

2 Feelings and Emotions

Aim: To identify, express and manage feelings appropriately.

Understanding Feelings, Thinking and Behaviour

Activity 1
Facts vs Judgements

Activity 2
Losing It!

Managing Feelings, Thinking and Behaviour

Activity 3
Name, Don't Blame

Coping with Feelings

Activity 4
Let's Go!



2 Feelings and Emotions

Aim: To identify, express and manage feelings appropriately.

Understanding Feelings, Thinking and Behaviour

Activity 1: Facts vs Judgements



Learning Intentions

Pupils are learning:

- to understand the thought processes which lead to feeling;
- to make links between cause and effect;
- to manage emotions and behaviour in a range of situations.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Thinking, Problem Solving and Decision Making: Making links between cause and effect.
- Self Management: Manage emotions and behaviour in a range of situations.
- Communication



Learning Experiences

- Investigating and problem-solving
- Ongoing reflection
- Supportive environment
- Challenging and engaging



Attitudes and Dispositions

- Personal responsibility
- Self belief, optimism, pragmatism
- Concern for others
- Commitment, determination, resourcefulness

Resources

- 'Thinking - Feeling Flowchart' (Resource 1)
- 'The Consequences Of Making Negative Judgements', (Resource 2)
- 'The Consequences Of Making Positive Judgements', (Resource 3)
- 'Types of Unhelpful Thinking' from InSync Year 8, Feelings and Emotions, Activity 2.2 (Resource 5)

Methodologies

- Class discussion
- Work sheet
- Pair/Group work

Understanding Feelings, Thinking and Behaviour

Activity 1: Facts vs Judgements

This activity highlights how the judgements we make in reaction to a situation, lead to certain feelings and consequently certain behaviours. This builds on work covered in Feelings and Emotions Teaching Activity 2 (The Inner Me), from the Year 8 InSync programme. It is important to highlight that it is okay to feel angry, sad, depressed etc. The problem is when we act in a way that is destructive to others or ourselves because of these emotions.

Lead a discussion on how thinking leads to feeling using Resource 1, 'Thinking-Feeling Flowchart'. It may be useful to review InSync Year 8 Feelings and Emotions Activity 2.2, to remind the pupils of the concepts of self-talk and unhelpful thinking.

Distribute Resource 2, 'The Consequences of Making Negative Judgements'. Read the examples together. In pairs, the pupils come up with two more examples of the same process involving negative thinking. It is preferable for the pupils to come up with their own events, but some other possible examples are:

- My boyfriend/girlfriend finished with me.
- I've put on 4 kg in weight (and I don't want to put on weight).
- I played really badly in the match today.
- My friend didn't text me over the mid-term break.
- Someone called me fat/ginger/stupid/ugly etc.

The pairs of pupils, now join up into groups of four to share each other's examples. Ask for a few pupils to share some of their examples with the rest of the class.

Explain that you are now going to consider what might happen if we make positive judgements for the same events. Distribute Resource 3, 'The Consequences of Making Positive Judgements'. Read the examples, comparing them to the previous sheet.

In their original pairs, the pupils now apply the same process to the examples they produced previously, and then share their examples in groups of four. Offer the pupils the opportunity to share their examples with the whole class and give their opinions. The key point is that how we think affects how we feel and how we behave.



Possible prompt questions for discussion are:

- Is it easy to change how we think about a situation?
- What could help us to change how we think?
- Should we only ever feel happy and calm?
- When is it fine to feel angry or sad?
- Do we judge ourselves negatively when we are angry or sad?



Opportunity for AfL Effective questioning

Pupils reflect on the activity in their personal journals. Possible prompt questions are:

- In what ways do you judge yourself negatively?
- How do these judgements affect your behaviour?
- What could you change in your thinking to help you reduce the impact of negative thinking in your life?



Opportunity for AfL Pupil reflection

2 Feelings and Emotions

Aim: To identify, express and manage feelings appropriately.

Understanding Feelings, Thinking and Behaviour

Activity 2: Losing It!

