

Unit : 7 Managing Emotions

Activity 1 : How Do I Manage Anger?

Theme: People express their anger in different ways. Appropriate expression of anger can lead to stronger relationships and better life situations. In this activity students share their observations about how people around them express anger and learn positive techniques for managing anger.

Time Required: 1 period

Materials Needed: Paper, pen, worksheet, white board and marker pens

Mode: In pairs

Objective: Students will be able to use positive techniques for managing anger.

Life Skills to be enhanced: Managing Emotions and Self Awareness

Getting Started:

Inform students that people often cope with anger by using the methods they learnt as children. Instruct students to close their eyes and think about how people from their childhood coped with anger, what they did and said when they were angry.

Process:

- Instruct students to turn to the student next to them and share some of their memories about how people around them expressed anger when they were children. Students share information that they are comfortable with sharing.
- Allow five minutes for the discussion.
- Instruct students to think about how those memories from childhood influence them. (As an adult, will they express their anger like those they remember from their childhood? Why or why not?)
- Instruct students to turn back to their partner and discuss their current ways of expressing anger and why they follow those techniques. Students share information that they are comfortable with sharing.
- Now involve the whole class in a discussion on positive ways of managing anger.
- Sum up the session with the help of key messages.





Key Messages

1. People express their anger in different ways.
2. Appropriate expression of anger can lead to stronger relationships and better life situations.
3. Inappropriate ways of expressing anger can lead to damaged or destroyed relationships, personal health problems, and other negative consequences.
4. Be aware of the triggers of anger, the warning sign is becoming too angry.
5. Learn positive ways to express anger to make sure that the solution should be 'win-win' for everyone involved.



**Control
your anger.
Don't let your anger
control you.**





Worksheet

1. What did you feel about this activity?

2. How important it is for young people learn to deal with anger?

3. Did you enjoy the activity? How would it help you to manage your anger better in everyday life?

Suggested Further Activity:

Organise a role play on appropriate ways of expressing anger.





Activity 2 : Your Triggers for Anger

Theme: Anger is a normal emotion and it is not wrong to experience it. One should try to identify triggers for anger so that one can avoid becoming angry in different situations. In this activity students understand anger and use appropriate ways of managing it.

Time Required: 1 period

Materials Needed: Worksheet, flip chart and marker pens

Mode: Pairs

Life Skills to be enhanced: Managing Emotions, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- identify their triggers for anger;
- use their skills in managing anger.

Getting Started:

Brainstorm about the signs that indicate one is feeling angry (Record the anger signals on a flip chart. Responses may include: louder and raising voice, hand shaking, jaw tightening, shorter breaths, tense muscles, flushed red face, etc.)

Process:

- Divide the class into pairs.
- Distribute the worksheet to each pair.
- Allow fifteen minutes to think and complete worksheet.
- After they complete their worksheet, involve the whole class in a discussion on the common triggers for anger and appropriate ways of dealing with it.
- Sum up the activity with the help of key messages.

Key Messages

1. Anger is a normal emotion and it is not wrong to experience it.
2. Being able to identify triggers for anger can help one avoid becoming angry in situations.
3. Being able to spot triggers, recognizing why they are triggers and how they make one feel, can help one recognize when one should implement one's anger management skills.





Worksheet

a) What are triggers for anger?

1. _____
2. _____
3. _____
4. _____
5. _____

b) Why are these triggers for you?

1. _____
2. _____
3. _____
4. _____
5. _____

c) How do these triggers make you feel?

1. _____
2. _____
3. _____
4. _____
5. _____

d) Use the ACTS technique of assertive problem solving for managing your anger.

ACTS

A = AWARENESS of your anger signals.

C = CONTROLLING your response.

T = TALKING about the situation in a calm, polite, and assertive manner.

S = SOLVING the problem through a mutually agreeable plan of action. Follow through with it. The solution should be 'win-win' for everyone involved.

Suggested Further Activities:

Encourage students to do the following:

1. Keep a diary for a week noting the things that triggers their anger and how you expressed your anger at that time.
2. Design posters, draw pictures, collect pictures etc. to visualise emotions.





Activity 3 : Managing Emotions (Role Play)

Theme: Everyone experiences various emotions in one's life situations. There are many situations in which one feels negative emotions such as anger, grief, depression, etc. These negative emotions affect one's lives. One should learn appropriate ways of dealing with them.

Time Required: 1 period

Materials Needed: Role play situations handout, white board, marker pens and duster

Mode: Groups of five students

Life Skills to be enhanced: Managing Emotions, Self Awareness, Empathy and Interpersonal Relationships

Objectives: Students will be able to:

- identify common negative emotions of fear, anger, depression, etc;
- use appropriate ways to manage negative emotions.

