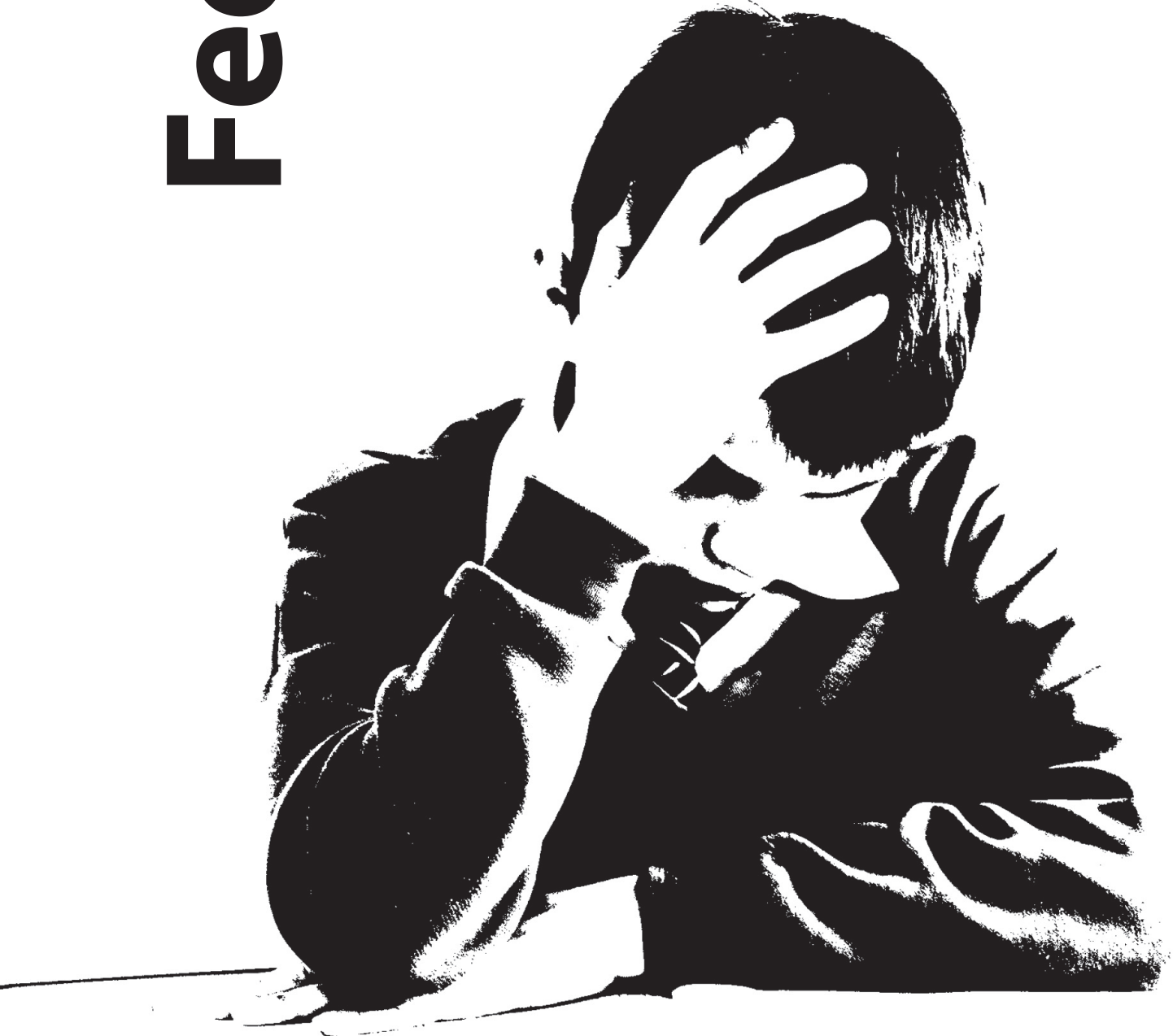


Feelings



An Introduction

Welcome to Getting Connected. Within this resource you will find seven topics, each with a number of learning Units.

Each Unit has the following components:

1. Points to Remember

These are the core teaching outcomes for the work unit. They are designed to be simple so that each child will have the opportunity to internalise the content.

2. Summary

An explanation of the core points for teacher information.

3. Activities

Each work unit will have some form of activities divided into the categories (borrowed from multiple intelligences theory) listed below:

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

Dramatic/Interpersonal

These activities will challenge students to explore a topic through roleplay or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Kinesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge.

