell the group to imagine a situation where one of them was upset with her/his friend because s/he did not come yesterday as promised and made you wait for hours. “The next day you talked to your friend about how upset you were and felt better.” (The trainer should symbolize this by not blowing the balloon any further, but letting it stay the size it was.) “As you talk more and more with your friend, you realize that s/he had to rush to the hospital because his/her younger sister had hurt herself badly. The anger goes away (Let the air out of the balloon slowly.)
 7. Ask the teens to close their eyes and imagine the balloon. This is their balloon. It is filled with feelings of sadness, intense anger and fear. These feelings are getting bigger and bigger, but then you find someone to talk to, or you tell yourself you are good. Take a deep breath. Relax. The balloon starts getting smaller because air is slowly going out of it. You relax and talk, you feel good. All the feelings that hurt are becoming smaller. Eventually they become so small that the balloon becomes limp and is blown away by the wind. Feel the balloon blowing away. Feel light as if a weight has been lifted. Relax and open your eyes. You are feeling so much better
 8. Tell the children to practice the meditation exercise they have learned and keep notes about how they feel. Ask them to report back in a follow up session if it has helped them to manage their feelings better.

Part 3: Guidelines for Expressing Emotions

Time:

30 Minutes

Objective:

Participants will learn basic guidelines for expressing emotions and will identify emotions they are experiencing.

Materials:

- Annexure 2: Guidelines for Expressing Emotions
- Annexure 3: What to do With Emotions (sample completed form and blank form)

Techniques:

- Discussion
- Individual Activity

TRAINER INSTRUCTIONS:

1. Distribute Annexure 2 and discuss the guidelines for expressing emotions. Take time to explain each step and answer questions.
2. Invite the group to take a moment to think about their own emotions. Distribute Annexure 3 and ask each teen to complete the worksheet for several emotions they are feeling. Explain how to use the worksheet:
 - First column is for an emotion they are feeling
 - Second column is what causes that emotion (may be more than one cause)
 - Third column is what they are currently doing about the situation, if anything
 - Fourth column is what they could do that would be more positive. (You may want them to fill in this column at the end of this session when they have learned ways to express their feelings.)

3. Allow 5-10 minutes for the group to complete the worksheet. This is an individual activity and the worksheet is for the participants to keep. However, you may ask if anyone needs help in completing it.
4. Explain that the rest of the session will focus on positive ways to express several basic emotions.

Part 4: Managing Anger

Time:

45 Minutes

Objective:

Participants will learn positive ways to manage their anger.

Materials:

- Annexure 4: Anger Warning Signs
- Poster paper, markers

Techniques:

- Role Play
- Group Activity

TRAINER INSTRUCTIONS:

1. Start by stating that feeling angry is a normal response to some situations, but you need to express it in appropriate ways to protect your health and relationships.
 - Anger is a response to “not getting something you want” or “not wanting something you get.”
 - Sometimes anger can affect what you say or do even before you recognize how you’re feeling.
 - You may become so used to the feeling of anger that you don’t notice it.
 - Even if you aren’t aware of your anger, it influences how you behave.
 - The first step to managing anger is learning to recognize your personal warning signs.
2. Distribute Annexure 4 and instruct the teens to circle the anger warning signs that apply to them.
3. Explain that being aware of their signs will help them manage their anger before it is out of control.

