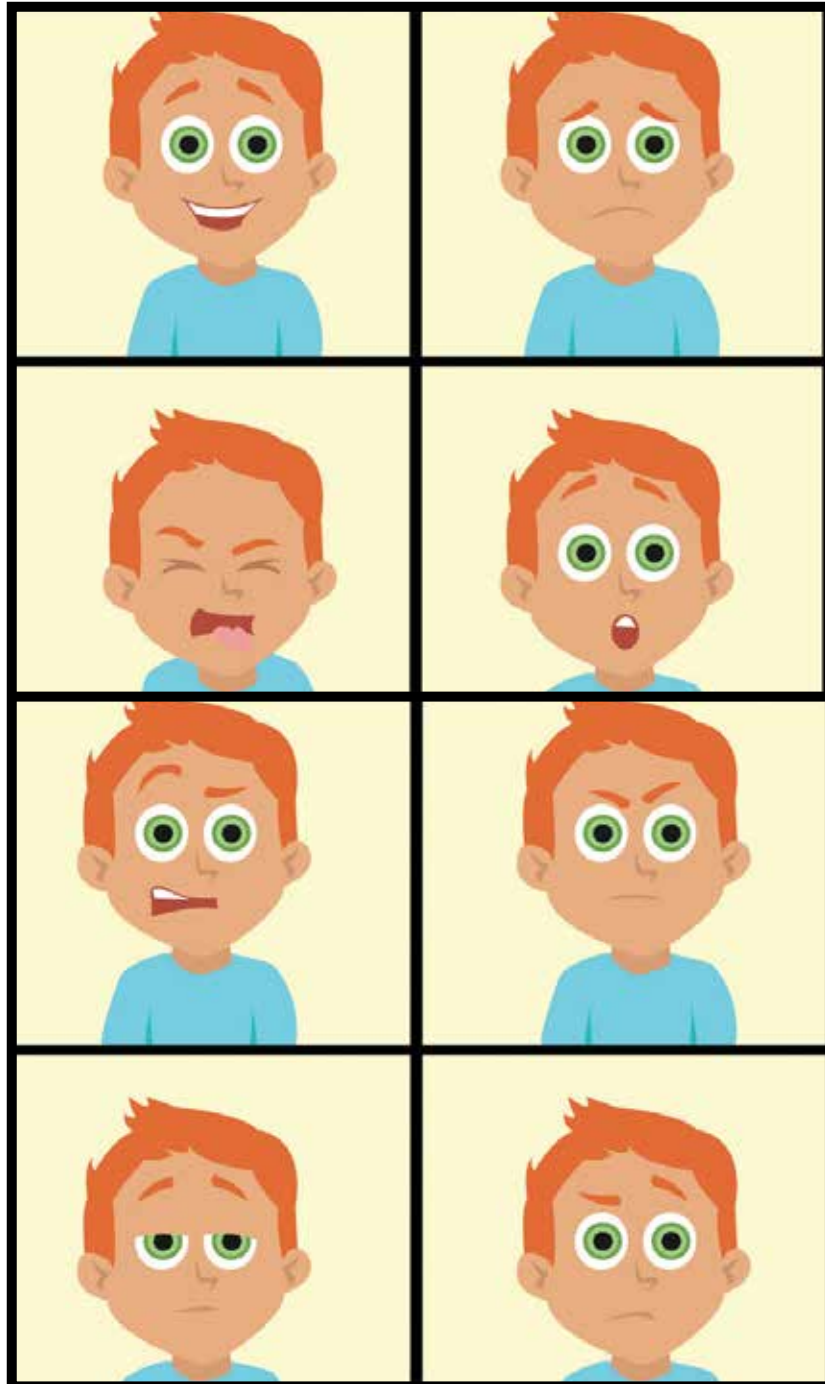


# Let's Talk Feelings



Latha Vydianathan

## Social Emotional Learning

**Learning outcome:** To learn, understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions.

### Activity 1: Let us meditate

Step 1: Write down how you are feeling right now in the box below.

Step 2: Now take 10 mins to do this activity.

1. Sit with your legs crossed and your hands placed on your chest. Make sure your back is straight.
2. Take a deep breath and exhale slowly.
3. Say the following sentences:
  - I love you.
  - I am sorry.
  - Please forgive me.
  - Thank you.
4. Now repeat all the sentences together five times.