There will usually be a follow-up process of de-briefing in order to process the learning activity.

Linguistic/Intrapersonal

These activities will usually be completed individually by students. They will be predominantly work-sheet or journal based activities that encourage the student to reflect and learn.

Topic: **Feelings**

Units:

1. The Power of Feelings
2. Peer Influence
3. Dealing with a Crisis

Theory Component

Feelings and emotions are difficult to define. Researchers differ on whether emotions are simply biological reactions or psychological choices that we can control consciously. We do know that feelings and emotions are powerful and can affect us physically as well as mentally.

For young people, adolescence is a particularly difficult time for managing emotions. With rapid physical changes, intense relationships, and a steep learning curve, the age of adolescence brings an emotional intensity that can be problematic.

Young people develop friendship groups which help them to gain a greater sense of intimacy. Friendships provide the first setting in which adolescents can practice their social skills with same age peers. It is with friends that adolescents learn how to begin, maintain, and terminate relationships, practice social skills, and become intimate.

Adolescents' regulation of emotions is influenced by their ways of coping with crisis. Students who lack support tend to resolve crisis through avoidant or aggressive behaviour, as well as developing a profound sense of hopelessness and mental illness. Adolescents who feel hopeless and helpless when facing a crisis are more vulnerable to anxiety, depression and to exhibit school problems and at risk behaviours.

Feelings

Unit 1: The Power of Feelings

Learning Focus Points

- Feelings are the emotions that govern everything we think and do
- It is sometimes difficult to understand or define your own feelings
- It is healthy to have positive ways of expressing feelings
- You respect others' feelings when you can listen without judging or giving advice

Summary

Feelings are emotions that govern our thoughts and behaviour. Sometimes we experience pleasant and unpleasant feelings. Both type of emotions are normal. However, it is difficult to understand or define your own feelings. When trying to express difficult feelings, many people express their beliefs and thoughts about the event itself and not the feeling that has come with it. In other words, they rationalize about why the event happened rather than expressing how they feel about it. This can lead to the build up of unpleasant feelings which are then harder to manage. You respect others' feelings when you can listen without judging or giving advice. Acknowledging and understanding other people's feelings means that we are empathic of their emotions and needs.

The Power of Feelings

Classroom Activities

Visual/Spatial

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also relate to visual puzzles or problem solving activities.

Activity - Illustrate a Feeling

Time: Approx 15 – 25 min

Brief: *Illustrate feelings*

Listed below are a range of feelings that we all experience sometimes. However each of these could mean something different to different people. What do they mean to you? Pick five of the feelings below and find some way to illustrate that feeling.

Students may draw a picture, or get a photograph from a magazine or newspaper. They may want to do something abstract with colours or shapes. Another option could be to allow students to bring in photographs of something they've experienced in their own lives that represents that feeling. Allow the students to be creative in expressing what the feelings mean to them.

Some Feelings:

Stubborn, humiliated, distrustful, confident, enthusiastic, affectionate, scared, irritated, heartbroken, hopeless, satisfied

Activity - Which One is Which?

(Worksheet No. 1. See Appendix)

Time: Approx 15 – 30 min

Brief: *Labelling feelings*

This is a worksheet to help students equate feelings with facial expression. Ask the students to do the worksheet alone and then combine in groups to share their answers. If you have time, take a vote form the whole class to see which illustration had the most common answers.

Debrief:

- Which illustration got the most similar answers from the class?
- Why do you think this is so?
- What is it about that feeling that helps people identify it so easily?
- Is this a feeling that is common to you? When does it happen? Explain?

Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Dramatic/Interpersonal

Activity - Story Telling

Time: Approx 20 – 30 min

Brief: *Students tell stories about an object*

Enabling students to tell their own story is an excellent way to practice expressing feelings.

During the class before this one, invite each student to bring an object from home that has special significance. It may be something that represents an interest or hobby, something that was given to them or something that is symbolic in some other way. You may like to give them a paper bag for them to put it in.

At the beginning of this class, place all the 'bagged' objects on a tray. Have the class sit in a circle and place the tray with the objects in the centre of the circle. Go around the circle and have each person guess who is the owner of one of the objects. When they guess the right person, have the person ask, '_____ what's its story'. Each person will share the significance of the object. Stress the importance of respecting the people who are talking by looking at them and listening without judging or giving any advice about their 'story'.

