

Session 3

Feelings: recognizing and expressing emotions constructively

Rationale

Our reactions to situations and people are largely determined by our feelings and emotions. Children often do not possess a range of vocabulary to express how they feel. It is therefore important to provide them with a vocabulary for different emotions and help them develop skills to articulate their feelings, especially in uncomfortable situations.

Materials required

- Cuts of different feelings /Emoticons
- Marker pen
- Any sticking substance (Blu Tac / double sided sticking tape / cello tape / board pins)
- Session 3 Worksheets

Objective of session 3

To impart and help children internalize the following messages:

Core Message 1: We have many different feelings.

Core Message 2: Feelings are our friends

Core message 3: I can understand how others feel

Core Message 4: Expressing feelings to people who care for us helps us feel better and get help.

Core Message 5: When I feel angry or sad, I can tell what I am feeling angry or sad about.

Core Message 1: We have many different feelings.

Introduce the different feelings

Ask: How do you feel about being special?

Take children' response: happy, nice, proud (You may need to guide students to arrive at these responses.)

All the words that you used, happy, nice, special, proud are all the different feelings that you have. We also have other feelings that you already know. To find out the different feelings let's play a game. Sit facing your partner. I will read out a situation and you have to show your partner how you would feel about what I read out without using words.

Read out the following situations giving ample time for students to express their feelings:

Activity: Super Express

- Two of your favourite sweets are kept in front of you.
- You are told that you cannot have both.
- You now have to select any one of the two.
- The sweets fall down because someone pushed you.
- Your caretaker sees the mess and you think she will scold you.
- You clean up the place and your caretaker asks everyone to clap for you.

After students express feelings for each, ask the class to name the feeling and write them down on the black board. Also put up the related emoticon on the board. (Happy, Sad, Angry, Confused, Scared, Shy)

Summarizing the Super Express Activity

Did you notice what happened to your partner's face when they felt happy and what actions did they do or what they said when they were feeling happy?

What are the different ways by which you can show that you are happy? (have a smile on their face, laugh, giggle, feel excited, full of energy, they enjoy everything they do, they may sing some happy song, they may dance, clap their hands).

Discuss the other emotions and their reactions.

Refer to Annexure 3:1 for the tabular format "Emotions and Reactions" that can be used for a discussion.

Material Required

Marker pen, Blu Tac / Board pins / Double sided sticking tape / Cello tape
Marker pen, Chalk, Duster,
Blackboard, Emoticons for feelings

Advance Preparation

Make charts showing different feelings

Tips for Trainers

- Use your discretion, while giving examples, to veer the student's response towards the required emotion.
- Put up a chart with the 6 feelings displayed clearly as you state each feeling: Happy, Sad, Fear, Anger, Confused and Shy.
- Modify the sweets in the example with foods that are available to children and they find tempting
- Encourage children to speak up and participate by saying "Thank you for bringing that out/ pointing that out. Let us have more response"
- Be aware of your facial expression and body language. Children should not feel intimidated or rejected. Welcome each response, expected, unexpected or inappropriate.
- When answers are inappropriate, these should be discussed such that children realize why they are inappropriate.
- Incorporate hand gestures and voice modulation to capture the interest of the students.
- It would be advisable to keep your language simple and also to intersperse some words from the local language during your session as it will help students feel comfortable and understand concepts better.

Core Message 2: Feelings are our friends

Ask: What do feelings tell us?

Discussions: Feelings tell us how we feel inside (hungry, tired, happy, etc.) and about the outside environment (peaceful, fearful). Feelings are trying to help us and take care of us. Feelings are our friends.

Identifying feelings and Understanding

- How would you feel if your friend hugs you? What does it tell you?
- How would you feel if a big dog barks at you? What does it tell you?
- How would you feel if your dress tears? What does it tell you?
- How would you feel if a friend takes your dress without permission? What does it tell you?

- How would you feel if someone looks at you while you are changing your clothes and teases you? What does it tell you?

Refer to Annexure 3:2 and 3:3 for additional or alternate activities

All of us have feelings and everyone feels happy, sad, angry, scared and confused at some time. If someone hits us, we do not like it and feel sad and angry. In the same way, when we hit others they also feel sad, angry and scared. We can treat others the same way that we would like them to treat us.

Refer to Annexure 3:4 for more examples on ‘How do you feel’?

