

MODULE 4

MY EMOTIONS



MODULE 4 - MY EMOTIONS

Session 1

Feelings and Emotions

Purpose To recognize and articulate some of the emotions that are heightened and commonly experienced during adolescence

Skills Self-oriented skills, thinking skills, and social skills

Time 40-50 minutes

Materials Board and chalk or newsprint and markers, tape sings labeled “A,” “B,” “C” and “D”, paper, and pens/ pencils

Planning

This activity might arouse strong feelings it is meant only to provide education, not therapeutic intervention if you are implementing this program. In a setting where mental health professionals are available, you might want to ask a colleague to co-facilitate this session with you. This way you will be able to follow -up referrals for adolescents who need counseling.

Procedure

1. Spend some time pointing out to the group about the physiology of sexual development and human reproduction. These topics are important because participants are in adolescence and significant sexual development is part of what happens in adolescence.
2. Write “adolescence” on the board. Ask participants to describe adolescence in a single word or phrase. List their description on the board or newsprint, and then summarize the responses. If none of the participants has mentioned that “it is a time for changes”, then add to the list. Explain to the group that most psychologists and educators describe adolescence as a time of change and describe why it is considered the time of changes.
3. Ask the group as to besides their bodies, what other changes have occurred for you since they have entered adolescence. Ask them to spend five minutes thinking and writing about these changes.
4. Ask several volunteers to share what they have written. Begin a list on the board titled “changes” and write the major changes mentioned by volunteers. Ask if any if any other participants' wishes to add to the list.

The complete list should include the following:

- » Changes in feelings and moods
- » Changes in relationships with parents
- » Changes in feelings about yourself
- » Changes in feelings/thought about the opposite sex



5. Emphasize that while body changes are happening outside, feelings are changing internally, and are invisible. It is important to talk about feelings with the family, friends other adults you trust, because feelings affect a person's relationships, self-esteem and behavior.
6. Explain that you want the group to spend some time talking with each other about the different feelings they are experiencing as adolescents. Go over instructions.
 - ▶▶ Each of the four corners of the room is labeled with the letter - "A" "B" "C" and "D"
 - ▶▶ Read four different feelings about a topic for example, feelings about parents and tell you which corner represents each feeling.
 - ▶▶ Once I have read the feelings, choose the corner that is closest to how you feel about the topic you need to go and stand there.
 - ▶▶ When everyone is in their corners, find a partner to share your feelings on this topic. Both partners should share their feelings in the time allowed.
7. Read the first statement from the list mentioned in point 4. Repeat the choices and direct participants to the appropriate corners. Then tell them to find a partner and share their feelings on that topic.
8. Call "time" and ask volunteers from each corner to share their experiences. Comment on the similarities in emotions that adolescents experience and support and participants that are alone or in very small groups. Point out that not everyone has the same experience when it comes to certain things.
9. Repeat the procedure with other statements as long as time permits. Conclude the activity using the Discussion points.

Discussion

1. What about being an adolescent has caused positive feelings? What about being an adolescent has caused negative feelings?
2. What are some of the reasons that cause changes in adolescence? (Clue: Many reasons, including hormones that affect growth and development, changes in school situations, new pressures from family and friends, sexual maturity and so on.)
3. Are a person's feelings ever wrong, or bad? (Clue: No, feelings exist and they are always valid, even when they are negative such as anger, jealousy, sadness, and depression. People learn as young children that they cannot always act on their feelings, but they should always be able to talk about them to someone they trust.)



Outcome

Participants will be aware of the changes that adolescents undergo. They will learn to manage emotions and feelings that are aroused.



Session 2

Dealing with Anger, Depression and Stress

Purpose Develop ability to deal with anger, depression, and stress among adolescents

Skills Self-oriented skills, social skills, and thinking skills

Time 40-45 minutes

Materials Charts, pens, markers, blackboard, and chalk

Planning

Prepare yourself to deal with situations that an adolescent might experience anger, depression and stress

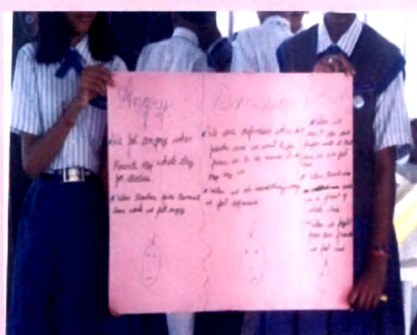
Procedure

Start the activity with dividing the group into three. Brainstorm the group about why or in what situations do they get angry, depressed and stressed with friends, parents and school?

Discussion

Generate a discussion about what can be done to manage the listed situations constructively.

Distribute the handouts and discuss the points further.



Outcome

Adolescents will be able to identify the situations giving rise to emotions. Brainstorming will help their to relate with each other, and simultaneously learn from peers to manage emotions.



