

Exploring Emotions

Goal

Increase awareness of emotions and how they are expressed

Getting Ready

Gather

- Pens/Pencils
- For Extension (if applicable): Markers/Colored Pencils/Crayons
- Optional: Music, Fun props for role plays

Prepare

- Copy "Name Your Emotions" Participant Handout, one per participant. Color code for use with *Color Coding Group Former*.
- Write "Emotions" on the board/chart paper for *Graffiti Wall Facilitation Strategy*.
- Write *Beach Ball Reflection* questions on board/chart paper.
- Review *Color Coding Group Former*, *Graffiti Wall Facilitation Strategy*, and *Beach Ball Reflection*.

Knowing Yourself & Your Teens







How comfortable are you talking about emotions? How comfortable do you think participants will be?

What messages may participants have received about various emotions and how to express them?

Do you place value judgements on different emotions (for example, happy is a "good" emotion and anger is a "bad" emotion)? How might this affect messages you give to participants?

How will you support participants who express significant difficulty managing emotions and/or share very difficult emotional experiences? Additional supports may be necessary for these participants.

MULTIPLE INTELLIGENCES

-  Interpersonal
-  Intrapersonal
-  Body/Kinesthetic
-  Verbal/Linguistic
-  Visual/Spatial
-  Musical/Rhythmic

B

FACILITATOR TIP



During this lesson, remember that some young people may have been socialized to discuss their emotions more easily and openly than others. Reinforce that feeling a wide range of emotions is normal and that talking about emotions is healthy and helps us learn about ourselves.

Share

- Being a teenager often means experiencing new, stronger, and/or different emotions.

Use the *Graffiti Wall Facilitation Strategy* to have participants list as many emotions as they can.

When the Graffiti Wall is finished, ask

- What do you think about this Graffiti Wall?
- Which emotion words are most similar to and different from one another? Why?

Share

- Today in TOP Club, we will explore feelings and emotions.

E

Share

- Talking about emotions can feel comfortable, or it can feel unfamiliar and awkward.
- It's important to know emotions are normal and natural.
- They are not "right or wrong" or "good or bad."

Ask

- How do emotions help us?

If participants do not identify the following, add

- They give us helpful information about what's going on around us.
- They help protect us by alerting us that something may be unsafe.
- They are an important part of our experiences.

Share

- There's a difference between emotions and the ways people express them.
- For example, anger is a normal and natural emotion.

Ask

- How do people sometimes react when angry?

Share

- People sometimes react to anger in ways that have negative consequences.
- However, the consequences come from the way the person responds to their anger, not from the anger itself.

Pass out copies of the "Name Your Emotions" Participant Handout.

Share

- We're going to explore feelings in different situations.
- Think about these scenarios, then write what you think you would feel.
- If you need help thinking of emotion words, use the Graffiti Wall for ideas.
- There are no right or wrong answers—this is about you and what you might feel.

FACILITATOR TIP



Consider playing music while participants work.

If there are too many scenarios, have participants respond to some but not all of them.

Divide participants into groups using *Color Coding Group Former*. Assign each group a scenario.

Share

- With your group, discuss what feelings you wrote down for this scenario.
- Different people might have identified different feelings. That's okay! Talk about the feelings you chose and why.
- Prepare a role play that shows the emotions the character in this scenario might experience.

When groups are ready, have them share their role plays.

R

After each role play, ask

- What emotions did we see?
- How were these emotions expressed?
- How else might people act when they feel these emotions?
- Do people sometimes hold these emotions inside? Why?

FACILITATOR TIP



If there are differences between the emotions the audience thought they saw and what the group was trying to show, discuss this difference.

Point out that there are differences and similarities in how people express emotions.

For example, one person's expression of anger may look different than another person's expression of anger.

+ Extension goes here

D/A

Using a *Beach Ball Reflection*, ask

- How does it feel to talk about emotions?
- Why is talking about emotions sometimes uncomfortable?
- Why is it important to talk about emotions?
- What do you think is the most challenging emotion to deal with? Why?
- Where do we learn how to express emotions?
- Do you think people feel pressure to express emotions in certain ways? How/why?



Ask

- Who can someone talk to if they have strong feelings that are overwhelming or getting in the way of relationships, school, or other activities?

If participants do not identify the following, add

- A trusted adult, such as a parent or relative, school counselor, TOP facilitator, teacher, coach, or family friend.

Extension

Pass out markers/colored pencils/crayons.

Share

- Think about an emotion you feel often and what you think it would look like.
- Think about what colors, shapes, lines, or other features it would have.
- Draw it on the back of your handout.

FACILITATOR TIP



Consider playing music while participants work.

Invite participants to share their emotion drawing if they would like.

Ask

- How did it feel to draw an emotion?
- Was it easy or difficult to figure out what your emotion would look like? Why?

Name Your Emotions

Instructions

- Think about each scenario and how you would feel. Write your emotions in the boxes, using words or emojis.

1. Your best friend's parent just called to tell you your friend ran away from home.

2. You fall down the stairs at school, in front of everyone.

3. You receive a special award for something you did well.

4. You go for a summer job interview and don't get hired.

5. You just got a good grade on a test for which you studied really hard.

6. Someone thanks you for something you did to help them.

7. You ask to borrow something and the person says no.

8. You do not think that your grade on your assignment was fair.

9. You are told you are not allowed to go to a party where your friends will be.

10. You see a new student at your school and think that they are really attractive.