Refer to Annexure 3:5 for stories to introduce feelings

Tips for Trainers

- First ask the question to a single child and then put it forth to other children. This helps give every child an opportunity to answer as well as provides opportunities to clear doubts if necessary.
- If any child gives a different answer from the expected response, do not correct the child; rather ask the child to state the reason and use such incidents as points for discussion.
- Remember, there is no wrong answer with feelings. A child may not feel happy when a friend hugs her, so be prepared to accept these answers.
- Refer to Annexure 3:5 for stories to introduce feelings

Making Connections

Our feelings help us to determine how we react to situations. Feelings and emotions are universal; people all over the world experience emotions and express them with the bodily reactions just as we do.

When we understand that others too may feel the same way as we do, we can modify our actions and responses towards them by taking into consideration their feelings.

Core message 3: I can understand how others feel

Ask students:

- If you tease someone how would that person feel?
- If you share your tiffin with someone who has forgotten to get his/her tiffin, how would that person feel?
- Does it help if you can understand other's feelings?

Refer to Annexure 3:6 for additional examples on 'Understanding Others' Feelings'

To conclude this section, reiterate that all of us have feelings and we do not like to be hurt or made unhappy. In the same manner we must not do anything that can hurt or harm others and make them feel unhappy.

Key Message to Communicate

All of us have feelings and everyone feels happy, sad, angry, scared or confused at some time. We have learnt that we all have similar body parts. We now know that all of us also have feelings. If someone hits us, we do not like it and feel sad and angry. In the same way, when we hit others they also feel sad, angry and scared. We must treat others the same way that we would like them to treat us.

Core Message 4: Expressing feelings to people who care for us helps us feel better and get help.

Anecdote: Two friends went to play in a park. The brother of one of the children came, and said “I have one extra lollipop, you can have it.” He left it on a bench and went away. Both friends wanted the lollipop. When they started arguing and fighting for it, the wrapper tore. The lollipop fell on the mud and got dirty. Now no one could have the lollipop. The first child went home feeling sad. He did not express his feelings to anyone. When his father asked him why he was so quiet, he did not say anything. He went to bed feeling bad. The second child went home. When his father asked him what happened, he said that he felt bad when the lollipop fell down. His father explained that next time such a thing happens, they can take it to an adult and ask him to cut it into two pieces. Is there anything else they could do? The child felt comforted. He went to sleep in a happy mood.

Ask: Do we need to tell others about our feelings?

Discussion: When we express our feelings and others understand what we want then we get help.

Example 1: When we are hungry, if we go and tell someone at home, they will give us something to eat. If we are hungry and just get upset or irritated, people at home will not know that we are hungry.

Example 2: While playing in the institution you fall down and you are in pain. If you go and tell one of your caretakers he/she will give you the medicine. But if you are not being able to tell but just get sad/angry/irritated, people in the institution will not know and will not be able to help.

Tips for Trainers

- You can replace this story by any other daily happening of children in the institution. This will help children relate better.
- In case you are addressing children who do not have parents please replace father by guardian/caretaker.
- Use Example 2 in case children in institution do not have the provision to ask for food when hungry.

Key Messages to Communicate

Expressing feelings to people who care for us helps us feel better and get help.

Making Connections

If children are able to express their feelings they will be able to seek help. This will help them seek help during uncomfortable situations as well.

Core Message 5: When I feel angry or sad, I can tell what I am feeling angry or sad about

Anecdote: Meena's mother/caretaker/guardian was distributing sweets to all children. Meena felt that her portion was smaller than other's portions. Meena got angry and refused the sweet altogether. Others did not understand why she refused the sweet. Meena started crying and said 'You don't love/like me. You only love/like other children. Meena's mother/ caretaker/guardian could not understand why Meena was crying. When the children called her to play with them, she shouted 'Go away. I do not want to play with anybody'.

Discussion: What was Meena's feelings? How did she express it?

Meena was angry. She expressed it aggressively.

Was there any other way to express this feeling?

Yes. She could have expressed it assertively. When you tell others what exactly you are angry about, then they can understand and they can give suggestions. When you don't explain the situation and your feelings, others may not understand. If instead, she had said, 'My portion is looking smaller, I am feeling sad.', then her mother/caretaker/guardian might have given her a little more or the other children may have offered to give her part of their portion.