Tell students that we honour each person through the sharing of their stories.

Activity - Listen

(Worksheet No. 2. See Appendix)

Time: Approx 30 - 40 min

Brief: *Skits based on a poem*

Divide the students into small groups. Read them the poem on the worksheet and then ask each group to make up three skits, one to illustrate the concept of each of the first three stanzas of the poem.

Debrief:

- *Did this poem challenge you to think differently about listening? How?*
- *On a scale of 1 – 10, how good of a listener are you?*
- *Who do you know who can listen like the way that is described in the poem?*
- *What will you challenge yourself to change in the way that you listen?*

Kinaesthetic

Activity - Baby if You Love Me

Time: Approx 15 - 25 min

Brief: *Students play a game and debrief*

Sit the whole class in a circle on chairs with everyone seated except one person, who will be in the middle without a chair. In order to get a seat, the person in the middle has to make a person smile when she/he starts saying these words:

"Baby if you love me, please give me a smile"

The seated person must then respond:

"Baby I love you but I just can't smile"

If the seated person smiles at any time once the conversation is started, he/she must then be in the middle.

NOTE: This is a game of rejection! (so you need to be sensitive, especially to students who are on the social fringe of the group) If a person gets rejected (the seated person doesn't smile) twice in a row, give them the option of choosing anyone they want to swap places with them.

Debrief:

- *How hard was it to play this game? What was the hardest thing? What was the easiest thing?*
- *Did anyone get rejected? How did that feel?*
- *Was anyone able to remain without a smile the whole game? Was it difficult to reject people?*
- *What can you learn about feelings from this game?*

Activity - Voices

Time: Approx 10 – 20 min

Brief: *Improvisation game*

Divide the class into groups of four with two boys and two girls in each group. Play an improvisation game where two people are given a situation to act out, but they must only mime the situation. Two other people, standing off to the side will supply the voices for the two actors on stage.

Challenge: Because girls are often more articulate, especially with feelings than boys are. Make the boys be the voices for the girls who are miming the situation.

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Feelings

Sample Situations to Reflect Feelings:

- One friend just heard that her good friend has been out with her boyfriend
- One friend just found out that she/he scored the top score on an important exam, but her/his friend got the lowest
- One friend came to school with a massive pimple on her/his face and the other doesn't know how to tell him/her about it
- One friend has been sick and has three assignment due tomorrow but the other friend wants to go out tonight

**Linguistic/
Intrapersonal**

Linguistic/Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Activity - When Do I Feel it?

(Worksheet No. 3. See Appendix)

Time: Approx 20 – 30 min

Brief: *Worksheet on emotions*

This is a worksheet to help students remember and evaluate feelings and emotions they have felt in their life. After they have filled out the sheet, ask students to comment on how easy or hard it was to reflect on those emotions. It might be interesting to ask students to rate the top five most intense emotions on that list. See which feelings are the most emotive and ask the class to discuss why this might be so.

Activity - What's Going on Here?

(Worksheet No. 4. See Appendix)

Time: Approx 20 – 30 min

Brief: *Identifying emotions*

Students will consider some situations that cause emotions in most of us. They will consider the emotions as if they were three different celebrities. When students are finished, encourage a class discussion for them to share their answers.

Feelings

Unit 2: Peer Influence

Learning Focus Points

- Peer influence is how our friends and others around us affect what we think and do
- Peer influence can be either positive or negative
- The key to dealing with negative peer influence is to learn how to say 'no'

Summary

Peers are the people of your same age who live in the world around you. Because in adolescence, relationships are so important, your friends (peers) have a great deal of influence on the way you think and act. This in turn affects the decisions you make and the type of person you will eventually grow into.

The influence of your peers then can be either positive or negative. If your friends have similar moral values and life goals as you, they will tend to motivate you to reach even higher and better standards for yourself. If your friends are on a slightly different path than the one you would have chosen for yourself, they will tend to influence you in the direction they are going.

Regardless of whether they are on the same track as you, groups of people will always tend to influence the individuals in the group to do what the group is doing. This will result in what is often termed 'peer pressure' to join in with the group. Every healthy individual needs to learn how to say 'no' when the direction of the group influence is towards a negative outcome.

Peer Influence Classroom Activities

Visual/Spatial

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also include visual puzzles or problem solving activities.