Learning Intentions

Pupils are learning:

- to understand what happens when feelings get out of control;
- to learn from and build on others' experiences;
- to listen actively and share opinions.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Being Creative: Learn from and build on others' experiences
- Working with Others: Listen actively and share opinions
- Communication

Learning Experiences

- Enquiry based
- Supportive environment
- Challenging and engaging
- Positive reinforcement

Attitudes and Dispositions

- Personal responsibility
- Community spirit
- Tolerance

Resources

- 'Out Of Control' - self-reflection sheet (Resource 4)
- 'Coping Styles' - cards/sheet (Resource 5)
- 'When Feelings Get Out Of Control' (Resource 6)
- Jug of water, basin, glass (optional)

Methodologies

- Worksheet
- Class discussion - circle time
- Card match
- Self-reflection



Understanding Feelings, Thinking and Behaviour

Activity 2: Losing It!

We usually want life to go the way we want it to go, to be the way we want it to be. However, life often doesn't work out that way and because we don't like this, we can sometimes feel strong emotions like anger or defensiveness.

We often say that we have lost control of our feelings when we experience a feeling that we don't like. The most common feeling that we are uncomfortable with is anger, but of course, it will depend on our circumstances. Some people would rather feel annoyed or angry than admit to being hurt or sad.

Anger is often associated with fear. This is usually because we are afraid of losing something. Depending on the group, this point could be raised during discussion. What is it that we are afraid of losing when we become angry? What are we holding on to that we don't want to change? Is it an object or person that we care about? Is it someone else's love? Our self-respect? Our public image that we present to the world? When is it okay to be angry?

Ideally, this activity should be carried out in a circle time set-up. However, the pupils also need to write. It would be helpful to either arrange the desks in a rectangle, so everyone can see each other, or provide clipboards to lean on.

2.1

Pupils consider times when their feelings got out of control. Distribute the self-reflection sheet 'Out of Control' (Resource 4).

Ask pupils to think about a time when they felt their feelings were out of control. It is better to leave this open to their own judgement of which feeling they associate with 'being out of control'. However, you could suggest that they think of situations that make them angry. What did they think? What did they feel? What did they do? Ask them to complete numbers 1 to 5 on self-reflection sheet.

Encourage some pupils to share their experience, but only if they feel safe and comfortable doing so. 'Out of control' is usually associated with anger. However, be open to a range of different feelings words from the group to show that we can consider 'out of control'

in different ways, such as very scared, very upset or even very excited!

The question 'where did you feel it [the emotion] in your body?' is to encourage awareness of the fact that we often have a physical reaction in conjunction with an emotional reaction. An increased awareness of the physical reaction can be used as a way of knowing when feelings are starting to get out of control. For example:

- A throbbing, full feeling in the head making it difficult to think clearly.
- A tightness in the throat.
- A heaviness/tightness in the stomach.
- Tense shoulders.
- Clenched fists.

Show the first slide of Resource 6, 'Powerpoint Presentation' (on accompanying CD). Explain that in calm times, most people maintain a balance between thoughts and feelings. When very upset with strong feelings, people can become overwhelmed by their emotions. The result is they are not thinking straight. If we think of it like water, it is as if the rational part of our mind becomes flooded.

This concept explains how in times of heightened emotion, thinking stops. This can produce irrational, illogical reactions that can create difficulties. You can demonstrate this using a glass and a jug of water, from the Feelings and Emotions Teaching Activity 2 (What goes in, eventually comes out) in the Year 9 InSync programme.

2.2

Show the class the second slide on PowerPoint 1 on 'Typical Attitudes During Difficult Times'. Then ask pupils to fill in question six in Resource 4, 'Out of Control'.

People have different ways of coping with difficult feelings; some of these have been identified in Resource 5, 'Coping Styles'. This worksheet can be cut up and made into a card match activity to be completed in pairs. Alternatively, it can simply be used as an information sheet to read through. The pupils then complete the rest of the self-reflection quiz 'Out of Control' (Resource 4).

Pupils share their self-reflection with another pupil if appropriate. Allow time for whole class feedback. This final class discussion should have a tone of warmth and support. Pupils should feel affirmed that it is normal to feel like you are losing control sometimes.