Activity: Fun activity to reinforce learning:

Drawing: Ask the children to draw three balloons on a piece of paper. In the first one ask them to write 'I felt'. They can fill in a feeling. In the second one they can write 'I told' They can write the name of any adult they went and expressed their feelings to. In the third one, ask them to write 'I felt..... after telling' they can write how they felt after they have spoken to this person.

Material Required

Chart paper/marker/black/white board/glue

Music player for concluding session (optional)

Tips for Trainers

- In case of addressing children who do not have parents refrain from using examples of parents as it might become overwhelming for children.
- Adapt examples to suit children's lived reality.

Concluding the session:

Summarize and review the key messages:

What did you learn today? Ask students to share.

Reiterate:

Core Message 1: We have many different feelings.

Core Message 2: Feelings are our friends

Core message 3: I can understand how others feel

Core Message 4: Expressing feelings to people who care for us helps us feel better and get help.

Core Message 5: When I feel angry or sad, I can tell what I am feeling angry or sad about.

I have come here to help you learn more about yourself, how to take care of yourself and be safe. I will come again and we will learn some more things.

Activity 1:

Let's all stand up straight. Now stand on your toes, stretch your hands and reach for the stars. Now bend down and touch the ground. Now hold your palms together above your head and stretch up – like a rocket taking off. Now separate your hands and keep your arms up and sway from side to side like a tree.

Activity 2:

Sing the song 'if you are happy and you know it'. Lyrics provided in the Annexure.

Activity 3: Ask children to complete the worksheet on '**Understanding feelings**' either as part of the session or as home work (**Worksheet provided in Annexure 3:7**)

Annexure: 3:1

Emotion	Face	Body	
Happy	Smile, laugh	Full of energy	is
Sad	Cry	Lazy	one ,
Angry	Face becomes red, tighten our teeth	Blood pressure increases, heart beats fast	't talk,
Scared / Fear	Eyes wide open / closed	Shiver, heart beats fast, sweat	ut for : move
Confused	Look upwards		parents nking
Shy	Turns red / pink (blush)		: talk, at to do

Annexure 3:2 Additional / Alternate Activities

Sing Along Action Song: Ask the students to sing the following song with actions:

If You're Happy and You Know It

When you're happy and you know it,
Clap your hands.....Clap Clap..... (2)
When you're happy and you know it,
Then your face will surely show it
When you're happy and you know it,
Clap your hands.....Clap Clap.....

When you're sad and you know it,
You feel like crying...Boo Hoo.....(2)
When you're sad and you know it,
Then your face will surely show it
When you're sad and you know it,
You feel like crying...Boo Hoo.....

When you're angry and you know it,
You clench your fist...HMM HMM.....(2)
When you're angry and you know it,
Then your face will surely show it
When you're angry and you know it,
You clench your fist...HMM HMM.....

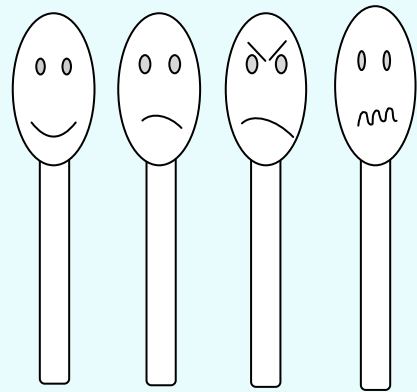
When you're scared and you know it,
You cry for help...Help Help.....(2)
When you're scared and you know it,
Then your face will surely show it
When you're scared and you know it,
You cry for help...Help Help.....

When you're confused and you know it,
You look up.....Tut Tut.....(2)
When you're confused and you know it,
Then your face will surely show it
When you're confused and you know it,
You look up.....Tut Tut.....

When you're shy and you know it,
You hide your face...Hide Hide.....(2)
When you're shy and you know it,
Then your face will surely show it
When you're shy and you know it,
You hide your face...Hide Hide.....

Annexure 3:3 Additional / Alternate Activities

Emotional Lollipop: Distribute 2 sheets of paper cut in a circle and teach the students to draw the 'happy' emoticon on both the circular sheets. Distribute an ice cream stick and asks students to stick it on the reverse side of one circular sheet to make a lollipop. Then ask students to stick the reverse side of the 2nd circular sheet on the ice cream stick to make a 'Happy Lollipop'. Continue the same process with the other emoticons. These Emotional Lollipops can then be used to display while discussing the next part of this section.