Activity - What are They Trying to Prove!?!

Time: Approx 20 – 30 min

Brief: *Labelling groups with photographs*

Ask students to bring to class as many 'gossip' or 'entertainment' magazines as possible. Ask students to find at least five pictures of people who seem to be trying to 'fit in' to some type of group or image. (Encourage students not to judge others... make it an exercise in what they appear to be doing)

Glue the five images on a piece of paper and write next to each a description of what group or image you think that person is trying to impress.

Debrief:

- Is it wrong to try and fit into a group? If it is OK to try and fit an image, when does a person cease to be a true individual?
- How strong are the groups in your school? How much pressure is there to conform to them?
- If your school has a school uniform and people look pretty much the same as each other, what kind of pressure is there to conform to groups? Are you expected to talk a certain way? To do certain activities? To sit certain places? Etc...
- What if you enjoy doing the things that your group expects you to do (like play a certain sport at lunch) – is that peer pressure?

Activity - It's OK to say 'NO'

Time: Approx 15 – 30 min

Brief: *Make a poster*

You may want to start this activity by asking students what kind of situations occur at this school where a person might be pressured (even a little) to do something that they don't really want to do.

Often we are put in situations in a group when we say 'yes' to things that, under different circumstances, we might say 'no' to. Sometimes it might be a small thing that doesn't really matter, and other times it could be something very important.

Allow students to work in groups to produce a poster that is relevant to their school about making it OK to say 'no' when you feel pressured to do something you don't want to do. Put the finished posters up where other students and staff can see them.

Dramatic/Interpersonal

Activity - The Easy Way and the Hard Way

Time: Approx 30 - 40 min

Brief: *Skits about peer pressure*

Part One

Divide the class into small groups and give each a short preparation time to come up with a common situation at school where the group wants to do something that one person in the group feel uncomfortable with.

The task is to show what the group wants to do and ALSO (much harder) to show the individual who does not want to be involved. Have them only show the situation and end by freezing the play with the audience not know how the individual will respond. Ask the groups to remember how they 'froze' so that they can start in the same place again with the next activity.

Part Two

Give the groups another short period of time to show two possible outcomes to the situation they portrayed before. Have them begin where they 'froze' last time and they portray two situations: the first will be where the individual gives in and takes the easy way – the way the group wants to go. Then they will portray the hard way – when the individual says 'no' and does what his/her conscience tells them is the right thing to do.

Activity - No Jam

Time: Approx 15 - 25 min

Brief: *Tasting sandwiches and debrief*

Before class, prepare a variety of peanut butter sandwiches. Mix the peanut butter with other ingredients. Eg. peanut butter and banana, peanut butter and marmite, peanut butter and pickles, peanut butter and nutella, peanut butter and sultanas, peanut butter and mayonnaise, peanut butter and honey, peanut butter and wheat germ, peanut butter and honey. Make all the sandwiches without jam. You'll need about one sandwich per person.

Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Feelings

Divide your class into groups of 4 – 6. Give enough sandwiches to each group so everyone has one to eat. Assign a 'recorder' for each group. Each group member is to take turns to guess what is on the sandwich besides peanut butter. Assure your class that all ingredients are edible! The recorder will write down the group's guesses (along with the correct ingredients – checked by them).

Then have the recorders report to the class how many guesses were correct.

Debrief:

- *What if we were to accept people the same way we could accept or reject these sandwiches – based on what I liked or I didn't like?*
- *How were the sandwiches in this game similar to the standards we use to accept or reject other people?*
- *What are the standards we use to accept or reject others? Are they based on opinion or fact?*
- *How have you seen people change themselves to try and be accepted by others? Is this good or bad?*
- *How does rejection affect people?*
- *In what ways can you use peer pressure to encourage others to be more accepting of people – especially those who are different from you?*

What a shame if our friends' influence on us were to limit our acceptance of people who could make our lives richer.

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Kinaesthetic

Activity - Circle of Friends

Time: Approx 10 - 15 min

Brief: *Class activity, in and out of a circle*

Divide your class in half and have one team stand in the middle of the room and bunch up together as close as possible. Make a circle on the floor with chalk about 30 cm wider than the group itself. Have the other team stand outside the circle.

On 'Go' the team outside the circle will try to pull those inside the circle outside with them. They can do anything except hurt anyone or step a foot inside the circle. Give them one minute to see how many they can pull outside. Then swap sides.