Pupils reflect on these exercises in their personal journal. Possible prompt questions could be:

- How did it feel to reflect on a time when you felt out of control?
- What have you learned today?
- Why is it difficult to always stay in control? (Because we want things our own way and don't like it when they don't go our way! Try to make this point as a fact of human nature, not a criticism or negative judgement.)

Inform the pupils that reflecting on additional coping strategies for dealing with difficult feelings will be covered in the next class. Remind them that anger often arises when we are afraid. This is natural and understandable and not something to put ourselves down for.

Pupils should also realise that at times, anger is appropriate, for example, when an injustice occurs, such as, lack of action towards famine and poverty.



Opportunity for AfL Pupil reflection



2 Feelings and Emotions

Aim: To identify, express and manage feelings appropriately.

Managing Feelings, Thinking and Behaviour

Activity 3: Name, Don't Blame



Learning Intentions

Pupils are learning:

- to express feelings in a constructive way;
- to understand 'I' statements;
- to take personal responsibility for work with others;
- to examine options, weigh up pros and cons.



Opportunity for AfL Sharing learning intentions and success criteria



Skills and Capabilities

- Working with Others: Take personal responsibility for work with others.
- Thinking, Problem Solving, Decision Making: Examine options, weigh up pros and cons.
- Communication



Learning Experiences

- Relevant and enjoyable
- Skills integrated
- Offers choice
- Ongoing reflection



Attitudes and Dispositions

- Personal responsibility
- Integrity, moral courage
- Tolerance
- Respect

Resources

- 'Name - Don't Blame' information sheet, (Resource 7)
- 'I Statements' worksheet, (Resource 8)
- 5 large sheets of paper (A2 or A3)
- A4 sheets of paper
- Blu-tak or other adhesives

Methodologies

- Class discussion
- Worksheet
- Role-play/group work
- Self-reflection



Managing Feelings, Thinking and Behaviour

Activity 3: Name, Don't Blame

Being able to say clearly how we feel is an important life skill. Good communication is an essential part of any healthy relationship. However, we often take on either an aggressive, defensive or defeatist attitude before we even speak. We often assume a certain response from the other person before we start, and this colours how we approach them.

Some relationships have a history of misunderstanding, leading to distrust, hurt and withdrawal from each other. This makes it hard to communicate because we are angry and afraid of getting hurt even more. What is needed is some way to rebuild a sense of trust and cooperation between the people involved. Expressing feelings in a constructive, non-threatening way can often encourage the other person to relax and be more open. 'I' statements can help us to clarify the feelings and assumptions that surround a problem.

3.1

Remind the pupils of the work covered in Activity 1 about the impact of attitudes and beliefs on the way we feel and behave. The table below contains some examples of 'You' statements, and then how they can be changed into 'I' statements. Take the example, 'You are infuriating!' Say this aggressively to a pupil (make sure you pick someone who can take this) then turn to another and calmly say 'I am feeling furious'.

Ask each individual how he or she felt and use this as a basis to compare the impact of the statements.

Depending on the group, either ask the pupils to volunteer more comparative statements, or give them a few more examples from the table given. In a whole class discussion, work through some examples to show the impact on our feelings of using 'You' and 'I' statements.

'YOU' statements

You are infuriating!

You scare me!

You make me feel insecure!

You are making me do it!

You are crazy!

