

Power has various definitions, most of which mean the use of force or control. One definition is 'the potential to bring about significant change, usually in people's lives, through the actions of oneself or of others'.

Discussion could include the different sources of power (e.g. those of personal power, power, of position, power of resources, power, of expertise, social power, influence etc.). Some say that all sources of power fall under three main categories: violence, wealth and knowledge. This covers some of the foregoing categories, but does not appear to cover personal power (charisma), or social power which can be strong factors in society.

Power almost always operates *reciprocally*, but usually not with equal reciprocity. To control others, one must have control over things that other people desire or need, but one can rarely exercise that control without a measure of reverse control - larger, smaller or equal - also existing. For example, children can exert control over their parents by withholding love, affection or co-operation, but in return, parents can exercise control by withholding treats or 'grounding' them.

It could prove helpful to discuss the possible downfalls of learners who misuse their personal power against others

(e.g. it may backfire, there may be conflict, they may be punished etc.):-

Often youngsters will resent the power that adults have over them, but this is often exercised for their own benefit. Sometimes, learners could make the exercise of power over them unnecessary by exercising self-control. How many educators and parents give children more responsibility when they feel these children are mature enough to exercise such self-control, instead of always needing to be 'managed' or controlled?

Power over oneself is self-control. Power should be used wisely and controlled. Abuse of power causes conflict or suffering.

The ultimate in self-control is taking the decision to use your power only for the good.

- 'Use' is using power in a beneficial way;
- 'Abuse' is using power in a detrimental way to other people.