The next part of the challenge is to see if the whole class can fit inside the circle. They may do this by any means, such as climbing on top of each other – so long as all bodies are inside the circle.

12

getting
Connected

Debrief:

- *What was easier, trying to get people outside or trying to get everyone in? Why?*
- *Why do you think society tries to break people into groups or excludes some people?*
- *How hard do you think it is to break into a group of people here at school?*
- *In what ways do people exclude people here at school? What makes some people exclude others?*
- *How might you influence your peers to be more accepting of people?*
- *What would it take for our whole class to include everyone and accept everyone as they are?*
- *How important is it to belong?*
- *What would a class look like that tried to help everyone belong?*

Activity - Fitting in the Box

Time: Approx 10 - 15 min

Brief: *Relay race with boxes*

Materials: You will need two large boxes that your students can fit in. (You may like to have a couple of spare ones on hand if these ones get damaged)

This game is a relay race between two teams. Teams form up one end of your classroom with one box for each team down the other end of the room. On go, have the teams race to have each player run to the end of the room, fit as much of their body in the box as they can, and then run back and tag the next runner. The team that completes a complete team run first wins. NB. You may like to have a 'judge' to assess whether they are sufficiently 'in the box'. In order to fit in the box, the base of the box has to remain on the floor. Replace boxes as needed.

Debrief:

- *In what ways do people expect us to fit in 'a box' and be a certain type of person?*
- *When have you tried to 'fit in' someplace and it was a painful fit?*
- *What can happen to people who don't 'fit in'.*
- *What lessons can you learn from this simple game?*

**Linguistic /
Intrapersonal**

Linguistic/Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Activity - The Influence of My Friends

(Worksheet No. 5. See Appendix)

Time: Approx 20 – 30 min

Brief: *Worksheet on friendship influences*

Students will map their closest circle of friends and note how much influence and what areas of influence that person has in their life.

Activity - I Wish I Had Said No

(Worksheet No. 6. See Appendix)

Time: Approx 15 – 30 min

Brief: *Worksheet on past peer pressure experiences*

Students recall situations where they wish they would have said no. They will write themselves a note about what they will do better in the future. There is an option to allow them to share their worksheet with a trusted friend.

Feelings

Unit 3: Dealing with a Crisis

(Where do I go for help?)

Learning Focus Points

- There are many sources of help within school when feelings are negative or confusing
- There are many sources of help outside of school from community agencies
- You can help a friend in a time of crisis by listening and being part of their support network

Summary

At some time in life most of us run into problems we can not handle on our own; we experience feelings of sadness and depression. Many people are afraid and confused about handling these emotions and about seeking sources of help.

The school can help to make a difference for students who are in crisis. The government requires that schools provide students with support from within the school as well as direction for obtaining support outside the school. Teachers, school counsellors, and administrators are all trained to work together to provide a supportive network of help at school. They not only provide students with coping skills and strategies to manage their crisis but also can introduce them to community agencies for further support.

Dealing with a Crisis Classroom Activities

Visual/Spatial

These activities will be based on making pictures or artistic images relating to the topic. They may also include visual puzzles or problem solving activities.

Visual/Spatial

Activity - Help Cards

Time: Approx 15 – 30 min

Brief: Make Help cards

Students like the opportunity to be able to help each other. In times of personal crisis, young people sometimes don't know where to turn for help.

Give the class a homework assignment to find at least five help phone numbers for young people to call in times of crisis. You may find such numbers in your local phone book, or from local youth help organisations or internet sites. Collate the numbers so that students have a large selection.

Bring some card stock (like that used to make business cards) cut to approximate business card size with a few blank cards for each student. Students can then design their own help cards with their choice of help phone numbers on the card.

Make one card to keep and one to give away to a friend.

Debrief:

- *What kind of situations do you think might call for the use of these cards?*
- *Do you think you would ever call one of these numbers? Would you be embarrassed to call one of them?*

Activity - Help Poster

Time: Approx 15 – 30 min

Brief: Make Help Poster

Most people don't plan for terrible things to happen in their life, but bad stuff happens and sometimes people get depressed. So while you can't plan for a crisis to happen, you can plan for what to do when it does happen.

Give students art supplies to make a poster and give them an option to entitle it: 'Everybody gets down sometimes. Who will you talk to when things get tough?' When they are finished with the poster, discuss with the students about where and when to put up the posters so that they might help or encourage someone else.