4. Instruct the teens in a technique they can use to respond to a person or event that makes them angry: STOP, THINK, SPEAK
 - STOP getting angry and don't respond right away
 - THINK about the situation and why it is making them angry, why it might have happened, and what they can do to fix it.
 - SPEAK only after they have thought about their actions.
5. Demonstrate STOP, THINK, SPEAK by inviting volunteers to take part in role plays in front of the group. Read the following scenarios and ask the volunteers to role play and demonstrate the STOP, THINK, SPEAK technique. Invite the group to give feedback.
 - Volunteer A is returning the book he borrowed from Volunteer B. It is torn and obviously had been dropped in water. The book was very special to Volunteer B.
 - Volunteer A always wants to go first and Volunteer B is getting very tired of it. Once again as they started the game, Volunteer A stepped right in front of Volunteer B.
 - Volunteer A has been talking bad about Volunteer B to the other teens. Volunteer B just found out about it.
6. Break the group into small groups of 5 and tell them that each small group is now going to plan a lesson about ways to manage anger that they will present to the whole group. Explain that they need to brainstorm ways they could express their anger in a positive way, and then prepare a simple poster that they will use in their presentation. Provide materials to prepare a poster. Allow 10-15 minutes for brainstorming and creation of posters.
7. Invite each small group to present their lesson to the entire group.
8. If any of the following techniques were not mentioned, discuss them at this time.
 - Use self-statements – Tell yourself, “I can manage the situation. I'll take a few breaths before I say anything.”
 - Explain how angry you are - Use I messages to express anger about behavior of another person.
 - Exercise and do physical activity. Throw a ball, kick a football around, run,
 - Blow off steam by stomping on the floor, screaming into a pillow, squeezing a ball.
 - Breathe deeply – it will slow down your rapid breathing when you are angry. Count to four as you inhale and exhale.
 - Ask for time to calm down
 - Leave the scene
 - Talk to a mentor, friend, or respected adult.
 - Rehearse what to do in situations that you know are anger triggers.
 - Have a pretend conversation with someone who isn't there. You may want to tell them something that makes you angry
 - Write a letter or draw your anger. After writing or drawing your feeling, shred the paper, crumple it and throw it away.

- Do something for someone else – sometimes it takes your mind off of your anger.
9. Hang the posters in prominent places in the home so the teens can refer back to them often.

Part 5: Facing Fear

Time:

30 Minutes

Objective:

Participants will learn a technique to help them overcome their fears.

Materials:

- Annexure 5: Facing Fears Ladder

Techniques:

- Worksheet

TRAINER INSTRUCTIONS:

1. Explain the following items regarding fear:
 - When a person is really afraid of something, the body prepares to either tackle the situation or run away. This is known as the “fight or flight response.” Your body actually prepares physically to fight or flight. Your heart rate will increase, you might start to shake, your muscles will tense, etc.
 - Most people are afraid of things that they cannot understand or control, and strange new situations or objects.
 - It’s normal to want to avoid things you fear. And it works for a while. The problem is that you never get the opportunity to learn that the things you fear are not always as dangerous as you think.
2. Describe the following technique to face fear: Gradually face the things you fear. Start with less scary things and work up to facing scarier things. This process is used all the time when you learn to do something in small steps. (For example, you learn to read words before you learn to read full sentences.)
3. Distribute Annexure 5 and ask the teens to complete the worksheet as you discuss each step. Walk around the room and help teens as they complete the worksheet.

- Step One: Identify a situation, place or thing that you fear. (eg, afraid to answer questions in class or do presentations, talking to people you don't know well, bugs, making mistakes, etc.) Be specific. Write it on the top line of the worksheet.
 - Step Two: Break the fear into smaller steps
 - Think about facing the fear for a shorter time, or from a greater distance, or with someone you trust. For example, if afraid to talk to classmates. Steps: say hi in hall, ask classmate a quick question, talk about weekend plans with classmate. Or if afraid of doing presentation in front of class: do it in front of friend first, then in front of coaching teacher, then small group of friends, etc.
 - Write your list of steps from **hardest to easiest** (you will "climb the ladder" as you complete the steps) on the worksheet.
 - Step Three: Rate your fear for each step from 0-10. (Use the rating scale on the worksheet.)
 - Step Four: Start at the bottom of the ladder and repeatedly do that activity until it's no longer scary. The more you do something the easier it gets. Get help. Ask your friends or a trusted adult to help.
 - When the step is no longer scary, celebrate. Then climb the next step of the ladder.
 - Repeat step four until you are at the top of the ladder. Reward Yourself! Tell yourself I did it!
4. Note that they don't always have to make a fear ladder, but always think about the idea of facing your fears in smaller steps.

Part 6: Coping With Sadness

Time:

30 Minutes

Objective:

Participants will learn ways to cope with sadness and identify when sadness is more than just sadness.

