

Chapter 4

Materials developed for intervention

4.0 Introduction

Presented in this chapter are the various materials developed and used by the investigator for intervention for students in order to enhance emotional literacy.

4.1 Intervention for students

As emotions are a powerful and important source within an individual, it is necessary to use them productively. Emotional intelligence is a set of skills that enable the individual to make his way in personal, social, survival aspects of daily living. It involves interpersonal and interpersonal skills.

Interpersonal skills are concerned with the inner reality of an individual. It includes awareness of emotions, acceptance of emotions and their effective management. The intervention program aims at helping students to identify, recognize the emotions they feel, to help them accept what they feel and lastly, to help them explore effective ways of dealing with their feelings.

The interpersonal skills, on the other hand, deal with the individual with regard to others around him /her. It includes recognition and acceptance of emotions in others. The intervention program is aimed at helping students to be aware of how they respond or react to other people's feelings and help them to increase and develop understanding and acceptance of other people's emotions. This is considered to help them to effectively and appropriately relate to them and their feelings.

The details regarding the objectives and procedures of the intervention program developed are organized under the following sections.

4.2 Intervention program for students

The program was carried out for 15 students from class 8 of Bharatiya Vidya Bhavan, Vadodara. The intervention program consisted of 7 parts divided into 24 sessions. Each session was of one hour duration. One session was conducted everyday.

The session consists of the fact sheet, objectives, procedure, facilitative questions, general sharing and investigator's own observations. Some of the general sharing by students has been quoted as it is and some of them have been rephrased for clarity. The content has not been changed anywhere. Home assignments were also given for each part of the intervention. This was done to provide an opportunity for practice and clarity. Each participant maintained a personal log of their significant learning which was submitted to the investigator at the end of the intervention program.

The first part of the intervention program was the Ice – breaking session. It was followed by sessions for all the 5 aspects of emotional intelligence. The details are presented session wise.

4.2.1 Part 1 Ice breaking

The first session involved activities that helped in removing inhibitions. Activities aimed at creating openness and encouraging the 'we' feeling among the sample

of subjects. Since the program dealt with feelings and personal and intimate experiences of individuals, it was important to develop trust and respect among themselves to help them share their experiences in the larger group. There were 6 sessions in the first part; each session was for one hour.

Session 1 ‘Introductions’

Fact sheet

It is important in any activity, for the participants to feel comfortable talking in front of each other. Unless the participants let go of their inhibitions and are forthcoming with their experiences, the activities conducted, will not have the impact intended. Also, it is important that the participants get to know each other and build a rapport between them.

Objectives

- a) Students will have an opportunity to introduce their partners and will help them to start talking in class.
- b) Students will know what their partner feels about them.
- c) Students will understand how it feels when someone reinforces a positive quality about them.

Procedure

(a) Activity

All the participants were asked to introduce the person sitting next to them. They were asked to tell everyone their partner’s name and any one positive thing about him or her.

(b) Facilitative questions

- Were you uncomfortable talking in front of the class?
- How did you feel when your partner said one positive thing about you?

(c) General sharing

The responses of all the students were different. Some of them took time to warm up to the idea of speaking in class, while others were very comfortable doing it. Some of their responses were as follows:

- I was very comfortable introducing my partner and I could think of a positive trait immediately.
- I found it a bit difficult to speak out, especially as we had to talk about our partner. I had to think a lot before I could think about his positive trait.
- I felt comfortable talking in class but I didn't know my partner well it was tough to think of a positive trait.
- I was surprised at the positive thing my partner said about me. I did not think he felt this way about me. I was happy.

Facilitation

Some of us find it difficult to think of positive traits about each other even after having studied for so many years in the same class, with the same people. We don't always pay attention to other people around us. And yet we feel happy when we find out that someone has made the effort to acknowledge us and our qualities. Just the way we need people to acknowledge us and pay attention to us, we too need to make an effort to get to know others.

Investigator's observations

- Some students were hesitant in speaking out, while some were very vocal, open and confident.
- A few students found it difficult to think of a positive for their partner, even though they have been studying together for many years. It showed their general inhibition in interaction in class.
- All the students seemed interested and willing to join in the activity.

Session 2 'Find me'

Fact sheet

In an intervention program like this, it is imperative that the students keep learning about each other as well as sharing their own experiences. The sessions in ice breaking need to concentrate on helping students interact more and more with each other and feel comfortable with each other.