Getting Started: Ask students about their understanding of the word 'emotions'.

Process:

- Encourage students to identify some common situations in which they have felt negative emotions such as anger, grief, hurt, worthlessness, sadness, depression, etc.
- List the situations on the board.
- Divide the students into groups.
- Assign one situation to each group (situations could be selected either from the ones identified by the students themselves or the ones in the handout).
- Instruct each group to present a role play of about five minutes on the assigned situation.
- Allow ten minutes for preparation.
- Help students recognise emotions in all the case situations.
- Guide them to identify common emotions such as fear, grief, anger, depression, etc.
- Each role play is to be followed by a short discussion within the group.
- At the end, involve the whole class to discuss appropriate ways of managing fear, grief, anger, etc.
- Sum up the activity with the help of key messages.



Key Messages

1. Anger is a normal emotion and it is not wrong to experience it.
2. Being able to identify triggers for anger can help one avoid becoming angry in situations.
3. Being able to spot triggers, recognizing why they are triggers and how they make one feel, can help one recognize when one should use one's anger management skills.



EMOTIONAL INTELLIGENCE





Handout - Role Play Situations

Situation 1:

Sonia is thirteen years old and studies in class VIII. Last week she had a misunderstanding with her friend, Riya who is one of her close friends. Riya stopped talking to Sonia and even persuaded some of her other classmates not to talk to her. Sonia feels very sad and depressed. She is not even able to concentrate on her studies and often cries at home but does not share her feelings with her parents or anyone else.

Situation 2:

Sahil is thirteen years old and studies in class VIII. His final examinations are very close, but he is not concerned. He spends most of his time playing, chatting and going out with his friends. When his parents try to talk about it to him, he gets annoyed. He rudely tells them not to interfere in his life. He gets angry, shouts and often uses abusive language.

Situation 3:

Vriti is thirteen years old and studies in class VIII. She is overweight, uses glasses and is short. Her friends make fun of her and very often call her 'Chashmu'. They tease her that she is boring and unattractive. She is very upset and deeply hurt, but doesn't share her feelings with her parents or anyone else.

Situation 4:

Gagan studies in class VIII and is not doing well in his studies. Last week his parents had to attend a family function. They didn't take Gagan along as his examinations were approaching and they wanted him to concentrate on his studies. Gagan was deeply hurt because he thought that his parents were ashamed of him and that was the reason they didn't take him for the family function.

Suggested Further Activity:

Encourage students to design a poster, draw a picture or collect pictures etc. to visualize their emotions.





Activity 4 : Emotions Collage

Theme: Emotions are a part of one's life. They are neither good nor bad. One should learn proper and appropriate ways of expressing them. One should also respect other people's feelings and emotions and respond to them in appropriate ways.

Time Required: 1 Period

Materials Needed: My Emotions worksheet, chart papers, sketch pens, crayons, old newspapers and magazines, glue, scissors, white board, marker pens and duster

Mode: Groups of five students

Life Skills to be enhanced: Managing Emotions, Self Awareness and Creative Thinking

Objectives: Students will be able to:

- respect other people's emotions;
- effectively manage their emotions.

Getting Started:

Brainstorm about the word 'emotions'. Encourage students to give examples of different types of emotions, both negative and positive, that people experience.

Process:

- Share the objectives of the session with the students.
- Divide students into groups.
- Instruct all the groups to make an Emotions Collage by using old newspaper, magazines, chart papers, sketch pens or crayons. They can start by looking for pictures depicting specific emotions.
- As they glue pictures that evoke or represent different emotions, encourage them to discuss different emotions that people feel, and how important it is to respect other people's feelings. Encourage them to discuss what make people feel happy, sad or angry, and how they can effectively deal with their emotions.
- Allow fifteen minutes for this activity.
- Now, instruct each group to share whatever they have discussed within their groups with the whole class.
- Sum up the activity with the help of key messages.
- Display Emotions Collages in the classroom.





Key Messages

1. Emotions are a part of one's life. They are neither good nor bad; how they get expressed is more important.
2. Managing emotions is the ability to identify and expressing one's emotions appropriately.
3. Learn to cope effectively with situations that give rise to negative emotions.
4. Learn to separate emotions and feelings from facts. One should ventilate one's feelings and get rid of negative emotions. Otherwise they will interfere with knowledge-based decision making.