'I' statements

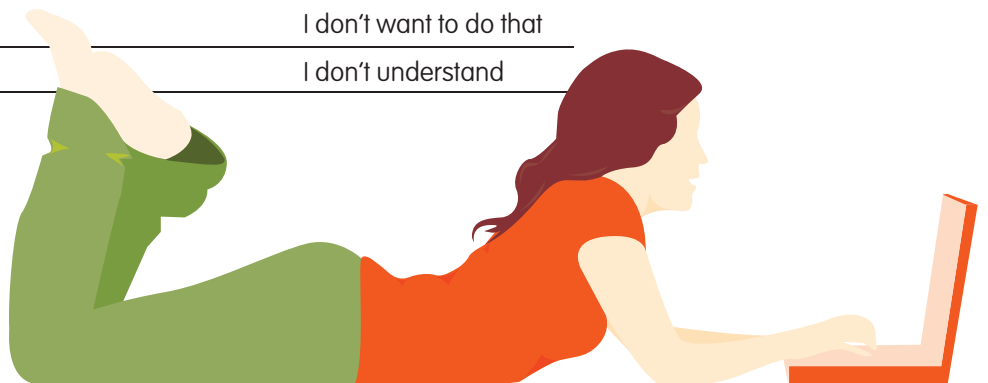
I am feeling furious

I feel afraid

I feel insecure

I don't want to do that

I don't understand



Managing Feelings, Thinking and Behaviour

Activity 3: Name, Don't Blame

The aim is to highlight that even when we don't like what someone is saying to us, we usually feel much less threatened when the person uses 'I' statements rather than 'You' statements. We need to find ways to express how we feel without the other person becoming defensive or feeling attacked. 'I' statements require us to be vulnerable - we need to have the strength and courage to say how we really feel. Using 'I' statements means that we are only describing our own feelings and do not assume that we know what someone else is feeling. This shows respect for the other person and encourages them to feel less threatened and less likely to 'shut down'.

3.2

Explain to the class that we are now going to practice using 'I' statements. Distribute, and discuss, Resource 7, 'Name - Don't Blame'.

Brainstorm a range of specific 'conflict situations' with the class, and write them up for everyone to see.

For example:

- Someone interrupts you when you are speaking.
- Someone doesn't listen to you when you are talking to him or her.
- Someone blames you for something that you haven't done.
- Someone is ignoring you.
- Someone is late (again) and you are left hanging around waiting for them.
- Someone doesn't clear up after themselves.
- Someone keeps making jokes about your hair colour/nose/weight etc.



Opportunity for AfL Effective questioning

The class decide on five conflict situations to focus on from the list.

In pairs, ask pupils to role-play together the conflict scenarios, initially using an accusatory 'You' statement, and then changing it into an 'I' statement. For example, 'You never listen to me, you are so ignorant and rude!' can change into 'When you don't listen to me, I feel hurt/angry because I don't feel

valued'. Ask for volunteers to demonstrate some of their ideas to the rest of the class.



Opportunity for AfL

Peer-assessment and formative feedback

If role-playing is not appropriate, you could distribute a marker pen and five sheets of A4 paper to small groups of pupils. Considering the first conflict scenario, the group thinks of a 'You' statement and a comparative 'I' statement, writing them on an A4 sheet. They then repeat this for the other four chosen conflict scenarios on the other four sheets of paper. While they are doing this, write up the five chosen conflict scenarios on large sheets of paper, and display them around the room. Ask the pupils stick their pages on the appropriate sheet and then take time to read the statements produced by the other groups.

In the follow-up discussion, ask pupils the following questions:

- How easy/difficult was it to do this activity?
- How did it feel speaking in 'I' statements?
- Were there any 'I' statements that still felt threatening or accusatory?

Explain that some 'I' statements are actually disguised 'You' statements. Distribute Resource 8, 'I statements', and discuss the 'hints' section, reflecting on any links to statements produced during the class. Offer the opportunity for pupils to adjust any of their original statements.

Talk about the importance of also being able to express positive emotions in a relationship. Ask the class for some examples of expressing positive emotions using 'I' statements. (There is an option to practise 'I' statements on Resource 8.) In their personal journals, pupils reflect on situations of conflict in their own lives, and what types of 'I' statements they could use to help improve communication in those relationships.



Opportunity for AfL Pupil reflection

2 Feelings and Emotions

Aim: To identify, express and manage feelings appropriately.

Coping with Feelings

Activity 4: Let's Go!

Learning Intentions

Pupils are learning:

- to explore a range of ways of coping with feelings;
- to compare their approach with others and in different contexts;
- to experiment with ideas and questions.



Opportunity for AfL Sharing learning intentions and success criteria

Skills and Capabilities

- Self Management: Compare their approach with others and in different contexts.
- Being Creative: Experiment with ideas and questions.
- Communication

Learning Experiences

- Skills integrated
- Active and hands on
- Supportive environment
- Varied to suit learning style

Attitudes and Dispositions

- Personal responsibility
- Curiosity
- Flexibility
- Commitment, determination, resourcefulness

Resources

- 'Coping Through Positive Thinking' worksheet, (Resource 9)
- 'Coping Strategies', (Resource 10)
- 'Relaxation Techniques' (Resource 11)

Methodologies

- Worksheet
- Class brainstorm
- Draw and write activity
- Personal Reflection



Coping with Feelings

Activity 4: Let's Go!