Step 3: Write down how you are feeling after this exercise.

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Step 4: How much do you believe these statements to be true on a scale of 1-10?

I believe that –

- |   |  |
|---|--|
| • I will be happy and successful in life _____      | • I am a kind and considerate person _____   |
| • I am a positive role model for others _____       | • I have a bright future ahead of me _____   |
| • I am funny and have a great sense of humour _____ | • I have a positive impact on others _____   |
| • My friends care for me and support me _____       | • I am a good friend _____                   |
| • I am special and unique _____                     | • I'm an important member of my family _____ |

#### For your information

- What are thoughts?

Did you know that the average person has about 12,000 to 60,000 thoughts per day? Thoughts are the words that are in our mind. We have many thoughts at different times. When we are about to give an exam, we may tell ourselves that we are scared or when it is our birthday, we might have words in our minds like 'What cake will we eat?' Before we speak, we think!

## Activity 2: How do I take care of myself when I am worried?



### What is worry?

Worry is when you are feeling anxious or troubled about a problem. It is a feeling of thinking about something again and again that may not even be a problem. It is a feeling where you think that something bad may happen even if there is no reason. It is a feeling not everyone can understand because they cannot see or feel this worry and only we can because we are feeling it.

### What are my worry triggers?

Step 1: Think of a situation when you felt anxious or really worried and answer the following questions in a few sentences.

What was the situation?

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Why did I start feeling anxious?

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What did I think might happen?

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What could I have done to calm myself?

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## Activity 3: What sets you off?

Think of the times that you have been angry. Really, *really* angry. Fill in the blanks for each anger incident that you remember well.

### First Incident

WHERE did it happen?

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WHEN did it happen?

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WHO made you angry?

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WHAT did that person do to set you off?

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HOW did you display your anger?

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### Second Incident

WHERE did it happen?

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WHEN did it happen?

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WHO made you angry? \_\_\_\_\_

WHAT did that person do to set you off? \_\_\_\_\_

HOW did you display your anger? \_\_\_\_\_

**Third Incident**

WHERE did it happen? \_\_\_\_\_

WHEN did it happen? \_\_\_\_\_

WHO made you angry? \_\_\_\_\_

WHAT did that person do to set you off? \_\_\_\_\_

HOW did you display your anger? \_\_\_\_\_

**Conclusion**

Do you see a pattern? How can you change the pattern?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Activity 4: How do I take care of myself when I am bored?**

**What is being bored?**

Bored is when you do not feel like doing anything or you feel there is nothing fun or exciting to do. It is a feeling that makes us lazy or can also make us not want to do anything when there are things to do. It is when you are not having fun.

**Fight your boredom by creating a few strength statements!**

Step 1: Write down one of your own strength statements below.

\_\_\_\_\_

Step 2: Copy down the sentences that you want on a different paper and put it up in your home!

- I can figure out a way to express my creativity.
- Boredom is an opportunity to recharge. It's okay to have downtime.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Activity 5: What are my confusion triggers?

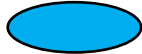
Confusion is a feeling that is felt when the mind does not know the answer to something or the reason behind something. Confusion can be felt if someone stops talking to you suddenly without giving you a reason. Confusion can be felt if someone is doing or saying something to you that you do not understand.

Step 1: What are my confusion triggers? Fill in the colours against each of the words given below

Little Confused



Medium Confused



Very Confused



Not Confused



Math

Reading

Science

Writing

Talking

Following Directions

Being teased

Understanding life

Being shouted at

Someone blaming you

Step 2: Read the strength statements below that you can tell yourself when you are confused and add some of your own!

- I am going to turn this confusion into curiosity!
- I can focus and figure this out!
- It's okay to not know the answer yet!

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Activity 6: Boundaries are rules that tell us what we can and can't do. There are three basic kinds of boundaries.

### Rigid

These are strict and do not change. You might not know why these rules are rules . . . but you do know that you have to follow them!

### Clear

You understand these rules. Clear boundaries can change, too. Some things that were "out of bounds" when you were younger might be okay now.

### Fuzzy

These are "rules" that aren't really rules at all. A fuzzy boundary might be one that says that anything goes. Or it might be a rule that is strict one day, but totally ignored the next day.