My Emotions : Worksheet

My name is: _____

I am happiest when _____

I am saddest when _____

I hate it when _____

My greatest fear is _____

When I am happy, I _____

When I am sad, I _____

When I am angry, I _____

When I am frightened, I _____

Sometimes I feel _____

And when I do (feel like this) I would _____

Suggested Further Activities:

Encourage students to do the following:

1. Share what they have learned with their family members.
2. Write about the moods and emotions they have been experiencing at this age, and how they would deal with them.





Activity 5 : “I-Message”- Managing Anger

Theme: Anger is a normal human emotion and one needs to manage it appropriately. Anger management skills activities help one to replace aggressive actions with assertive ways of coping with anger. One should acquire skills in anger management and conflict resolution through “I - Message” communication technique. This style promotes good health and strong relationships.

Time Required : 1 period

Materials Needed: Copies of worksheet: I-Messages, white board, marker pens and duster

Mode: Working in pairs

Life Skills to be enhanced: Managing Emotions, Self Awareness and Creative Thinking

Objectives: Students will be able to:

- understand anger and its effects on them;
- use assertive ways of managing anger.

Getting Started:

Brainstorm about why and when anger occurs and what are signs [Record the anger signals on the whiteboard. Responses may include: raising one's voice, hand shaking, jaw tightening, shorter breaths, tense muscles, flushed red face, etc.]

Process:

- Explain the focus of the activity i.e. '*What happens when people get angry, and what they do as well as not do?*'
- Encourage students to reflect on the last time when they were angry. Ask them to recall where that anger came from, whether the angry feelings have synonyms, such as frustration, rage, disappointment.
- Instruct them to share, as best they can, what happened to them when **they** got angry. (e.g.: went to sleep, yelled at their pet, confronted someone, cried, punched a wall, stopped talking, etc.).
- Pair the students and ask them to share what they felt like when **someone** was angry with them, how did they know the other person was angry. What did they do in reaction to the other person's anger. Each pair gives a brief summary to the group.
- List the main ideas on the board.
- Instruct each pair to join another pair. Ask the new groups to discuss if students have some more options available to them when they feel trapped by their anger. Report back to the class. Facilitator lists ideas on the whiteboard.





- Take the opportunity to talk about inappropriate ways of venting anger, such as physical fighting, punching walls, screaming, etc. Listen and divert to more positive options.
- Go back to the list on the board and highlight anger management techniques that students view as productive (e.g. going into room and listening to music, moving to a quiet place, talking to a friend or adult, talking in a calm way to the person they are angry with, going for a walk, talking to their pet, etc.).
- Explain that often people confront and accuse, rather than communicate, and all they accomplish is putting the other person on the defensive mode.
- Explain the "I-Message" communication technique in the following way:

I feel _____

(Be specific)

When you _____

(Give details of the behaviour or circumstances)

Because _____

(This is the hard one: the "why")

- Sum up the activity with the help of key messages.

Key Messages

1. Anger is a normal human emotion.
2. Everyone gets angry. Anger is OK as long as you manage it appropriately.
3. Anger management activities help people with anger problems replace aggressive actions with assertive ways of coping.
4. People with assertive style of managing anger are aware of when they are getting angry. They control their anger and express it in polite and honest ways.
5. They are able to talk with others without attacking them. They listen to other peoples' point of view and try to solve problems in ways that meet everyone's needs. They are able to let go of their angry feelings and forgive other people, even when problems cannot be solved. They do not carry grudges and are not bitter.
6. This style promotes good health and strong relationships.





'I-Messages' Worksheet

Develop five I-Messages:

1. I feel _____
(Be specific)
when you _____
(Give details of the behaviour or circumstances)
because _____
(This is the hard one: the "why")
2. I feel _____
when you _____
because _____
3. I feel _____
when you _____
because _____
4. I feel _____
when you _____
because _____
5. I feel _____
when you _____
because _____

Suggested Further Activities:

Instruct students to do the following:

1. Practise relaxation techniques, which are excellent tools for dealing with anxiety and anger:
 - Deep Breathing
 - Tense and release various muscles. Example: Clench fist and tighten entire arm, then let it drop and relax
 - Visualize a quiet place
2. Practise the concept of self-talk and rehearsing. Stand in front of a mirror, or with a disconnected phone in hand. It is a great time to formulate a good 'I-Message'.
3. Role play using beginning phrases which you can use when you need to approach someone (e.g. *"I have something I'd like to talk about"* or *"Can I talk to you about something?"*).





Activity 6 : Managing Emotions

Theme: Emotions are natural feelings. It is important to recognize them and analyze their negative effects on our lives. We should learn positive ways of managing them because they help us in building more successful relationships throughout our lives.