#### Learner Worksheet

Not applicable

## Notes

# Conflict Resolution in Schools

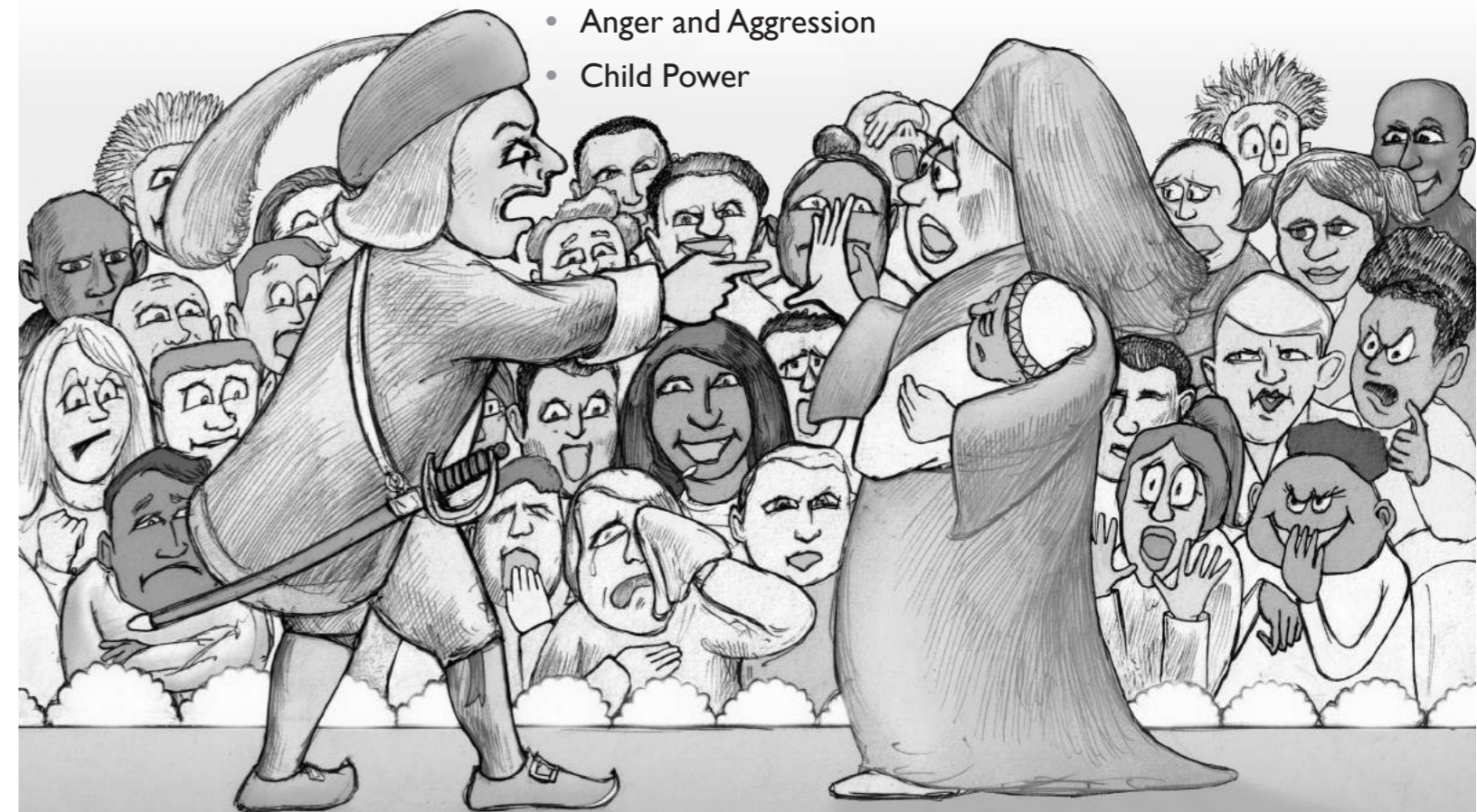
## Guide for Educators in South Africa

### Booklet 8

# EMOTIONS and ANGER MANAGEMENT

#### Topics in this booklet:

- Managing Emotions
- Fight, Flight or Flow
- Anger and Aggression
- Child Power



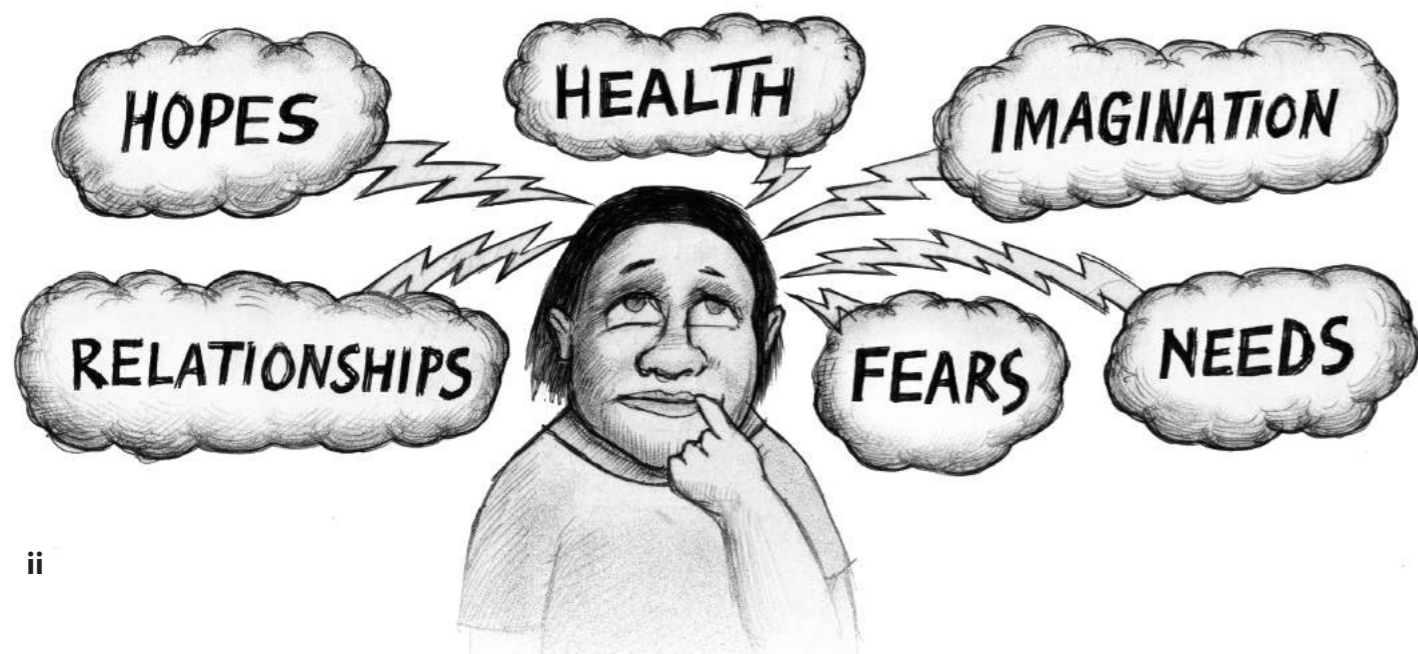
# Conflict Resolution for Schools

## Guide for Educators in South Africa

### Booklet 8 - Emotion

#### Contents

	Page
<b>Background: Emotion</b> .....	1
Anger and Other Emotions .....	1
Managing Emotions .....	2
Further Resources .....	2
<b>Recognizing our own Emotions</b> .....	3
Learner Worksheet .....	3
<b>Suppressing Emotions</b> .....	4
<b>Sample Story: Brenda and the Gang</b> .....	5
<b>Anger and Aggression</b> .....	5
Learner Worksheet: Child Power .....	6
<b>Acknowledgements</b> .....	Inside Back Cover



## Learner Worksheet-

### Child Power-

#### Objectives

To help learners to understand:

- Power, including their own personal power;
- The difference between external and internal (self) controls;
- The need for self-control and the responsible use of power.

#### Age/level

Ages 8 to 14 years

#### Duration

One lesson

#### Materials

Blackboard and chalk or flip chart and marker pen

#### Procedure

Ask learners to list three ways in which they can make their teacher happy and then three ways in which they can make them unhappy. Repeat the exercise for parents and then for friends.

Then, ask them to list three ways to make themselves happy without making anybody else unhappy.

Discussion could include the following questions:

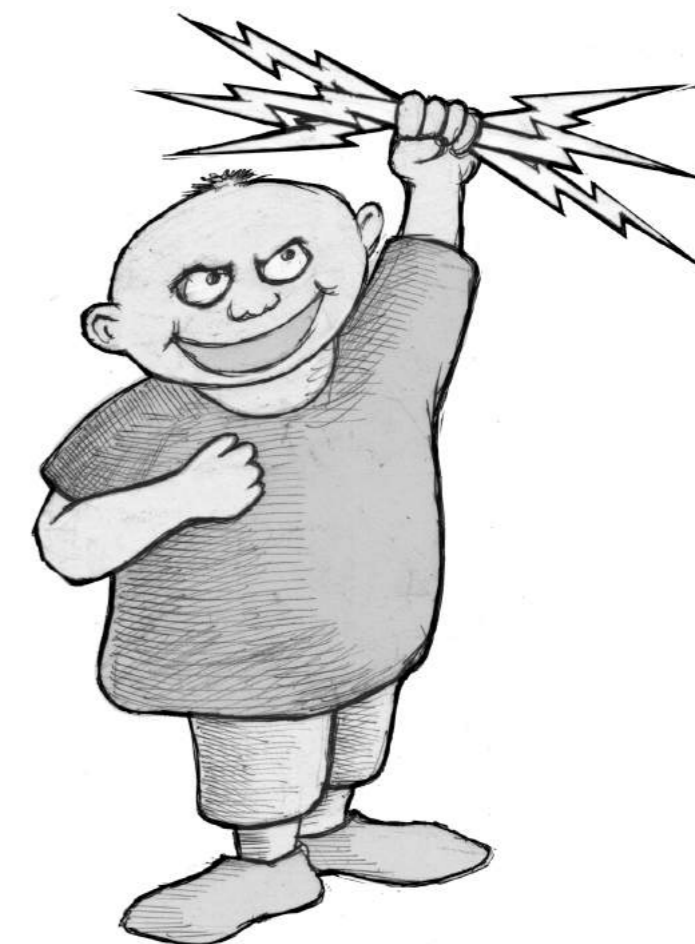
- What were some of the ways you could make your educator happy or unhappy?
- Do you actually do these things?
- When might you want to make somebody happy?
- When might you want to make somebody unhappy?
- What is power?
- What power do people have over you?
- What power do you have over other people?
- What power do you have over yourself?

Next, ask the learners to write down five things that they have to do at home and five things they have to do at school. Each should be written in the following format:

At home I have to...

At school I have to...

Then, ask them to rewrite these sentences, replacing the words 'have to' by the words 'choose to'. Thus altered, the sentences would now read like this:



At home I choose to...

At school I choose to...

Then, ask them to identify which of the five are still 'have to' things. When doing this, ask them to think about what would happen if they didn't do these things.

