



# Activity One

## What are feelings for?

This activity is to encourage within students an awareness of different feelings and to put a label on them. From this, students select four feelings and identify both positive and negative behaviours for each of them. By doing this, students are encouraged to see that they have a choice in their behaviour. Students are also encouraged to see how they can separate feelings from behaviour and how feelings are neither good nor bad. The activity is conducted in small groups prior to large group discussion on the students' handwritten comments on behaviours.

## Materials Required

- ✓ Sufficient photocopies of 'Y' handout sheet for all students, pens

## Step One

Talk to students about feelings. Brainstorm different types of feelings on the board. Feelings tell you what is going on inside you.

You can have lots of feelings at once, or just one. Feelings are not good or bad. People choose whether their feelings lead to actions and it is these actions that are good or bad; helpful or unhelpful.

**Step Two**

Hand out the 'Y' sheet to students. Ask students to take a pen and the handout and put themselves into groups of 4/5 students.

The 'Y' handout contains the letter 'Y' 4 times. Under each 'Y', students need to record a feeling. Along each arm of the Y, students have 2 choices of behaviour. Students need to write down a different behaviour on each arm of the Y. One behaviour is to lead to a good outcome and one behaviour is to lead to a bad outcome. For example, the feeling 'Tired'. There are two choices of behaviour that a student can do with this feeling. Along one arm of the Y they can write the choice of resting or going to bed earlier. Along the second arm of the Y, they can write staying up, getting more tired and being cranky the next day.

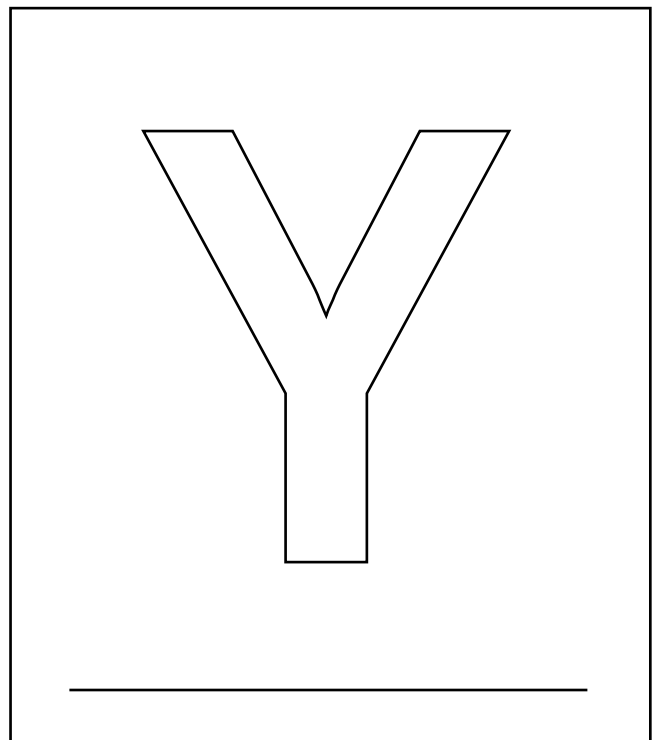
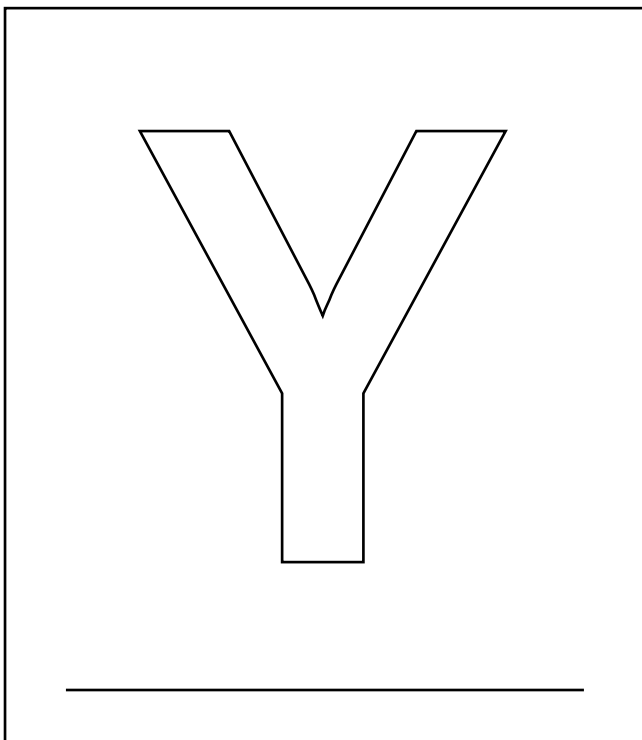
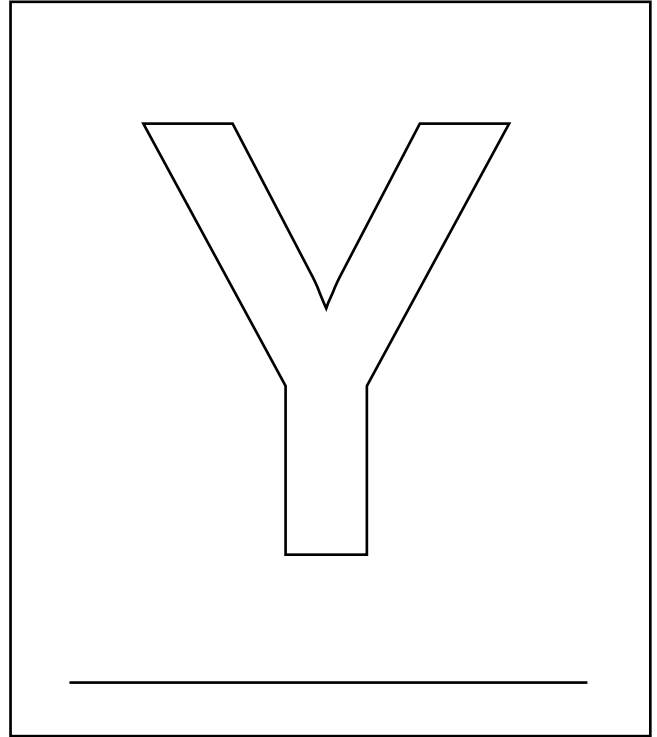
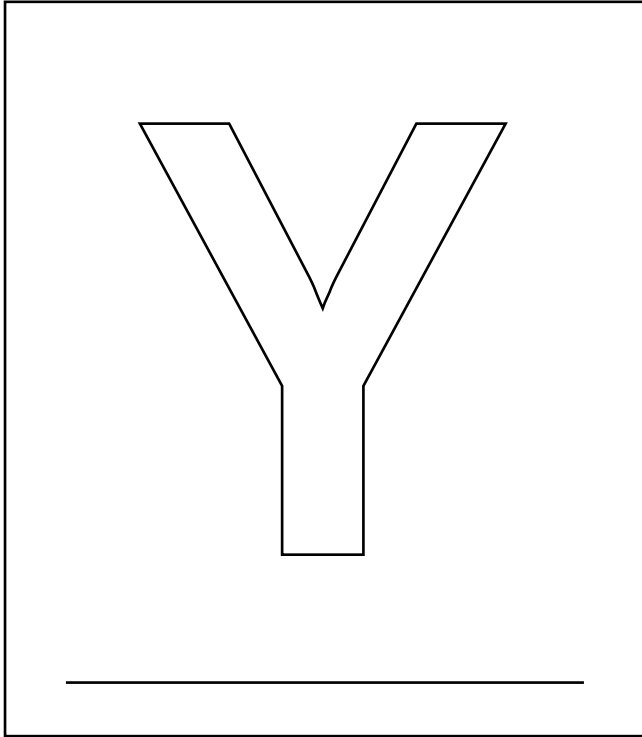
**Step Three**