Materials:

- Annexure 6: Resource Materials on Emotions
- Annexure 7: Evaluation

Techniques:

- Group Discussion

TRAINER INSTRUCTIONS:

1. Present the following information regarding sadness: Everyone gets sad sometimes, especially during times of stress or loss. It's a normal part of life.
2. Ask the group:
 - What are some things that make you sad?
 - How do you feel when you are sad?
 - What do you do when you are sad?
3. Brainstorm things to do when feeling sad and write them on the board or chart paper. Include the following if the group hasn't mentioned them:
 - Focus on the positive. Find comfort in good memories; think about good times and positive experiences
 - Stay busy
 - Take care of yourself. Exercise every day. Eat well. Get enough sleep.
 - Spend time with friends
 - Put your feelings into pictures or words
 - Listen to music

- Find a way to relax such as taking a walk or breathe deeply
 - Make a plan of what you can do about the problem
 - Talk it out – talk to friend and adults about how you're feeling
4. Now discuss the things they should NOT do:
 - Don't push down your sadness
 - Don't do unhealthy things like alcohol or drugs
 - Don't hurt yourself or someone else
 5. Assure them that after a while, the darkness will lift and things will start to feel enjoyable again.
 6. Note, however, that sadness is more than just sadness if:
 - You constantly feel irritable, sad or angry
 - Nothing seems fun anymore, and you just don't see the point in trying
 - You feel bad about yourself – worthless, guilty, or just “wrong” in some way
 - You sleep too much or not enough
 - You have frequent, unexplained headaches or other physical problems
 - Anything and everything makes you want to cry
 - You've gained or lost weight without trying
 - You just can't concentrate. Your grades may be dropping.
 - You feel helpless and hopeless.
 7. Explain that in this case it is very important that they speak to a trusted adult about how they're feeling. Discuss the following:
 - It can be hard to open up about how you're feeling – especially when you're feeling depressed, hopeless, ashamed, or worthless.
 - It's important to remember that everyone struggles with feelings like these at one time or another. The feelings don't mean you're weak, flawed, or no good. Accepting your feelings and opening up about them with someone you trust will help you feel less alone.
 - No matter what it feels like, people love and care about you, and if you can gather the courage to talk about your depression, it can – and will – be resolved.
 8. State that some people think that talking about sad feelings will make them worse, but the opposite is almost always true. It is very helpful to share your worries with someone who will listen and care. Discuss who their resource people are – who they could talk to when they are feeling more than just sad. (Social worker, house parent, etc.)
 9. Discuss the importance of supporting others when they are facing difficult issues. It is never ok to tease or gossip about anyone who is receiving counseling help from either the social worker in the home or an outside professional.
 10. Distribute Annexure 6 and tell the group that they can use it for the next activity, and they should then keep it in their folders for reference.
 11. Ask the teens to pull out Annexure 3 and fill in the last column with what they could do with their emotions.
 12. Distribute Annexure 7 and invite the teens 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.
 - Gather the completed evaluations and include them in your trainer report.

Part 7: 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 Two:

- Participants' journals or paper

Option Three:

- Paper, crayons, markers, art supplies

Option Four:

- Annexure 8: Scenarios for Role Play

Option Five:

- Movie "Inside Out"

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: Facing Fear – Guide the group through this technique to face fears which involves using their imaginations in a more positive way. Invite everyone to get comfortable and close their eyes. Then lead the group through the following steps:

- Think about something you are afraid of. Examples could include bugs or spiders, giving presentations in front of groups, getting a shot at the doctor, etc.
- Now, relax in the following way: Take a deep breath while at the same time tensing your muscles. Then slowly let out the breath and at the same time let the tension in your body go. Do this several times, allowing yourself to relax more and more each time.
- After you are relaxed, imagine yourself approaching the feared situation. Once you're able to imagine it well, imagine yourself coming close to the condition or situation you fear. Visualize yourself being a little afraid, but still going ahead and engaging in the fear behavior and coping with it. It's important to get a mental picture and a feeling of what it's like to deal with the situation in a successful way even while you are still feeling a little fearful. Try to get a good picture of this. Imagine yourself in the situation without all those terribly unpleasant consequences you've been scaring yourself with.
- Another way to approach this is to imagine that you have already dealt with the situation in a successful way and review how you have done it. You might be pleasantly surprised by how creative you had been dealing with the situation.
- As you enjoy the feeling of mastery that comes with having dealt successfully with the situation that has made you fearful, you will become more confident and less fearful.