Ask them to discuss their findings. Why do some remain 'have to' things?-

Then, ask them to think about the controls that are imposed on them by others – teachers, parents, family, friends, community etc. Ask for contributions and list these on the board-

Then, consider and list some inner controls i.e. controls that are self-imposed.

Discuss the difference between outer (external) and inner (internal or self-) controls, and how they affect the learners' behaviour.

See also 'Issues to Explore' below, to enrich the discussion.

#### Issues to Explore

See the background information on Anger & Other Emotions:

People can want to make others happy for selfish reasons (to obtain benefit) or for altruistic reasons (because they want the other person to be happy). Similarly, they can want to make others unhappy to gain some benefit from this behaviour or simply because they do not like them and want to see them suffer.

- Tell the person causing you to be angry that you are angry and explain why (speak calmly, even if you do not feel calm!);
- Start a positive action to right the wrong that made you angry (see below);
- Calm yourself down (see below).

### Positive Actions

Discuss the real achievements of some famous people who became really angry about some form of social or environmental injustice, who decided to change the situation (whatever it took). Examples would include:

- Nelson Mandela (and others who devoted their lives to the struggle for democracy);
- Mahatma Gandhi (who fought for independence for India and for the end of its rigid class structure);
- Martin Luther King (who was a key figure in the US civil rights struggle);
- Wangari Maathai (the first female African Nobel Peace Prize winner (in 2004) who carries out environmental campaigns).

Campaigning or political action are two far-reaching ways of putting right things that make you angry.

How far you are prepared to go to put a situation right will partly be determined by how angry the injustice makes you. If you decide that you are not angry enough to do something positive about it, then decide to let go of your anger too.

### Calming and Grounding

Activities that could help learners to calm down when they are angry include:

- Reading;
- Watching television;
- Playing;



- Dancing;
- Singing;
- Sports;
- Walking;
- Daydreaming;
- Talking;
- Crying.

They may have other methods of calming down.

Other methods include:

- Telling yourself to relax, *repeating* a trigger phrase in your mind (e.g. 'I am relaxed' or 'I am calm');
- Using imagery to bring to mind a relaxing scene or image;
- Trying to ease physiological changes (e.g. by relaxing the body, taking deep, slow breaths etc.).

Grounding and centering is another technique, similar to relaxation. To do this, stand with your feet apart (no wider than shoulder width). Feel your feet pressed firmly into the ground. Wiggle your toes and feel your toes firmly on the ground. Feel your heels firmly on the ground. Feel the sides of your feet firmly on the ground. Feel your face and jaw relax. Feel your neck and shoulders tense and then relax. Let your arms and hands relax and hang down loosely. Place one thumb in your navel, and let your hands rest on your tummy so you can feel your breathing. Now imagine your breathing going all the way down to your tummy. Be aware of your breathing – in through your nose and out through your mouth. Breathe at a comfortable rate for yourself. When you feel grounded and centred, tune into that feeling and be aware of it so you can recapture it when you next feel angry. Now give your hands a shake down, and sit down.

## Background:

### Anger and Other Emotions

#### Background

An emotion is a feeling of any kind, for example: hate, fear, sadness, anger, love and joy. It is a mental state of varying intensity that arises automatically in the nervous system rather than through conscious effort and evokes either a positive or a negative psychological response. It is a mind, body and energy experience. We all experience emotions and they are all acceptable and valuable. They can act as guides. For example, an emotional response of anger or fear may be telling us to move away from a situation or to act to change it.

We first become aware of emotions through our thoughts or bodily reactions. Our thoughts indicate if somebody is annoying us or scaring us, or creating any other feeling. Sometimes we are so overcome by an emotion that it affects our thought processes (we 'cannot think straight', we become confused or our head just feels 'ready to burst'). Bodily reactions take a number of forms, including butterflies in the stomach, feeling sick or shaky, or having a physical sensation such as a pain in the neck or back.

The challenge is to find appropriate ways of expressing or dealing with emotions. Some people may show their emotions more than others because of their culture, upbringing or personality. Others may be conditioned to contain or suppress their emotions. We are all involved in a life-long process of learning to manage our emotions while recognising and acknowledging them.

Anger is an emotional state that varies in intensity from mild irritation to intense fury and rage. Like other emotions, it is accompanied by physiological and biological changes. For example, when you get angry, your heart rate and blood pressure go up, as do the levels of stress hormones in your body. Your face might turn bright red, your neck muscles stand out and your fists clench.

Anger can have both external and internal causes. You could be angry at a specific person (such as an annoying friend) or event (such as a cancelled party or school trip), or your anger could be caused by worrying about personal problems.

When children do not know constructive ways to express anger and frustration, they frequently become aggressive, and aggressive behaviour leads to conflict.

Aggression is defined as any behaviour intended to harm another person, either physically or emotionally. It is not itself an emotion, but the expression of one. The emotions that frequently cause aggression are anger and frustration.

Most people agree that emotions should be expressed, not bottled up. Emotional expression is something that is learned, whether it is aggressive or peaceful. By teaching children positive ways of expressing their emotions, we can improve the way in which they deal with conflicts.

However, people sometimes speak about letting children 'vent' their anger, as if anger builds up and has to be released or it will not subside. This is a myth! Evidence shows that if people let their anger express itself by violent action, for example, by punching a punch bag or the wall, or by kicking a doll, or any other violent release, then that will serve only to make them feel more hostile. The old adage that 'violence begets violence' is indeed a true one.



The good news is that anger can be dispelled calmly, using effective techniques.

The lessons in this booklet tend to concentrate on the 'negative' emotions, such as anger and frustration. This is because these emotions are the most relevant to both conflict and the resolution thereof. It is important to reward positive expressions of these emotions when they occur in the class. Learners may not be aware of the many positive ways to express negative emotions available to them. Indeed, the concept that anger, for example, might be responsibly and constructively used may be a new idea for them. The connection between the lessons in this booklet and the issues of conflict may not be obvious to the learners, so it is necessary for the educator to emphasise the connection whenever possible.

## Managing Emotions

Learners should be encouraged to reflect on their emotions, accepting them and trying to understand the effect they have on their actions. They should be able to admit what they are feeling (for example: "I am feeling sad today because..." or "You make me angry when you do..."). Helping them to understand their own emotions will in turn help them to understand the points of view of others. It will also develop empathy and effective communication skills.