Dramatic/Interpersonal

Activity - Help at School

Time: Approx 20 – 30 min

Brief: *Skits about finding sources of help at school*

Part One

Before class, research all the avenues for help available in your school. Include student support, chaplains, counsellors, year coordinators, deputy principals, pastoral care teachers, etc... Spend some time in class reviewing all of those avenues for support.

Part Two

Put the students into small groups and ask them to discuss each of the avenues you have presented to them. You may want to help them with this part of the activity. Ask them to discuss a) how do you reach that person b) how easy is it to speak with that person c) what is likely to happen when you go and talk to that person

Part Three

Ask each group to come up with one skit or role play about a student who is quite sad and having a difficult time with something who goes to talk to one of the avenues of help at school. The skit should show each of the lettered points in part two, above.

Dramatic / Interpersonal

These activities will challenge students to explore a topic through role play or another form of character identification or interaction. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Kinaesthetic

Activity - The Monster

Time: Approx 15 – 25 min

Brief: *Teamwork challenge*

This is a team building challenge activity. Mark off a clear area of classroom or outside on a soft surface of between 5 – 10 metres by at least 4m wide.

Divide the class into equal groups of 5 – 12 students. Tell the students to imagine that the area you have marked off is a swamp that is poisonous to humans. The only thing that can cope with the poison is the 'monster'. The monster is made up of at least 5 people joined together with only 4 points of contact on the ground at any one time. Once the monster gets across the poison area, the students can walk back around the poison area to go through again.

Kinaesthetic

These activities will ask students to physically manipulate or interact with their environment as part of the learning process. They may involve creating or manipulating a substance or object; or they may involve a game or physical challenge. There will usually be a follow-up process of de-briefing in order to process the learning activity.

Give the students a set amount of time (10 – 15 min) and see how many times they can get the monster through the poison swamp. For more challenge, make them have a different configuration of the monster for each trip across.

Debrief:

- *What was the most difficult part of this activity?*
- *Was there anyone who didn't have to be helped by someone else in order to complete the activity?*
- *Which is easier – to carry others or to be carried?*
- *Do you find that sometimes in life it is difficult to be helped because we often prefer to be the helper instead?*
- *How can you apply that lesson to being ready to ask someone else for help when a crisis comes to your life?*

Activity - Stuck in the Mud

Time: Approx 10 – 20 min

Brief: *Playing tag and debrief*

Play a game of tag so that when you're caught, you must freeze in that place until someone comes and crawls between your legs to free you.

When everyone is frozen, start again with a new person(s) as it. You can also restart the game after a few minutes if the person who is 'it' cannot get everyone 'stuck'.

Debrief:

- *How hard is it to stand still and be stuck in the mud? Don't you wish you could just get out of there?*
- *Is there anyone who thinks it is more fun to be the person 'unsticking' everybody?*
- *What lessons can you learn from this game about both being willing to help others when they are stuck in a crisis or down time in their life – or about being willing to accept help from others when you are stuck in a bad time?*

Linguistic/Intrapersonal

Linguistic / Intrapersonal

These activities may be completed individually or in small groups by students. They will be predominantly worksheet based and will encourage students to reflect and learn.

Activity - Happy Times/Sad Times

(Worksheet No. 7. See Appendix)

Time: Approx 20 – 30 min

Brief: *Worksheet with an emotional timeline*

Students plot the happy and sad times of their life on a timeline. It may be helpful to draw the timeline on the board so that students can copy it onto their own page.

Debrief:

NOTE: Be sensitive with this exercise and make sure students know where they can go to talk to someone should this activity bring up emotional memories.

- *What was it like to remember the sad times?*
- *What was it like to remember the happy times?*
- *Can anyone tell us who was there for you to talk to and to support you during the sad times?*

Activity - Thanks for Being There

Time: Approx 20 – 30 min

Brief: *Students write thank you notes to teachers*

Have students make a list of all the help avenues available in your school. Include specialist teachers, classroom teachers, administrators, home room or pastoral care teachers and year coordinators.

Discuss which of these avenues of support students have tried in the past. Encourage students to tell stories of how teachers have helped them.

Ask students to each select one of the teachers and write a thankyou note for being there for students who need help.

Those notes could make a huge difference to the teachers who receive them.

Feelings

Notes...

