



SESSION 4



EXERCISES

Connecting up: My day or week in feelings

Think about your day or week and how it has been for you. But don't think about what has happened or what you have done but how you have felt. Map out your day or week by drawing or writing the feelings you have experienced today or in the past week.

Remember to think about the full range of feelings we can have. Do not get stuck on why you had these feelings – just note the feelings and move onto the next.



TUTOR NOTES

When we ask people to tell us about their day or week, they tend to tell us what they have been doing or things that have happened. This exercise will ask the students to think about their day or week in terms of the feelings they have experienced.

The aim is to get people thinking about different feelings but not to get into the detail of them. To assist this, we are asking the students to identify the key or main feelings they have experienced and to draw them if possible.

Where a student feels that they cannot draw then writing is fine.

An alternative will be to write feelings on cards and ask people to choose one or two that have been part of their day or week. Another would be to print out and use pictures and ask the students to pick one or two that represent the feelings they have experienced that day or week.

This connecting up exercise builds on the work in the first session but also introduces the idea of openly talking about emotions or feelings.



What are emotions? - Think, feel, act

Ask the students to think of an emotion they experienced recently. The cartoon emotions are there to help students think through recent emotions and decide which one to work with. They will then use the think, feel, act approach to explore that emotion in more detail.

Once all the students have completed the exercise for at least one recent emotion ask them for feedback about:

- How they felt about this exercise; and
- Would they like to share anything they learned or were seeing differently after completing the exercise.



TUTOR NOTES

You can use the example in the information section to provide further explanation if students need it. There are no right or wrong answers in this exercise and all students should be encouraged to think it through and be open and honest with themselves. If students complete this quickly, they can be asked to choose another recent emotion and repeat the process. If a student is concerned about this topic suggest a positive emotion as that may be a good place for them to start to explore feelings. A handout is provided to help students record their reflections.

If the students find a whole group discussion unhelpful you can put them into pairs to discuss their feelings about the exercise and what they had learned.



Different perspectives on emotional experiences

As a whole group or in small groups ask the students to discuss a scenario and to think about the different ways that they could react to it. You can use the scenario on page 10/11 or use one from your own or the group's experiences.



TUTOR NOTES

This exercise will build on the previous one and encourage students to explore how they could react differently to the same experience and why different people react differently to similar experiences. It will encourage them to explore the difference between our physiological, immediate system and our cognitive system. If there is time you could ask them to consider what it is that makes some emotions tolerable or pleasant and to think about what helps them stay in their window of tolerance



HANDOUTS OVER PAGE



CONNECTING UP: MY DAY OR WEEK IN FEELINGS?

MY DAY OR WEEK IN FEELINGS.....

Think about the feelings you have experienced today or in the last week. Use this worksheet to draw or write this journey of feelings.



WHAT ARE EMOTIONS? THINK, FEEL, ACT

THINK OF AN EMOTION YOU EXPERIENCE OFTEN:

MY EMOTIONS...



WHAT DO YOU THINK?

(Your thoughts, memories, judgements)



HOW DO YOU FEEL?



HOW DO YOU ACT?

(Your behaviour, actions or inaction)