People use a variety of both conscious and unconscious processes to deal with angry feelings. The three main approaches are: *expressing*, *suppressing* and *calming*.

**Expressing** angry feelings in an assertive (but not an aggressive) manner is the healthiest way to express anger. To do this, you have to learn how to make clear what your needs are, and how to get them met, without hurting others. Being assertive doesn't mean being pushy or demanding, it means being respectful of yourself and others:

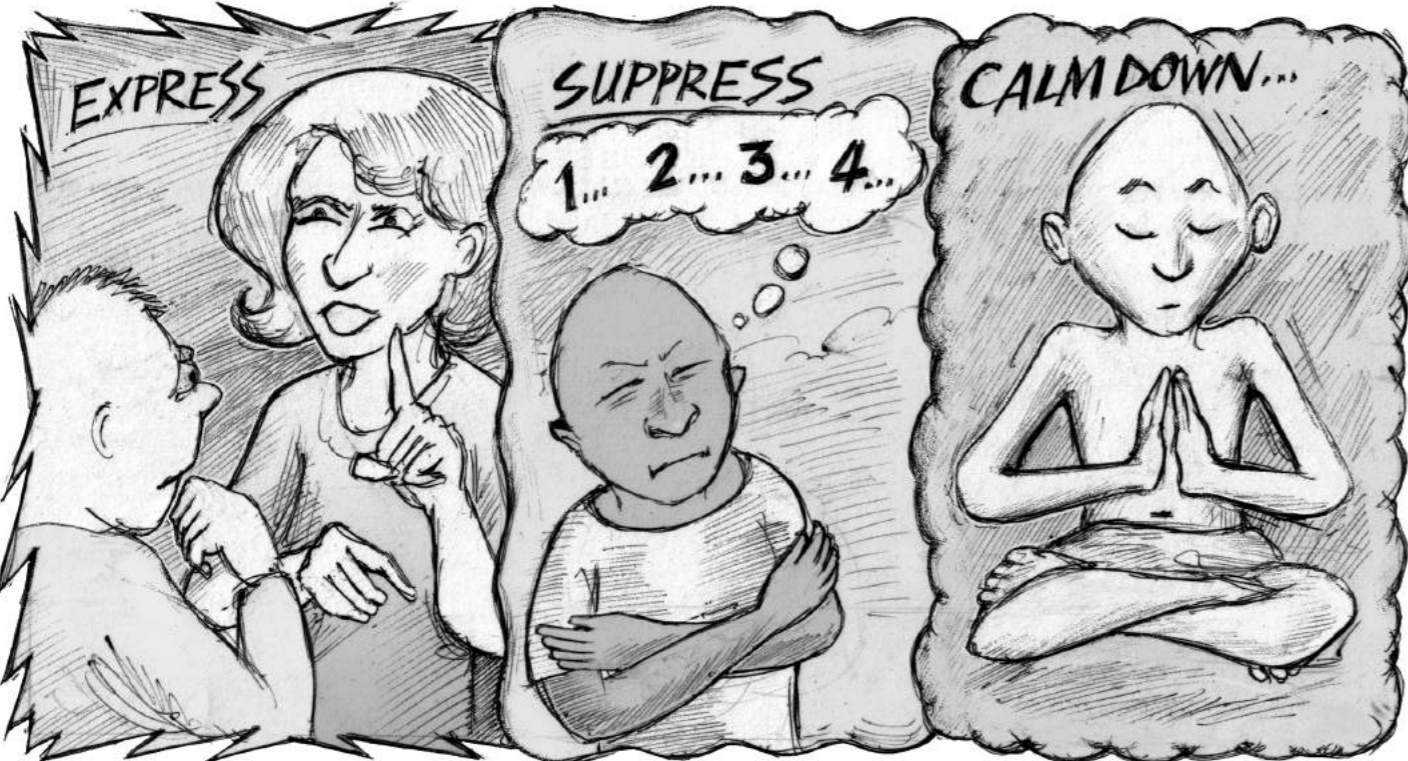
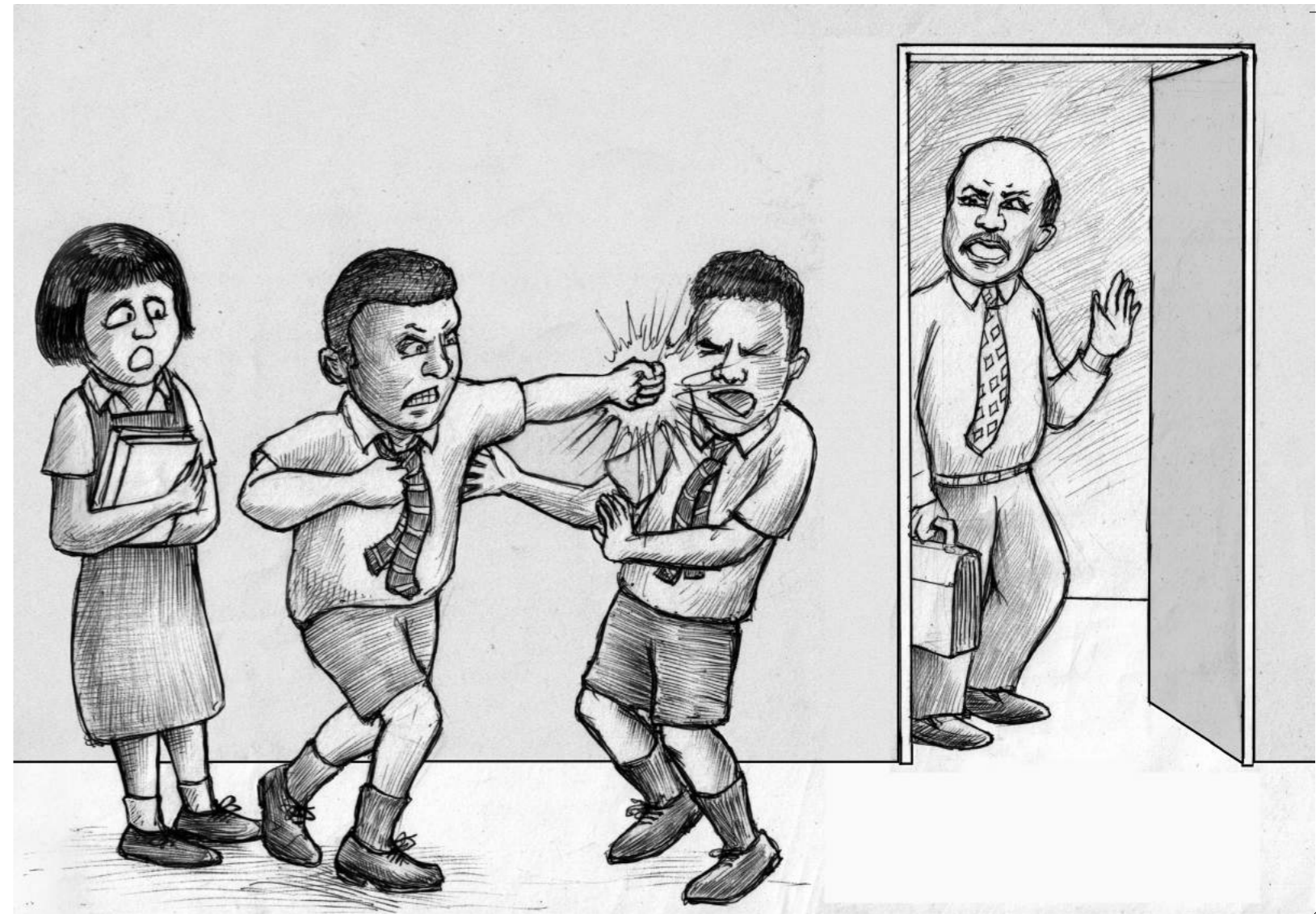
Research indicates that the most effective method to release angry and aggressive feelings is either to express them directly to the one responsible for them (if this is not going to have an adverse effect) or to cool off and let the hostility dissipate. Being distracted or amused to the point of laughter are two of the best ways of cooling off.