This activity is an opportunity for the pupils to learn different ways of coping with difficult feelings and situations in life. It brings together much of the material covered in the previous activities.

4.1

Remind pupils of the benefits of positive thinking highlighted in Activity 1. Distribute Resource 9, 'Coping through Positive Thinking'. Pupils look through a variety of scenarios and have to name the type of response. They also challenge this response by trying to think of more positive and realistic responses.



Opportunity for AfL Self-evaluation

4.2

Brainstorm as many strategies as possible for coping with difficult feelings/situations and write them on the board. (If necessary, distribute the suggestion sheet provided: 'Coping Strategies' - Resource 10). In their notebooks, pupils draw around their hand as carefully as possible. Explain that this is their 'helping hand'.

In the palm of the hand, pupils write a difficult or stressful situation that they have to cope with regularly. Now ask them to write on the thumb, the strongest finger, how they could best cope with this situation. On their next finger, they write the second best way, and so on until they have five coping strategies. Ask them to repeat this exercise for a situation that is difficult in a different way.



Opportunity for AfL Formative feedback

Highlight to the class that we cannot rely on the same coping strategies for all situations and so we need to have as many as possible to draw on for different circumstances.

4.3

Give the pupils the opportunity to try some relaxation techniques as coping strategies for difficult situations, using the guidelines provided on Resource 10, 'Relaxation Techniques'. Pupils reflect in their personal journal on which coping strategies they find most useful, and why.

POINTS TO REMEMBER WHILE DOING RELAXATION/SELF-CALMING TECHNIQUES

- **How you introduce relaxation/self-calming techniques is important**
Very few teenagers have ever done any form of guided relaxation and this may be a new skill for them. Explain that self-calming techniques are a way to gather our thoughts, help us think clearly in a stressful situation and respond in a way that works best for us.
- **Appear confident and take your time**
When you talk, you should sound confident and knowledgeable. Any doubt, hesitation or lack of confidence will be picked up and can alter the response from the class.
- **Keep your eyes open**
A common mistake is to become so absorbed in, and carried away by the relaxing suggestions you forget to watch what is going on in the room. Guide the pupils through the relaxation exercises but don't do it yourself. Keep attentive to what is going on in the room. If one or two pupils are laughing or distracting others, try not to let that end in confrontation. If too disruptive, use the Resource 10, 'Relaxation Techniques' and ask pupils to try the activities on their own at a time and place where they feel more comfortable.

Coping with Feelings

Activity 4: Let's Go!

- **Link your suggestions with the pupil's breathing**

At the start of the 7/11 exercise, tell the pupils they will go deeper into relaxation with each number on the out breath. They will be helping themselves become calmer simply by breathing, as the out breath stimulates the parasympathetic nervous system (relaxation response) which increases relaxation. That is why we should count more when we breathe out than when we breathe in.

You will develop greater rapport and create a more absorbing atmosphere if you match your breathing to theirs. (People pick this up subliminally.) Remember that you are not doing this to calm yourself but modelling the pace of breathing for the pupils.

- **During the introduction slow down your voice, lower your pitch and deepen your tonality**

Starting in your normal voice then slowly reduce your normal volume, tempo and pitch. At the deepest part of the exercise, you should have made the maximum alteration in your voice. By changing your voice in this way, you are matching the pupil's experience of becoming calmer.

- **Ending the exercise**

Say something like, "In a short while you will find you can open your eyes and be wide awake and fully alert again". This emphasises the change back to an 'awake' state.

Remember, the key idea with relaxation and self-calming skills is that you are focusing your pupil's attention (on one thing like breathing or clenching our fists) in a benign way that has a calming effect.

- **Health and Safety**

When using relaxation techniques it is important to make sure your class are both emotionally and physically safe. Don't make pupils participate if they are very uncomfortable with the activity. Also, be aware of any medical issues that can be affected by breathing techniques e.g. asthma or low blood pressure. If you are unsure, ask your school nurse or another medical person for advice.