Annexure 3:4 Understanding Feelings

How would you feel if ... (note: using “what if” is safer than “when” because it removes the child from the situation)

- you are lost in a lane?
- your caretaker tells you to do one thing and your superintendent tells you to do something else? (confused)
- your best friend tells you that s/he is shifting to another school / institution?
- someone teases you?
- your social worker reads you a story?
- you are dancing or participating in an activity and everyone is looking only at you / staring at you?
- you have a fight with your best friend?
- you get scolded by your teacher for not completing your work?
- your friend hurts you?
- your teacher praises you for your good behaviour?
- you lose your favourite compass box?
- a mouse runs across your foot? (scared)
- playing with your friends you have a fight with one friend and the others in your group take your friend's side and refuse to talk to you?
- your friends tease a classmate and ask you to join them in the teasing. You do not want to be a part of it but you do not know how to tell it to your friends. How would you feel?
- you see a group of students teasing a younger child, you go and help the child by talking to the group about not teasing the child. How would you feel?

Annexure 3: 5

Stories for Understanding Feelings based on comic: Oggie and the cockroaches

It was oggie's birthday. He was very happy. Oggie had bought new clothes to celebrate his birthday. We don't wear fresh clothes without having bath in the morning, so got up and went to the bathroom to get fresh. Oggie's enemies are the cockroaches. The cockroaches wanted to spoil oggie's birthday. So they pushed the door of oggie's bathroom and saw oggies bathing. Oggies felt shy and was very angry. He also felt sad. Oggies covered himself and ran to the door and shut the door. The cockroaches ran down laughing and giggling. Oggies gathered his emotions and then said let me get fresh its my birthday let me enjoy the day.

Who is oggie's brother? Jack. Jack had planned some surprise for oggies. He had prepared some chocolate cakes and some chocolate ice cream for oggie. But oggie had cavity in his teeth. Therefore Jack said that oggie will have to eat any one of them. But oggie likes both of them and wants to eat them at the same time.

Story based on comic: Oggie and the cockroaches continued....

How does oggie feels now? Confused.

But before oggie could decide what he wanted to eat, D D (Motu cockroach) ate his chocolate cake and the ice cream.....

Oggie was very sad. Now who had prepared the cake and ice cream? Jack...

So how is Jack feeling now? Very ANGRY.....

The angry Jack ran behind the cockroaches to catch them and teach them a lesson. Jack ran till the terrace but could not find the cockroaches. The cockroaches were hiding. Jack went to the edge of the terrace. It was dangerous. The cockroaches slowly came form Jack's back and pushed him down the terrace. When we fall from the height how do we feel? SCARED.....

Jack was scared. But you all know that Jack is a cartoon. He had a parachute with him. He opened the parachute and came down lying. Now how does Jack feel? HAPPY.....

The cockroaches had realized that what they did was wrong and they should not have spoilt Oggie's birthday party. So the cockroaches bought a nice big chocolate cake and ice cream and lots of chocolate for Oggie..Now how does oggie feel? HAPPY.....

Do you all also feel happy? YES.....

Be happy always..... .

Annexure 3:5 continued

The Lamb and The Wolf (For younger children)

Once upon a time, there was a baby lamb. She stayed with her mother and other sheep. One day the shepherd said that baby lamb was big enough to go outside with the other sheep. The baby lamb was so excited! It was the first time he/she was going outside to graze! (How do you think the baby lamb was feeling?) The baby lamb was so happy he/she did not know where all to go and what all to do. Should I go right/should I go left? Everything is so pretty! I want to go everywhere! I want to try that grass also this grass also..... (Now how do you think the lamb is feeling?- CONFUSED)

Suddenly the lamb turned behind and realised that he/she had ventured too far away. He was no longer with the herd. He began to cry. (How do you think the lamb was feeling now?- SAD)

The lamb began looking around for his mother and the herd everywhere. After searching for a long time he felt tired and thirsty. He was exhausted. He then found a pond. He was relieved. (How do you think the lamb was feeling now?- HAPPY)

As the lamb was drinking water, he saw a wolf coming towards him....(How did he feel then?-

The lamb did not know what to do. The wolf also realised that the lamb had spotted him. He knew that now if he went near the lamb, the lamb would run away. So he decided to be nice to the lamb to go near him. The wolf began to praise the lamb. He started saying things like- You are so beautiful! You have such nice wool! Your ears are so pretty! This was the first time somebody had praised the lamb. The lamb lowered his eyes and felt happy from within.(Here the trainer needs to act shy to show the emotion). (How do you think the lamb feels?- SHY)

But then the lamb realised that the wolf was getting closer and closer. The lamb did not know if this was safe? Was the wolf actually nice to him? Is he dangerous? (How does the lamb feel now?-

While the lamb was thinking the wolf was all prepared to jump on the lamb. 1...2...3....and the lamb was just about to jump when the shepherd came and found the lamb. He grabbed the lamb and

And the wolf watched the lamb go away furiously. (How was the wolf feeling now?- ANGRY). And the lamb went away happily.