Anger can also be **suppressed** and then converted or redirected. This happens when you hold in your anger, stop thinking about it, and focus on something positive. The aim is to inhibit or suppress your anger and convert it into more constructive behaviour. The danger in this type of response is that if it is not allowed outward expression, your anger can turn inward - on yourself. Anger turned inward can lead to depression.

Unexpressed anger can create other problems. It can lead to pathological expressions of anger, such as passive-aggressive behaviour (getting back at people indirectly, without telling them why, rather than confronting them head-on) or a cynical and hostile personality. People who are constantly putting others down, criticising everything and making cynical comments have not learned how to constructively express their anger. Not surprisingly, they are not likely to have many successful relationships:-

Another response is to consciously **calm down** from within. This means not just controlling your outward behaviour, but also controlling your internal responses and taking steps to lower your heart rate, such as slow, deep breathing. In this way you can calm yourself down, and let your feelings subside:-

Some people may be genetically more prone to anger than others. Others find it difficult to express anger constructively. Unfortunately, we are often discouraged from expressing anger at all by being misled into believing that it is wrong to express anger, so we do not learn how to handle it or channel it constructively. Effective communication is a key part of managing all emotions, including anger.



issue making you angry. Stress that 'what am I going to do about it' is about considering positive responses. It is up to each individual to decide how far they want to go to change the situation for themselves and others.

## Issues to Explore

See the background information on Anger & Other Emotions:-

Some ways of expressing anger:

- Hitting;
- Kicking;
- Punching;
- Throwing or spilling things;
- Crying;
- Swearing;
- Shouting;
- Screaming;
- Sulking;
- Grumbling and growling.

Where suggestions are not clear, clarify them. For example, punching as a way of expressing anger could be used against a person, or a pillow, or even the wall!

- **Which of these might hurt somebody or be dangerous in some way?**

Any physical aggression aimed at others or yourself.

Any methods that could bring mental suffering to others or yourself.

- **Which might get you into trouble?**

Any of the more violent acts or aggressive behaviour! It would depend where you were at the time. If you committed one of these acts in the middle of a field in the countryside, you might not get into trouble. However, if you showed such aggression in one of your classes at school, then you certainly would!

- **If you used the methods that are not recommended, would they make the conflict better or worse?**

All of the methods that are 'not recommended' would be likely to cause a conflict to escalate.

Mention that even the passive responses to anger, such as sulking and grumbling can cause mental suffering to those having to deal with you! They can also escalate conflicts as they themselves cause anger and resentment. They are 'passive-aggressive' responses.

Some acceptable ways of expressing anger are shown on the next page:

the front. Her Dad had also built a raised deck at the front, using timber that he had been given in exchange for evening work. Her Mom and Dad often sat out on their deck in the evening, chatting and laughing. Their home stood out in the township as being very colourful and well-kept.

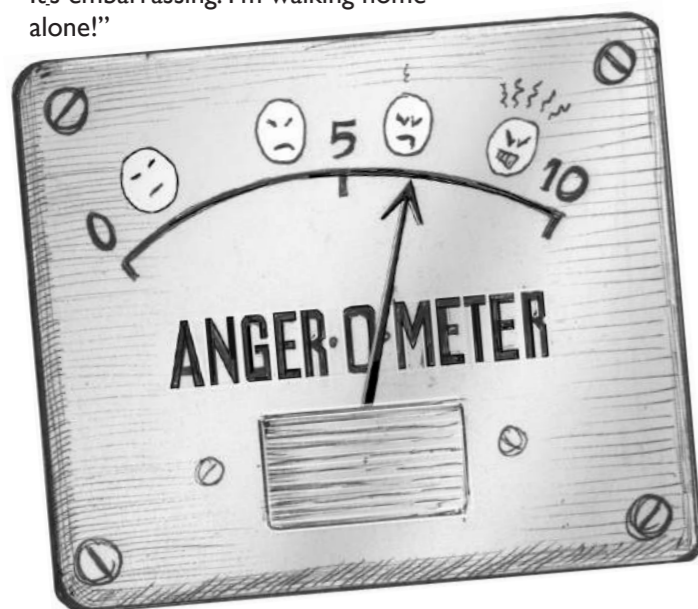
But at school Brenda's life was made a misery by this gang. They wrote notes about her that they sent all around the school, looked for her at lunchtimes, teased her and called her names (especially calling her a snob). The more they teased her, the more her anger bubbled up inside. She didn't want to upset her parents by telling them. But she was very hurt and upset. She didn't know what to do, so she tried her best to ignore the gang and what they were doing.

But it only became worse, and one day they started throwing her school bag across the school yard, taking her jersey and treading on it in the mud and even pushing and hitting her. They laughed when her clothes and bag became dirty, teasing her about not being able to go home to her 'smart house' and stuck up parents in that state!