Suggested Follow-Up for the Trainer: State that this is one effective technique to face fears, and review the other techniques presented in the Expressing Emotions Unit.

Option Two: Releasing Anger - Ask the group to think about what makes them angry – is it a situation, a person, something else? Offer the following instructions: Write about your anger in your journal. You may want to write a letter to the person you are angry with to express your feelings, or you may want to write about a particular situation. Think about questions such as:

- What about the situation makes you so angry?
- How would you like to see it changed?
- What have you tried to do so far to relieve your feelings?
- What has worked and what hasn't?
- What new ideas did you learn in the Expressing Emotions session that you could try?

Suggested Follow-Up for the Trainer: Depending on the group, you may want to ask for volunteers to share their writings with the group. However, allow the teens to keep them confidential if they wish. You may just want to lead a general discussion around what they learned through this exercise, whether it was helpful, etc. Remind them that this is a good exercise to do on their own at any time.

Option Three: Draw Your Feelings - Distribute paper, crayons, markers and any other art supplies. Make sure that the teens 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 them 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 teens 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 teens to express their feelings.

When they 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 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 teens to hold each feeling close to each other and feel good about it. Tell the group when they open their eyes, they will feel calm and good; and give a minute or so for the teens to relax.

Option Four: Recognizing and Responding to Other People's Emotions – Explain that in order to build and maintain strong relationships, it is important that they become aware of the feelings others are experiencing and learn effective ways to respond.

Divide the group into smaller groups of 5. Each group will role play scenarios from Annexure 8. Within each group, some teens will play the role of the people in the scenarios and the rest of the group will:

- Identify the emotions being displayed in the scenarios. (Remind them that sometimes more than one feeling is involved.)
- Based upon the emotions identified, offer suggestions for expressing the feelings using the lessons they learned in the Expressing Emotions Unit.

If time permits, each group may work through multiple scenarios with different teens playing the roles.

Then ask each group to role play one scenario in front of the whole group. (Optional: Have each group first demonstrate inappropriate ways to respond, and then appropriate responses.)

Suggested Follow-Up for Trainer: Lead a group discussion on the appropriateness of the responses role played by the group. End the session by discussion the need to refer back to the lessons learned on a daily basis.

Option Five: “Inside Out” – Watch the movie “Inside Out” as a group and lead discussion around the following:

- Identify the emotion(s) the characters are feeling, and how they are able to recognize the emotion.
- Discuss how they might feel in the scenario, and if they have ever felt that way
- Based upon the emotions identified, ask the children to offer suggestions for how the character and they could express their feelings using the techniques they learned in this unit.

7

Unit Seven Annexures

Expressing Emotions

Ages 13+

ANNEXURE 1: Emotions Cards

ANNEXURE 2: Guidelines for Expressing Emotions

ANNEXURE 3: What to Do With Emotions

ANNEXURE 4: Anger Warning Signs

ANNEXURE 5: Facing Fears Ladder

ANNEXURE 6: Resource Materials

ANNEXURE 7: Evaluation

ANNEXURE 8: Role Play Scenarios

Annexure 1: Emotions Cards

ANGRY	EXCITED
SAD	CONFUSED
HAPPY	SHY
FRUSTRATED	BORED
SCARED	EMBARRASSED

Annexure 2: Guidelines for Expressing Emotions

1. Identify your emotions.

- What are you feeling...angry, hurt, worried, guilty, insulted, jealous, or another emotion?

2. Analyze why the situation bothers you.

- Did something turn out differently than you had hoped or planned?
- Did someone you trust let you down?
- Are you concerned about how others will react to what happened?
- Is something else that was upsetting you earlier the real reason you are upset?

3. Analyze the effect the situation is having or can have on your life.

- What does the situation mean to you? What are the probable consequences on your life?
- Are the consequences serious and long lasting or just momentarily disappointing?

4. Decide what you can and cannot change.

- You can always change your reaction even if the rest of the situation is out of your control.

5. Choose a positive way to react.

- If, for example, you failed a test, a positive reaction is to study harder for the next one.
- If you could not make a basket the last time you played basketball, a positive reaction is to practice more.