Annexure 3:6 Understanding Others' Feelings

Let's think about how others might feel.

- If you take your friend's toy without permission, how would your friend feel?
- If your friend was absent to school due to bad health and you help him/her by telling what the teacher taught in class, how would your friend feel?
- If you hit your classmate, how would he or she feel?
- If your caretaker cooks food for you after working hard the full day and you say that you don't want to eat it, how would she feel?
- If you ask for permission from your caretakers before going to play, how would they feel?

Worksheet on Feelings

I am special. I have many feelings.



This is how I look when I am:

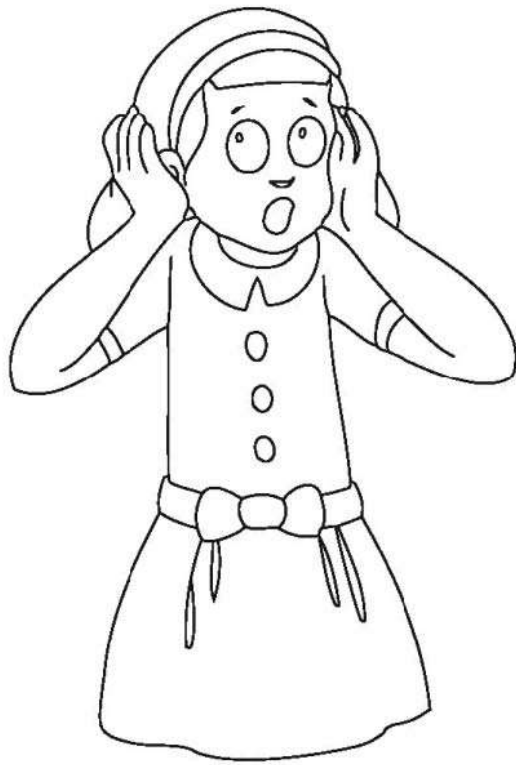
Circle the feeling

**Happy
Sad
Angry
Confused
Scared**



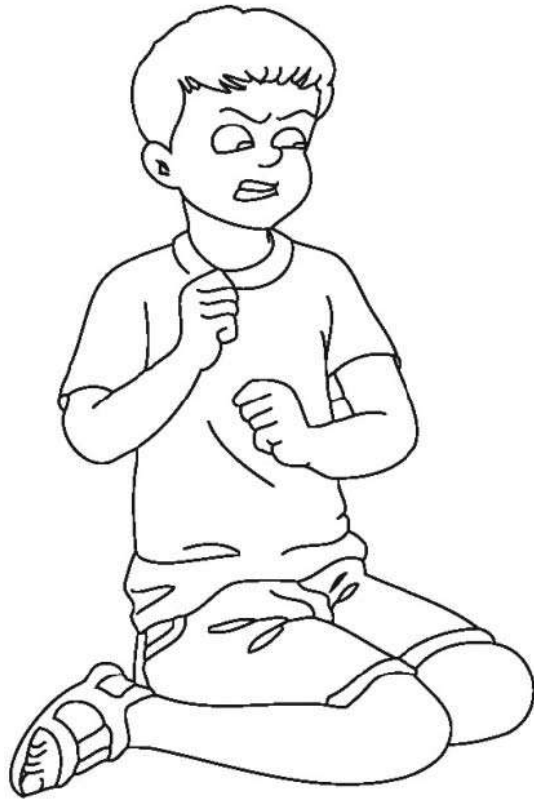
**This is how I look when I am
Circle the feeling**

**Happy
Sad
Angry
Confused
Scared**



**This is how I look when I am
Circle the feeling**

**Happy
Sad
Angry
Confused
Scared**



This is how I look when I am

Circle the feeling

**Happy
Sad
Angry
Confused
Scared**



This is how I look when I am

Circle the feeling

**Happy
Sad
Angry
Confused
Scared**