Here are examples of boundaries. Write R (Rigid), C (Clear), or F (Fuzzy) next to each boundary.

___ "Beware of Dog!"	___ "The more the merrier!"
___ "You kids stay off my lawn!"	___ "Keep Out!"
___ "Do unto others as you would have them do unto you."	___ "You can have the Internet password after you have done your homework and cleaned your room."
___ "Your curfew is 9:00 p.m. sharp!"	___ "Any friend of yours is a friend of mine."
___ "Good fences make good neighbors."	___ "Household chores are your responsibility too."

Think and wonder:  
What are your boundaries?

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Does your family have any boundaries? \_\_\_\_\_

What kind of boundaries do you find most frustrating ?

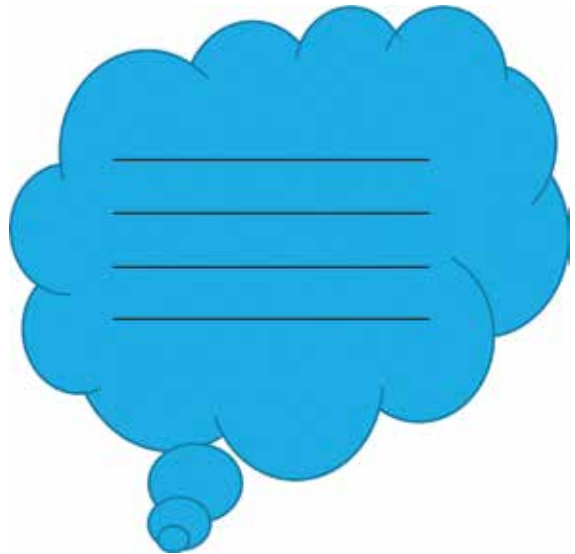
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### Activity 7: Kind Words!!

Fill in the thought bubbles with kind words for other people.



## Activity 8: Self Care



The best advice I have ever received: \_\_\_\_\_

A small change that I can make today: \_\_\_\_\_

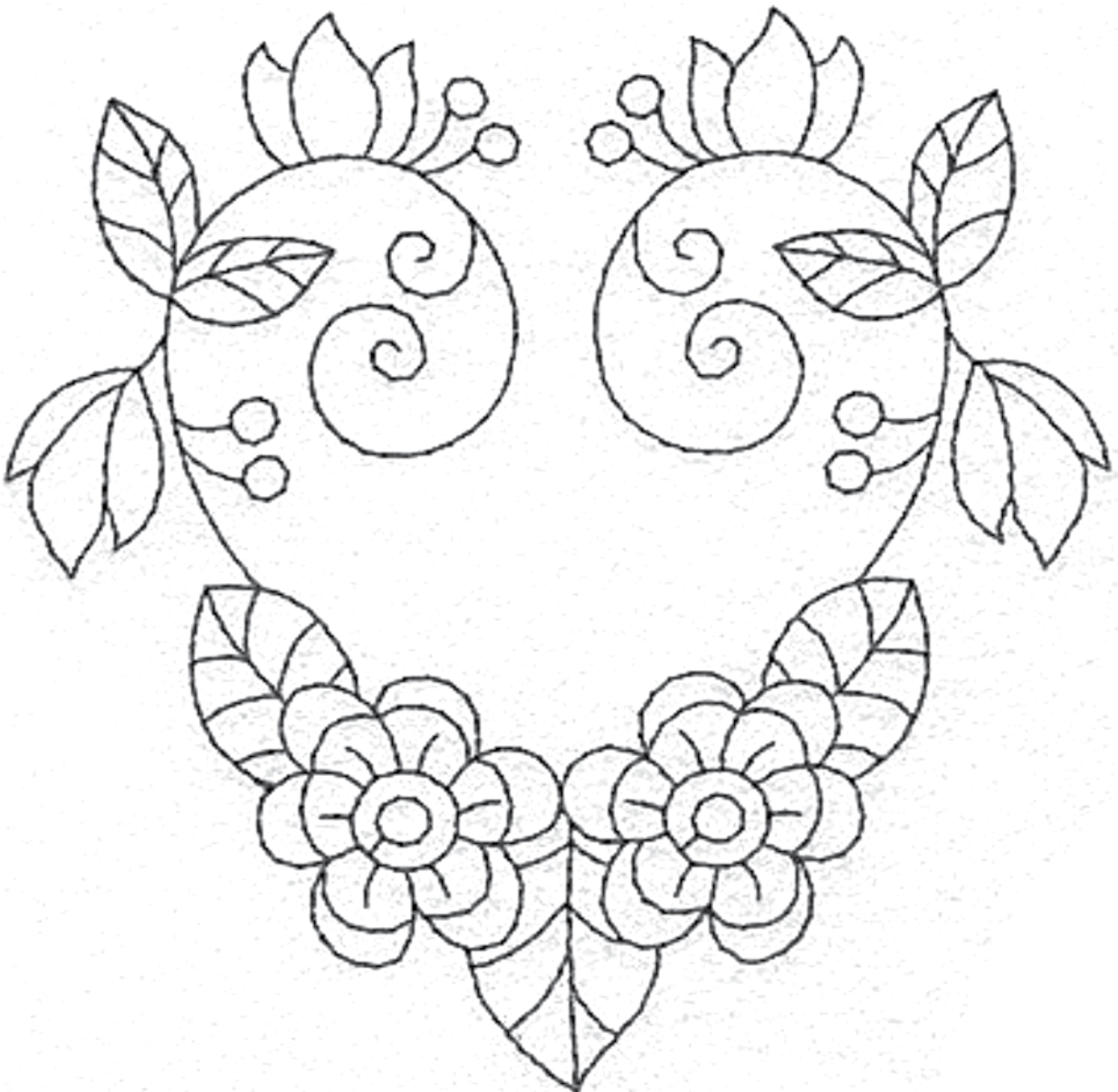
Something that I have always wanted to try: \_\_\_\_\_