6. Think of something positive you can learn from the situation.

- Positive things you could learn might include a way to keep the situation from repeating or the recognition that you are improving your ability to handle disappointment or frustration.

*Modified from Adolescent Mental Health Promotion- Trainers Guide on Dealing with Emotions, a WHO publication, p. 28-29.

Annexure 3: What To Do With Emotions – Sample

Feeling	Cause of Feeling	What I am doing with emotion	What I could do with emotion
Sad and worried	My mother is very sick	I cry a lot, and sleep all the time.	I could try to think more positively and find ways to relax and take my mind off of my worry. I could talk to the social worker about how I'm feeling.
Angry and annoyed	I found out my best friend lied to me	I am avoiding my friend and not speaking with her.	I could talk to my friend and tell her how I'm feeling. I can practice what to say with another friend first. Then, before I speak with my friend I can take a few deep breaths. I can use "I messages" when I talk to her.
Fear	I have to do a presentation in front of my class and I'm afraid of speaking in front of groups.	I keep thinking about it. I can't sleep at night and get an upset stomach.	I could take smaller steps to face my fear. I could practice in front of a friend, then my coaching teacher, then a small group of friends until I am more comfortable.

What to Do With Emotions

Feeling	Cause of Feeling	What I am doing with emotion	What I could do with emotion

Annexure 4: Anger Warning Signs

Some of these warning signs might start when you are only a little irritated, and others might start when you are very angry. Circle the warning signs that apply to you.

Mind goes blank	Insult the other person	Face turns red
Body or hands shake	Start sweating	Throw things
Heavy or fast breathing	Stare at the other person aggressively	Scowl or make an angry face
Scream, raise voice, or yell	Clench fists	Feel sick to the stomach
Punch walls	Feel hot	Become aggressive
Become argumentative	Get quiet and “shut down”	Crying
Pace around the room	Headaches	Can’t stop thinking about the problem

Annexure 5: Facing Fears Ladder – Sample

Specific Fear: _____ Afraid to talk to teacher when I don't understand material _____

Goal: _____ To be able to raise my hand in class and not feel so embarrassed or nervous _____

STEP	RATING
Raise hand in class to ask question (take some deep breaths first)	8
Ask teacher question after class when no one else is around so I feel more comfortable around her	6
Practice asking questions with coaching teacher	5
Practice asking questions with friend	2
Write out questions I want to ask my teacher while doing homework	0

Rating Scale:

- | | |
|---------------------------------------|-------------------------------------|
| 0 – Easy | 6 – Really gets my heart rate going |
| 1 – Barely scares you | 7 – Definitely scary |
| 2 – Mildly scary | 8- A big challenge |
| 3– Starting to get concerned | 9- Super, super scary |
| 4– Scary but doable | 10 – Out of control scared |
| 5– Not easy and feeling uncomfortable | |

Facing Fears Ladder

Specific Fear: _____

Goal: _____

STEP	RATING

Rating Scale:

- | | |
|---------------------------------------|-------------------------------------|
| 0 – Easy | 6 – Really gets my heart rate going |
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| 5– Not easy and feeling uncomfortable | |

Annexure 6: Resource Materials – Expressing Emotions

- Emotions are a part of human nature. They give us information about what we're experiencing and help us to know how to react.
- As you get older you learn to identify what you feel and put it into words. Being aware of our emotions helps us talk about what we're feeling, and avoid or resolve conflicts better.
- Emotions come and go and change throughout the day.
- They can be mild, intense or anything in between.
- There are no good or bad emotions, but there are good and bad ways of expressing emotions. Invite the group to list "bad" ways to express emotions (hitting, breaking things, taking drugs, etc.)

Managing Anger

Feeling angry is a normal response to some situations, but you need to express it in appropriate ways to protect your health and relationships.

- Anger is a response to "not getting something you want" or "not wanting something you get."
- Sometimes anger can affect what you say or do even before you even recognize how you're feeling
- You may become so used to the feeling of anger that you don't notice it
- Even if you aren't aware of your anger, it influences how you behave.
- The first step to managing anger is learning to recognize your personal warning signs
- Use the following techniques to manage your anger

STOP, THINK, SPEAK Technique

- STOP getting angry and don't respond right away
- THINK about the situation and why it is making them angry, why it might have happened, and what they can do to fix it.
- SPEAK only after they have thought about their actions.