Brenda still tried her best not to react, but inside she was boiling, and on the verge of crying. She tried to wash the dirt out of her jumper and bag, but the ink on her bag ran, making an even worse mess. And her jumper looked crushed and was wet and muddy. She was cold and shivering. She sat all through afternoon lessons, not listening to her teacher and instead becoming angrier and angrier about the girls and the way she had let them treat her. Clever replies and stinging insults kept popping up in her head...

When the end of school came, she rushed out. Her Mum had walked to meet her, as a surprise. She was smiling and waving at the school gate. She was wearing a bright new coat. She looked young and pretty, and stood out from the other parents. Brenda caught a glimpse of the gang, smirking at her mother behind her.

When she reached her Mom, she just exploded at her: "What are you doing here?! Don't you think I am old enough to walk home alone? And why the new coat? It's embarrassing. I'm walking home alone!"



## Anger & Aggression

### Objectives

To help learners to:

- Recognise anger and aggression;
- Learn positive ways of dealing with these emotions.

### Age/level

Ages 9 to 14 years

### Duration

One lesson or part lesson

### Materials

- Blackboard and chalk or flip chart and marker pen;
- Worksheet (see below).

### Procedure

Brainstorm an 'anger list' with the class. This is a list of all the ways to express anger. Ask the learners to think about what they and others do when they feel angry.

Write all suggestions on the board. They may include some of those listed below (see 'Issues to Explore').

Afterwards, discuss the list and ask the class to decide which modes of expression are likely to be dangerous and hurtful and why, and draw a line through them. Explain that these are examples of aggressive behaviour and that as such, aggression hurts others, both physically and emotionally. Explain that these methods are not recommended.

Questions to consider:

- Which of these might hurt somebody or be dangerous in some way?
- Which might get you into trouble?
- If you used the methods that are not recommended, would they make the conflict better or worse?

Once you only have acceptable ways of expressing anger remaining on the list, try to add to these. See 'Issues to Explore' for some suggestions.

- Any experiences with any of the recommended methods that the learner could share with the class?

You could practice centring and grounding in class, with the learners (see below).

See below for 'Issues to Explore' in the discussion.

Give out pupil worksheets (or draw these on the board and ask learners to copy them). Explain that answering these questions can help to express anger effectively. Also, by ranking anger on a scale of one to ten, you are better able to consider how far you want to go to resolve the

The aim of conflict resolution is to achieve win-win solutions, but if emotions go unchecked they make the conflict worse, thus making it even more difficult to resolve.

There are three different reactions to emotional stimuli:

- Passive/avoidance (flight);
- Aggressive (fight);
- Assertive (flow).

The **passive/avoidance (flight)** response occurs when people avoid expressing their emotions, needs and interests. The danger here is that emotions may be bottled up and released subsequently (e.g. to innocent bystanders) and long-standing resentments may result. This is the 'I lose/you win' approach.

The **aggressive (fight)** response occurs when people express their negative emotions without regard for others. This harms and alienates others and can also lead to long-standing resentments. This is the 'I win/you lose' approach.

The **assertive (flow)** approach occurs when people express their emotions, needs and interests in a legitimate way that does not harm or affect the rights of others. They acknowledge their emotions. Using assertiveness, rather than aggression, is the key. This is the 'I win/you win' approach.

There are ways to release negative emotions so that no harm comes to oneself, other people or property. Some of the strategies that can be used to manage negative emotions are given below:

- Respond assertively (use 'I' language);
- Respond after listening to the other person's point of view, without feeling defensive (view this as a different perspective, not as a personal attack);
- Go somewhere else to calm down (e.g. for a walk, to listen to music, to meditate, etc.);
- Check your thinking (and proposed remarks) before responding to avoid a knee-jerk reaction;
- Modify your perspective on the situation by changing your thoughts (e.g. taking in other viewpoints) and do not speak until you have reached a better frame of mind;
- Focus on what is behind the emotion (e.g. A suppressed hurt feeling) in order to understand yourself better;
- Be aware of your physiological condition (e.g. I am clenching my teeth, fists etc.);
- Tell yourself to relax, repeating a trigger word in your mind (e.g. 'relax' or 'calm');
- Use imagery to bring to mind a relaxing scene or image;



- Try to ease physiological changes (e.g. by relaxing the body, taking deep breaths, etc.);
- Carrying out a non-strenuous physical activity, such as yoga, can help by relaxing your muscles and diverting your mind;
- Use humour to diffuse the situation.

Some of the lessons in this series focus on self-control. They explain the learners' personal power over others and themselves. Children are often not aware of their personal power, yet self-control is largely the conscious use of personal power over self. Once learners are aware of their personal power, they are on the way to understanding the link between emotions, behaviour and self-control. They will then begin to develop a personal code of behaviour and in the meantime they will have the tools to practice ways of making their needs, interests and desires known without resorting to aggression.

## Further Resources

### Websites:

#### Wikipedia Encyclopaedia

<http://en.wikipedia.org/wiki/Emotion>

<http://en.wikipedia.org/wiki/Anger>

#### Kids' Health

<http://www.kidshealth.org/kid/feeling/emotion/anger.htm>

#### American Psychological Association (APA) Online

<http://www.apa.org/pubinfo/anger.html>

#### Anger Alternatives

<http://www.anger.org/>

### Publications:

**Title:** Managing Conflict - With Confidence (Primary and Secondary), Australia.

**Authors:** By Clare Heaton & Maureen Lynch.

**Publisher:** Pearson Longman, Heaton C & Lynch M, 2003, ISBN 01-74091-059-1

## Recognising our own Emotions

### Objectives

- To help learners to understand what an emotion is and to recognise their own emotions

### Age/level

Ages 10 and above

### Duration

One lesson or part lesson

### Materials

- A Blackboard or flip chart;
- Chalk or a marker pen.

### Procedure

Ask the learners what an emotion is. Discuss and draw together their different ideas. Clarify, if necessary, that an emotion is a feeling of any kind, for example, hate, fear, sadness, anger, love and joy.

Then, ask the learners to name as many emotions as they

can. Treat this as a brainstorming exercise. Write each suggestion on the board, without querying any, in order to get the flow of suggestions coming.

When they have finished, add any important emotions that they have missed. Question any suggestions that are not emotions, letting the learners themselves decide whether they are or not, based on the definition.