Handout

Anger

Anger is a natural emotion. Everyone feels angry at some times or another. However how we behave when we are angry is something that can be managed or changed. It is important to separate the feeling (e.g. irritation, annoyance, frustration) from the behavior (e.g. shouting, hitting, breaking things). There are times when you get angry and don't know what to do with yourself after you have misdirected your anger by venting it out at someone inappropriately. It is not wrong to feel angry but it is wrong to vent out your anger on others. Learn to recognize the signs that you are about to 'explode' work out strategies as to what you are going to do the next time you feel that you are losing your temper. Instead of saying "you make me angry", say "I feel angry when you", and if possible say what will help you feel less angry. For example, if you feel angry when your classmate borrows things from you, you can say "I feel angry when you keep taking my pencil. I suggest you would bring extra pencils from home"

Getting away from the situation or the person that is making you angry

- ▶▶ Getting away from the situation or the person that is making you angry is not "running away". This is just the best way of keeping yourself and others from getting hurt either through a fight or through arguments and name-calling
- ▶▶ Take several deep breaths while you count till ten
- ▶▶ Exercise helps you vent out anger constructively go for a walk, work out at the gym or play football
- ▶▶ Practice simple relaxation exercises anger, stress and anxiety are often related and if you can learn how to relax these, it will be easier to control your anger. Tense every muscle in your body and then slowly relax each individual muscle, starting with your toes.
- ▶▶ Think about punching a sandbag bag or a Bobo doll at home! It relieves a lot.

What you can do to feel better about yourself

- ▶▶ Make a list of all the good things you can think about yourself. Everyone has talents so think about what you do best. The next time you feel down, think about the good things on your list.
- ▶▶ When people say nice things about you or praise you, write them down. A diary doesn't just have to record the bad things that happen to you.
- ▶▶ Learn to talk to yourself in a positive way: instead of saying "I am hopeless at math" say something like "Math is difficult but at least I can use calculator" or instead of "I am so ugly no one will ever like me" say "I may not be Hrithik Roshan or Aishwarya Rai but who wants to look like them anyway? I have got a brilliant sense of humor!"
- ▶▶ If you have a particular interest, develop your skill: Whatever it is, find out if there are local courses available or if there is a club or society you can join. For example, if volunteering interests you think about doing some voluntary work for a particular cause, whether its politics, the environment, or animal rights, find about joining a group.

**Anger by itself is not "wrong" or "bad" emotion.
It is what you do when you are angry that can be judged.
By learning to stay calm and not hitting out at others when angry,
We can make anger work for us.**






(Source: Adapted from Sangath Kit All for Teens)

Handout





Stress and Depression

Stress is a physical and emotional reaction to perceived danger or demands. Both internal and external circumstances create three primary types of stress:








-  **Frustration:** When the ability to achieve a desire is blocked (For example, someone trying to study for a test in a crowded or noisy home or in a crowded or noisy home is probably experiencing frustration.)
-  **Conflict:** When a choice between two or more alternatives is required (For example, you may be in conflict when the choice is between what your parents and what your friends want you to do.)
-  **Pressure:** When someone is forced or influenced to do something she or he does not feel sure about. (e.g., a person may feel pressure to use drugs to stay popular with friends.)

Stress affects the body by causing ulcers, high blood pressure or violent behavior. It affects the emotions by causing feelings of frustration, anger or self-doubt. Individuals react differently to stress and vary in their ability to tolerate and cope with stress.

Factors that affect a person's level of stress tolerance include:

-  Past experiences with stressful situations and coping techniques
-  Attitudes toward stressful situations
-  Availability of material resources
-  Availability of support systems

Suggestion's to cope up with depression and stress

-  Identify those situations or events that make you feel stressed.
-  Imagine how your friends would respond in these situations, especially friends you feel who are able to cope up with stress better than you.
-  List as many ways as you can think of to make these situations less stressful.
-  Imagine yourself doing these things
-  Rehearse a situation before you face it.
-  Share your stress with others, such as friends, family or teachers.
-  Do not be embarrassed to see a counselor or psychologist if required.

Remember depression is a common, treatable illness.

Depression is not a sign that you are weak, defective or crazy.

(Source: Sangath Kit All for Teens)

Session 3

Friendship and Love

Purpose To understand one's feeling of love and friendship

Skills Thinking skills and social skills

Time 40-45 minutes

Materials Newsprint, marks or board, and chalk

Planning Prepare the themes for roleplays in advance

Procedure

Start the conversation about relationship between classmates. Tell them about friendship and love. Give the following situations for role play:

1. You had an argument with your friend two days ago and want to make up
2. A girl or a boy asks you to be your friend
3. A girl or a boy proposes or says "I love you" in the class
4. You feel attracted towards a boy or a girl in your class and think that you love him or her

Discussion

Give the groups 10-15 minutes for preparation. Ask them to enact the scenario one after another and generate a discussion after each role play.

- ▶▶ Are you feeling right? Have you taken a right decision? What will you do?
- ▶▶ Look for verbal and non verbal clues when the role plays are conducted. Discuss them with the group.
- ▶▶ What approach is being used to deal with the problem? Is it right? Will you do it in some other way?

Outcome

Adolescents will be able to empathize in different scenarios and will also be able to differentiate between love and friendship