Ask students did they see that anger could have a good response? Anger can be a good feeling. It can tell lots of things about you like:

1. How you want to be treated (because when you are not being treated well it makes you feel angry).
2. It can tell you what you think is fair.
3. It can tell you what you think is important.



### Y handout





# Activity Two

## What your friends say about you

This activity is designed to help students gain a greater awareness of how other students view them and what feelings are provoked inside of themselves. Students trace around their hand and have special messages recorded on each digit by other students in the class. Students also label feelings that are provoked when they think of the other students. These messages of self-awareness can then be placed in the special name box that students may have made on the previous module.

## Materials Required

- ✓ 3 x A4 sheets of paper for each student, pens

## Step One

Provide 3 sheets of blank A4 paper to the students. Ask the students to break up into groups of approximately six (6). Ask the students to write on the top of each sheet of paper, the names of three other students in the group they are sitting with (one name per sheet of paper). Hand the paper to the name of the student written on top of the sheet. Ask the students to trace around their own hand outline (including the fingers) on the sheet of paper given to them, then hand it back to the other student.

**Step Two**

Make sure there are at least two sheets of handprints drawn for each student. Students should now have handprints of other students in the small group but should not have their own handprint. On each finger, students are to write down something special about that student, what feeling the named student represents and what feeling the named student provokes in the student.

For example; on the named sheet for Julie, write the following...

Something special about the student – *I like how Julie does her hair*

The feeling Julie represents – *happy, Julie is always smiling.*

The feeling Julie provokes in me – *relaxed, she's fun to be around.*

**Step Three**

When completed, give the piece of paper to the student whose name appears on the top of the sheet. If students have completed the special name box activity in the previous module, suggest to students they can keep these handprint sheets in their own name box.