Ask the learners whether they have felt any of these emotions today. If so, what caused them?

Then, go through the list on the board one by one, asking the learners what sort of circumstance might make them feel each emotion:-

At the end of the session, ask them whether they think people can choose the emotions they have?

Then, ask them whether they can choose what to do with these emotions. Now chat to the class about different strategies for dealing with emotions.

Try to let them discuss their own feelings and emotions, and how they deal with these, in the course of the class discussion. Tell them that they should explore and watch their own emotions. After all, they will not be able to express how they are feeling to their friends if they have not considered it themselves!

See below for 'Issues to Explore' in the discussion.



Brenda could have:

- Calmed down by using some of the suggested strategies (go for a walk, listen to music, relaxation etc.);
- Got help (tell the teacher/principal/friend/conflict resolution team/friends/family);
- Said 'Leave me alone!' and meant it;
- Told the girls how she felt in an assertive way;
- Held her head up and used assertive body language;
- Changed her 'self-talk', so she felt strong on the inside;
- Agreed with aspects of the teasing, for example, 'Yes, my Dad has made the garden a bit like a small version of Kirstenbosch!' or 'Yes, they are a bit tidy – I sometimes wonder when they will throw me out for being such a mess!';
- Used humour to diffuse the situation;
- Asked them assertively why they were picking on her in this way (then responded or engaged in a dialogue);
- Tried to avoid the gang (sit in another place etc.);
- Joined a club or other lunchtime activity that was interesting;
- Volunteered to do jobs at lunchtime;
- Tried hard to make friends with others;
- Organised a game;

- Been a peer supporter to younger learners;
- Asked to go home for lunch;
- Looked into changing schools.

When discussing the likely effects of each strategy, talk about the merits of dealing with the situation, rather than avoiding it.

Discuss whether a variety of strategies could be used at once. Which would make a good combination?

As Brenda has not dealt with the gang directly at all yet, it is not known how easy it would be to stop their bullying. Therefore, it may be advisable to try the easier strategies first, providing they indicate an assertive approach so they do not reinforce the gang's idea of her as an easy target.

### Learner Worksheet

Not applicable

### Sample Story:

#### Brenda and the Gang

Brenda was teased and tormented at school by a gang of older girls who lived near her in the township. Her parents were not rich, but they worked hard to keep their small house clean and tidy and it had a colourful flower garden at

## Suppressing Emotions

### Objectives

To help learners to:

- Understand what happens when emotions are not dealt with, but are suppressed and explode later;
- Learn some of the positive strategies they can use to cope with conflict situations as they arise.

### Age/level

Ages 9 to 13 years

### Duration

One lesson or part lesson

### Materials

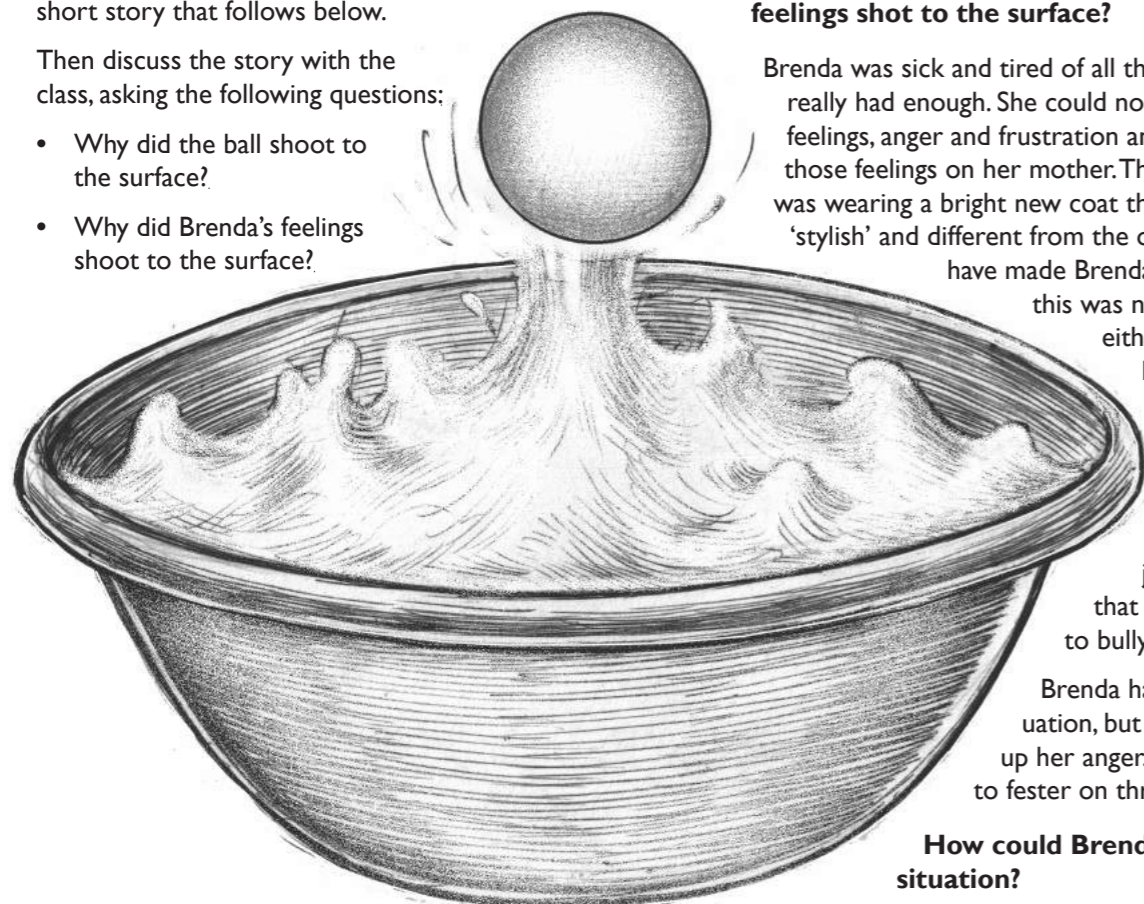
- A container (e.g. bowl) of water and a plastic or rubber ball;
- Story showing what happens when emotions are bottled up and explode later (see below);
- Blackboard and chalk.

### Procedure

Gather the learners around so they are sitting at the front of the class, where the bowl of water is placed on a desk (a semi-circle of chairs around the front of the class is a good format). Then, press the ball under the water and tell the short story that follows below.