Additional techniques:

- Use self-statements – Tell yourself, "I can manage the situation. I'll take a few breaths before I say anything."
- Explain how angry you are - Use I messages to express anger about behavior of another person.

- Exercise and do physical activity. Throw a ball, kick a football around, run,
- Blow off steam by stomping on the floor, scream into a pillow, squeeze a ball.
- Breathe deeply – it will slow down your rapid breathing when you are angry. Count to four as you inhale and exhale.
- Ask for time to calm down
- Leave the scene
- Talk to a mentor, friend, or respected adult.
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- Have a pretend conversation with someone who isn't there. You may want to tell them something that makes you angry
- Write a letter or draw your anger. After writing or drawing your feeling, shred the paper, crumple it and throw it away.
- Do something for someone else – sometimes it takes your mind off of your anger.

Facing Fear

- When a person is really afraid of something, the body prepares to either tackle the situation or run away. This is known as the “fight or flight response.” Your body actually prepares physically to fight or flight. Your heart rate will increase, you might start to shake, your muscles will tense, etc.
- Most people are afraid of things that they cannot understand or control, and strange new situations or objects.
- It's normal to want to avoid things you fear. And it works for a while. The problem is that you never get the opportunity to learn that the things you fear are not always as dangerous as you think.

Gradually face the things you fear. Start with less scary things and work up to facing scarier things. Use a Facing Fear Ladder to help you with the process.

Expressing Sadness

Everyone gets sad sometimes, especially during times of stress or loss. It's a normal part of life.

- Focus on the positive. Find comfort in good memories; think about good times and positive experiences
- Stay busy
- Take care of yourself. Exercise every day. Eat well. Get enough sleep.
- Spend time with friends
- Put your feelings into pictures or words
- Listen to music
- Find a way to relax such as taking a walk or breathe deeply
- Make a plan of what you can do about the problem
- Talk it out – talk to friend and adults about how you're feeling

Things NOT to do:

- don't push down your sadness
- don't do unhealthy things like alcohol, drugs
- don't hurt yourself or someone else

After a while, the darkness will lift and things will start to feel enjoyable again.

However, sadness is more than just sadness if:

- You constantly feel irritable, sad or angry
- Nothing seems fun anymore, and you just don't see the point in trying
- You feel bad about yourself – worthless, guilty, or just “wrong” in some way
- You sleep too much or not enough
- You have frequent, unexplained headaches or other physical problems
- Anything and everything makes you want to cry
- You've gained or lost weight without trying
- You just can't concentrate. Your grades may be dropping.
- You feel helpless and hopeless.



In this case, it is very important to speak to a trusted adult about how you're feeling.

- It can be hard to open up about how you're feeling—especially when you're feeling depressed, hopeless, ashamed, or worthless.
- It's important to remember that everyone struggles with feelings like these at one time or another. They don't mean you're weak, fundamentally flawed, or no good. Accepting your feelings and opening up about them with someone you trust will help you feel less alone.
- No matter what it feels like, people love and care about you, and if you can gather the courage to talk about your depression, it can—and will—be resolved.

Some people think that talking about sad feelings will make them worse, but the opposite is almost always true. It is very helpful to share your worries with someone who will listen and care.

7

Annexure 7: 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
Icebreaker	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Importance of Expressing Emotions	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Guidelines for Expressing Emotions	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Managing Anger	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Facing Fear	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Coping with Sadness	1 2 3 4 5	_____ _____ _____	_____ _____ _____
Overall Score		1 2 3 4 5	

Annexure 8: Role Play Scenarios

Situation 1

You and a friend are playing with a ball outside when the ball rolls into the bushes. Your friend runs to get it, but stops immediately when he sees a huge spider on a branch!

Situation 2

You find your friend sitting outside all by herself. When you ask if something is wrong she responds, "I just found out that my sister is so sick they are going to have to take her to the hospital."

Situation 3

At lunch, two of your friends are acting silly, and one accidentally spills his drink all over the other person.

Situation 4

You are excited about the marks you got on your tests and want to tell your friend all about it, but he doesn't seem interested.

Situation 5

Your friend came home from school today and told you she lost her favorite bracelet.