20

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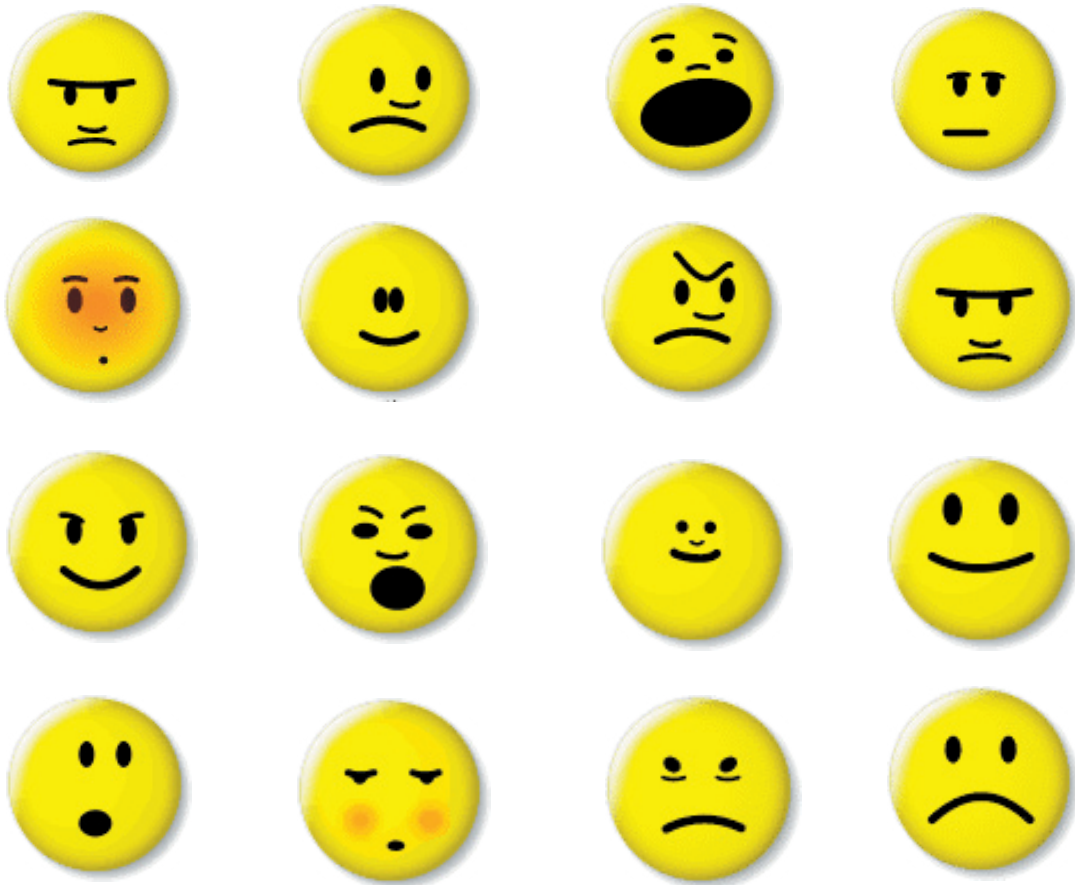
Feelings

Appendix



Which One is Which?

Look at the pictures below. Each one is representing a feeling or emotion. Look through the list of feelings at the bottom of the page and write the feeling next to a picture that you think best describes it.



festive, contented, relaxed, calm, cheerful, excited, optimistic, carefree, playful, elated, jubilant, thrilled, depressed, low, dismal, dreary, dull, moody, defeated, pessimistic, hopeless, melancholy, offended, upset, disappointed, heartbroken, crushed, annoyed, irritated, cross, frustrated, grumpy, angry, provoked, offended, indignant, hostile, irate, furious, fuming, enraged, fearful, frightened, cautious, concerned, nervous, anxious, worried, hesitant, threatened, scared, petrified, terrified, accepting, understanding, sharing, affectionate, close, warm, tender, passionate, eager, intrigued, absorbed, excited, inquisitive, intent, fascinated, engrossed, calm, secure, independent, brave, loyal, courageous, strong, respected, empowered, uncertain, hesitant, indecisive, insecure, sceptical, suspicious, distrustful, uncomfortable, embarrassed, humiliated, dependent

Listen

Divide students into small groups so that each group can do a series of three role plays. Read the 'Listen' poem to the whole class and explain that each group will have the challenge to illustrate each of the first three stanzas of the poem (indicated with the different fonts). They should role play a situation that they find common at school which illustrates that stanza of the poem.