Someone that keeps me grounded: \_\_\_\_\_

A frequent weakness I should be away from: \_\_\_\_\_

My happiness task: \_\_\_\_\_

Use your favourite colours and colour the drawing below. Make sure to make a note of how you feel after you finish colouring!



## Activity 9: Some online activities

### 1. Word Watch

Cut out a paper in the shape of a heart. Write on it "Before you speak, think and be smart, it's hard to fix a wrinkled heart." Afterwards, crumple up the heart and open it again. Discuss how you can't remove the wrinkles just like how you can't take away those hurtful words.

### 2. Circle of Control

Discuss situations that you can or cannot control. Draw a circle on a poster. Inside the circle, draw and write things you CAN control. Outside the circle, draw and write situations that you CANNOT control. This will help calm anxiety during uncertain times.

### 3. Eye Spy

Divide the class into groups and allow all children to move out of their chair, leaving the cameras on. Choose one group of students to identify their friends based on their background. This might get fun for classes with a mixture of virtual backgrounds.

### 4. Hand Fan

This exercise can be done anywhere and at any time, and it's a spontaneous exercise for beginners who don't yet know how to slow their breathing. Students take one hand and fan it out as if they were trying to trace it on paper. Then, using their other hand, they trace slowly along, one finger at a time. Starting with the thumb, trace the outside and inhale, then trace the inside of the thumb and exhale. Repeat the process for the remaining four fingers.

## Activity 10: Connecting choices and consequences

### "Doing good feels good".

For each scenario, identify how the person making the choice probably feels during and after the choice. Do you think the choice was a good one? Express your thoughts.

1. Amit has an exam tomorrow. He's hanging out with his friends and stays late. He decides he can learn for the exam later.
  - a) How does Amit feel when he's out with his friends? \_\_\_\_\_
  - b) How does Amit feel when he shows his parents his grade? \_\_\_\_\_
  - c) Was it a good choice? Why or Why not? \_\_\_\_\_
  
2. Shabnam started a new job. Her boss gives her a list of tasks to do before closing time. Shabnam really doesn't want to do them but she stays at the given task until each task is done well. Then she takes off for the night.
  - a) How does Shabnam feel while she does the tasks? \_\_\_\_\_
  - b) How does Shabnam feel when she gets to work the next day and her boss is pleased?  
\_\_\_\_\_
  - c) Was it a good choice? Why or Why not? \_\_\_\_\_

This worksheet was developed by Latha Vydianathan. She is an educator and has a deep interest in the integration of life skills with literature for a purposeful and peaceful life. She can be reached at <[latha.vydianathan@yahoo.com](mailto:latha.vydianathan@yahoo.com)>.