Time Required: 1 period

Materials Needed: Copies of worksheet (case study), white board, marker pens and duster

Mode: Groups of five students

Life Skills to be enhanced: Managing Emotions, Self Awareness and Critical Thinking

Objectives: Students will be able to:

- recognise emotions;
- use positive ways of managing emotions.

Objective: To enhance the students' knowledge and understanding of emotions and how to manage them.

Getting Started:

Everyone experiences a wide range of emotions in one's life. Usually, that is good. But sometimes we find difficult to control our emotions, even to the point of letting our emotions control our behaviour. This is not a positive sign. Encourage students to give some examples of positive and negative emotions, and how they normally deal with them.

Process:

- Share the objectives of the session with the students.
- Divide the class into groups,
- Distribute copies of the case study to each group.
- Instruct them to analyze the situation among their group members. Allow ten minutes.
- Encourage each group to present the ways of dealing with the situation provided to them.
- Conclude the session by highlighting key messages.

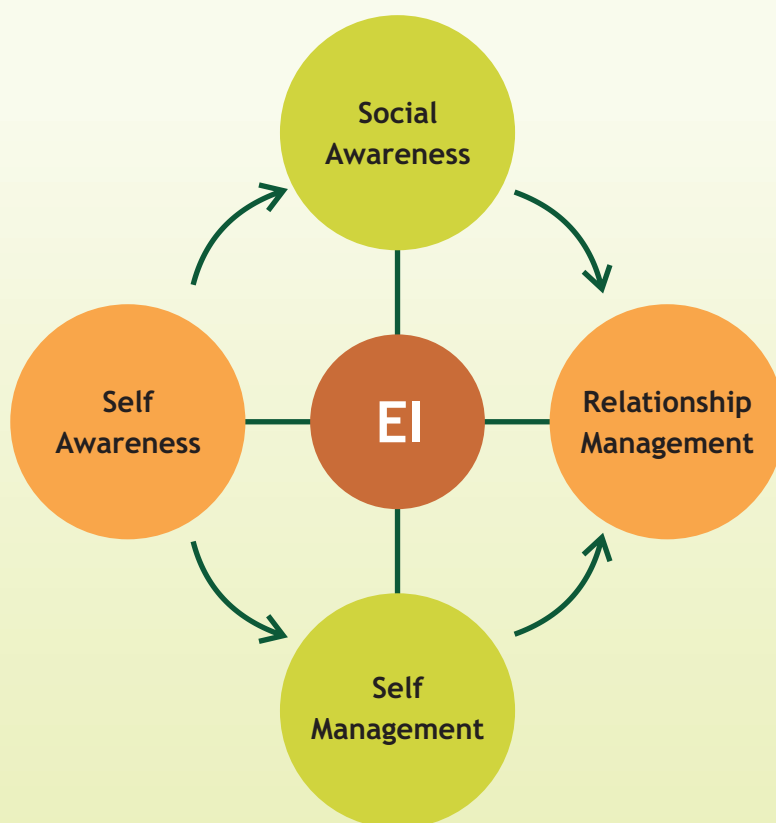
Note: The facilitator can also prepare other case studies for group work.





Key Messages

1. Emotions are natural feelings.
2. Emotions are neither good nor bad, how they get expressed is more important.
3. Don't ignore your emotions, they are telling you something.
4. Managing emotions is an important part of growing up.
5. Managing emotions is an ability to identify and express emotions appropriately.
6. If you are having an unpleasant feeling, think of something you can do that will help, and then do it.
7. Select positive ways to express anger that do not hurt others.
8. Think of something positive you can learn from the situation.



Courtesy: teleosleaders.com





Worksheet: Case Study

Anirudh/Anuradha is thirteen years old, studying in class VIII. His/Her classmates make fun of his/her dark complexion and protruding teeth and tease him/her that he/she is not good looking. He/She has developed an inferiority complex due to his/her complexion and suffers from low self-esteem. As a result, he/she avoids going to school and remains alone most of the time. He/She hardly talks to anyone. His/Her performance in the school has also started deteriorating. Lately he/she has become very irritable, short tempered and often gets into arguments and even picks up fights with his/her parents over trivial matters.

Analysis of the Case Study

1. What do you think is more important - the physical appearance or the overall personality of the individual? Share your views with others in your group and then write a final statement here.

2. How can Anirudh/Anuradha improve his/her self-confidence? After discussing in your group write the solution.

3. How can he/she handle his/her emotions in a healthy way? Give two suggestions.

Suggested Further Activities:

Encourage students to answer the following:

1. Write about a time when you felt like you had to hide your emotions. Have you ever tried to hide them from yourselves?
2. Have you ever felt like you are totally alone and no one else could possibly understand what you are feeling? Do you think other people feel that way too?