Listen

*When I ask you to listen to me
And you start giving advice
You have not done what I asked*

**When I ask you to listen to me
And you begin to tell me why I shouldn't feel that way
You are trampling on my feelings**

*When I ask you to listen to me
And you feel you have to do something to solve my problems
You have failed me, strange as that may seem*

Listen! All I asked was that you listen
Not talk or do – just hear me
Advice is cheap: 10 cents will get me
Both Dear Abby and Billy Graham in the same newspaper
And I can DO for myself; I am not helpless

When you do something for me that I can and
Need to do for myself
You contribute to my fear and weakness

But when you accept as a simple fact that I do feel what I feel
No matter how irrational, then I quit trying to convince you
And can get about the business of understanding
What is behind this irrational feeling
And when that's clear the answer is obvious and I don't need advice

So please listen and just hear me
And if you want to talk, wait a minute for your turn
And I'll listen to you

When Do I Feel It?

Read the emotions listed below and for each one write down a time when you might feel that emotion. It may be some time that you have felt it in the past, or something that comes to you often.

Happy or satisfied or cheerful: _____

Excited or lighthearted or carefree: _____

Sad or depressed or moody: _____

Pessimistic or hopeless or miserable: _____

Hurt or offended or upset: _____

Disappointed or heartbroken or crushed: _____

Angry or annoyed or grumpy: _____

Cautious or nervous or anxious: _____

Worried or hesitant: _____

Accepting or understanding or warm: _____

Interested or enthusiastic or excited: _____

Confident or secure or strong: _____

Respected or empowered: _____

Uncertain or hesitant or indecisive: _____

Uncomfortable or embarrassed or humiliated: _____

What's Going On Here?

Read each of the situations below and describe how three different people might react to each. Here are the three people:

James Band: *He is cool and cold, and trained not to react to emotional situations.*

Oprah Sinfrey: *She is warm and sensitive. She is concerned with the feelings of others.*

Paris Tilton: *She is concerned mainly with herself and how things make her feel.*

Fill in the table to give us an idea of what each of them might feel.

Situation	James	Oprah	Paris
You are walking down the street and a child is crying on the side of the road.			
Your Mother calls and tells you she is very sick and wants you to come home and visit her.			
You find out that your partner is being treated unfairly at work			
Your pet dog who has been with you for many years, gets run over by a car.			
You fail at your job and all the magazines are calling you a loser.			

Feelings Worksheet No. 5

The Influence of My Friends

Draw a stick figure in the middle of the page to represent you. Then make a list of the friends who are most influential in your life and draw a figure to represent each one. Draw your friends so that the more influential that person is in your life, the bigger the figure that represents them.

Then draw a block arrow from each of the figures which represent your friends, pointing back to the figure of you, in the middle. In the block arrow write down the areas of influence that person has on you. Ask yourself questions like, 'do they influence my morals, my values, the things I watch, the sports I play, the places I go on the weekend, who I am friends with, etc...'

When you are finished, write one more thing next to each of the figures for your friends: If you think this person should have more influence on you, write the word 'more' next to it. If you think this person should have less influence, write 'less'.

Feelings Worksheet No. 6

I Wish I Had Said No

We all have had situations where we should have said 'No' to the influence of others.

What about you?

Use this paper to draw a picture or a diagram to represent to yourself the times that you would have liked to say no, but you didn't. Under each picture write yourself a note starting with these words: "The next time I will... "

After you finish, it would be good if you had a friend who you trusted to tell about each of your pictures. Be sure and be a trustworthy listener when your friend tells you about his pictures as well.

Feelings Worksheet No. 7

Happy Times/Sad Times

Turn this paper over (and sideways/landscape) and draw a horizontal line across the middle of the page. This will represent your life. Mark it off with your age each year and your grade in school. You may want to jot some key events along the line as you go.

On the left side of the paper draw a scale of happiness and sadness so that there are three marks going up the page for happiness, and three marks going down the page for sadness.

Now take a different colour pen and graph one line of the happy and sad times of your life on the page. When you had a really sad time of your life, the line might dip right down to the second or third mark below the horizontal line. When you had a real happy time, the line will shoot up to the higher marks above the line.

When you have completed your graph, pick someone else to show it to and if you can, explain what some of the happy and sad times were.