Then discuss the story with the class, asking the following questions:

- Why did the ball shoot to the surface?
- Why did Brenda's feelings shoot to the surface?



- Was Brenda's mother the reason that Brenda's feelings shot to the surface?

After this, open up the discussion to explore how she could have dealt with her situation, rather than trying to ignore it.

Write learners' suggestions for what she could have done on the blackboard.

After the learners' suggestions, make sure that strategies listed below (under 'Issues to Explore') are included:-

Then, discuss the effect of each suggestion.

**For older learners:** Discuss whether each suggestion represents the following type of reaction:

- Passive/avoidance (flight);
- Aggressive (fight);
- Assertive (flow).

Then, discuss the detrimental impacts of the first two types of reaction, and also relate the discussion to the 'lose/win', 'win/lose' or 'win/win' formulas in conflict resolution.

See below for 'Issues to Explore' in the discussion.

### Issues to Explore

See the background information on Anger & Other Emotions above:-

#### Why did the ball shoot to the surface?

#### Why did Brenda's feelings shoot to the surface?

#### Was Brenda's mother the reason that Brenda's feelings shot to the surface?

Brenda was sick and tired of all the teasing. She had really had enough. She could no longer hold in her hurt feelings, anger and frustration and she had dumped those feelings on her mother. The fact that her mother was wearing a bright new coat that made her look 'stylish' and different from the other parents may well have made Brenda feel even angrier, but this was not her mother's fault either. Brenda's parents had done their best to give her a nice home. Essentially, they had done nothing wrong. The gang of girls was most likely jealous of Brenda and that is why they had started to bully her.

Brenda had not dealt with the situation, but instead she had bottled up her anger. This had been allowed to fester on throughout the afternoon.

#### How could Brenda have dealt with her situation?



### Issues to Explore

See the background information above on Anger & Other Emotions.

Some emotions that could be included are shown (in alphabetical order) below:

- Acceptance, Alarm, Amusement, Anger, Angst, Annoyance, Anticipation, Apprehension, Apathy, Awe;
- Bitterness, Boredom;
- Calmness, Comfort, Contentment, Confidence, Courage;
- Delight, Depression, Desire, Disappointment, Discontent, Disgust;
- Elation, Euphoria, Embarrassment, Envy, Ecstasy;
- Fear, Friendship, Frustration;
- Glee, Gladness, Gratitude, Grief, Guilt;
- Hate, Happiness, Homesickness, Hope, Horror;
- Impatience, Irritability;
- Joy, Jubilation;

- Kindness;
- Loneliness, Love;
- Modesty;
- Neediness, Nervousness, Negativity, Neurotic, Nostalgia;
- Pain, Patience, Peace, Phobia, Pity, Pride;
- Rage, Regret, Remorse, Resentment;
- Sadness, Self-pity, Shame, Shyness, Sorrow, Shock, Suffering, Surprise, Suspense;
- Terror;
- Unhappiness;
- Vulnerability;
- Worry;
- Xenophobia;
- Yearning;
- Zest.

For the most part people cannot choose the emotions they experience. These simply arise as a spontaneous reaction to a stimulus, event, conversa-

tion or memory, or simply through the things we tell ourselves. Emotions can also arise because of illness or chemical changes in the body.

Discuss the various strategies for dealing with emotions (in the background information). Bring in the danger of bottling up emotions and directing them inwards.

When discussing these, ask the learners for their own experiences.

**For older learners:** Sum up by speaking about the three different behaviours in reaction to emotional stimuli:

- Passive/avoidance (flight);
- Aggressive (fight);
- Assertive (flow).

Discuss the detrimental impacts of the first two and relate the discussion to the 'lose/win', 'win/lose' or 'win/win' formulas in conflict resolution.

### Learner Worksheet

Not applicable

## Identifying and Understanding Emotions

### Objectives

- To help learners to identify and understand their emotions and to recognise them in others.

### Age/level

Ages 8 to 14 years

### Duration

One lesson or part lesson

### Materials

- Twenty cards with a picture of one emotion drawn on each. A sample set of these are shown on the opposite page.

**Hint:** Enlarge the A4-sized page on a photocopier up to size A3, before cutting them into individual cards. This will make them easier for the rest of the class to see.

### Procedure

Invite one learner at a time to draw out a card from the set, show the picture to the class, and to say aloud the name of the emotion written on the card.

Then ask the other learners to react with their faces and bodies to the feeling.

Alternatively, ask one learner to draw a card and act out the emotion – silently – to the class, then ask the class to guess the emotion. Select another learner for the next card until all the cards have been used.

Discuss each emotion with the class briefly. What can cause it and what can be done about it?



At the end of the exercise, discuss the following questions with the class:

- What does body language tell us about how a person feels?;
- Do people sometimes say one thing with words and another thing with their body language?;
- How would body language be used in conflicts?

See below for 'Issues to Explore' in the discussion.

### Issues to Explore

See the background information on Anger & Other Emotions above:-

- If we observe carefully, body language tells us a lot about how a person feels.*

Sometimes this is not as obvious as the acting out of emotions played by the class! Sometimes, it is a hunch or droop of the shoulders, indicating sadness or fear, other times it is just less of a ready smile than usual. This is why it is so important to observe people carefully when you are talking to them.

- Do people sometimes say one thing with words and another thing with their body language?*

This often happens, especially if people are trying to hide or disguise their real feelings. Learners may have noticed this when they think one of their friends is sad and upset and ask them if they are OK – the friend replies that they are fine, but they are still aware that they are not! This is another reason why it is important to observe body language.

- How would body language be used in conflicts?*

You can study body language to tell when people are not explaining their feelings truthfully or openly. Also, you can use your own body language to demonstrate empathy and understanding and to gain their confidence, for example, by mirroring their body language or by leaning towards them and adopting an open posture.

When discussing with the class what can be done about each emotion, bring in the danger of bottling up emotions and directing them inwards. Ensure that relevant positive strategies are included (see background information on Anger & Other Emotions above).

**For older learners;** Sum up by speaking about the three different behaviours in reaction to emotional stimuli;

- Passive/avoidance (flight);
- Aggressive (fight);
- Assertive (flow).

Discuss the detrimental impacts of the first two, and also relate the discussion to the 'lose/win', 'win/lose' or 'win/win' formulas in conflict resolution.

### Learner Worksheet

Not applicable