Objectives

- a) Students will have an opportunity to learn something new about each other.
- b) Students will feel comfortable speaking out in front of the whole group.
- c) Students will learn to utilize social skills to complete the activity – i.e. ask questions, listen and co – operate with each other.

Procedure

(a) Activity

The group of students was given chits with a description written on it. For example, 'Find someone with brown eyes', etc. The students had to find a person who fitted the description given to them.

Then they had to ask any one person they had found any two personal questions. For example, 'What is your favorite subject' or 'what do you like eating' etc.

Afterwards, they had to tell the whole group the name of the person they found and the two things he / she had asked his / her partner.

(b) Facilitative questions

- What new things did you learn about your class fellows?
- Were you surprised by what you learnt?

(c) General sharing

The students were very excited with the activity and seemed to enjoy it immensely. Some of their responses were as follows:

- I found the person with the description given very easily and I was very surprised to find out that he likes what I dislike most (eating sweets).
- I was curious to know about what others had found about my class fellows. There were a lot of things I did not know about them.
- I was happy doing this activity. I liked sharing and asking questions.

Facilitation

We work in a group (this class), have been doing so for quite some time. Yet there is a lot we do not know about people we spend time with. The more we find out about each other, the more comfortable we will be with one another.

Investigator's observations

- The students seemed to interact more freely and were excited about the activity.

- They were surprised at what they found about each other.
- They listened very carefully to what each one had found out and seemed genuinely taken aback at some of the things they had found out.

Session 3 'About me and you!'

Fact sheet

The participants need to be constantly encouraged to share their thoughts and achievements so that the comfort levels rise and they are able to share private feelings and experiences. It is important for them to keep finding out new things about each other and understanding each other better. It is important for students to recognize how happy they feel when someone else makes an effort to know them.

Objectives

- a) Students will be encouraged to talk about themselves.
- b) Students will be able to do share their talents, qualities and their perceptions about themselves and others with the rest of the class.
- c) Students will learn about each other.
- d) Students will be encouraged to open up and feel comfortable in sharing with each other.

Procedure

(a) Activity

Each student is given a worksheet with different boxes with questions about themselves and others written in them. They have to fill each box.

ABOUT ME AND YOU

<p>I KNOW SOMEONE CARES FOR ME WHEN.....</p>	<p>2. POSITIVE THINGS ABOUT THE PERSON IN THE LAST ROW</p>
<p>I FEEL HAPPY WHEN</p>	<p>MY BIGGEST STRENGTH IS</p>
<p>I FEEL IMPORTANT WHEN</p>	<p>1 THING YOU LIKE ABOUT THE PERSON SITTING BEHIND YOU</p>

Worksheet 4.1 : Worksheet for the activity "About Me and You"

Once they finish filling out each box, they are asked to read out their worksheet. A discussion is held on how they felt writing about themselves and if they learnt anything new about their class fellows and if they were surprised by what others had to say about them.

(b) Facilitative questions

- Was it difficult to write about yourself?
- How did you feel sharing your talents and achievements?
- Is there anything new you learnt about your class fellows?

(c) General sharing

The students finished their task quickly and were happy sharing their talents and qualities with each other. Some of their responses were:

- I liked sharing my achievements and talking about the positive traits of others.
- I was very surprised to hear people talk of their talents and achievements as I did not know a lot about them.
- I found it difficult to find a positive quality about my class fellows. I have never spoken to some of them and I had to do it to complete the activity. But I found out that they were nice and they helped me too.
- I was happy to hear the positive thing my class fellow said about me. I hardly know him and yet he had taken pains to find something about me.

Facilitation

All of us enjoy sharing things about ourselves. Listening to other people and their achievements is just as much fun. We get to understand the people

around us and we also feel closer to them. One feels happy when others take time out to get to know us. We need to make similar efforts.

Investigator's observations

- The students made an effort to fill in all the boxes.
- The activity required some of them to talk to people they had never spoken to before. They felt happy doing it.
- They felt happy to hear the positive things their class fellows said about them.

Session 4 'Co-operation'

Fact sheet

Co-operation is needed in all facets of life. It is important to understand that one cannot survive without the co operation of family, friends and even strangers. In the context of this session, there is a need for the participants to realize that unless each one contributes and co operates, the activities would be ineffective. Certain ground rules on how each one of them will co operate (behaviorally) during the intervention program, need to be laid out.

Objectives

- a) Students will be able to reflect on how important it is to co-operate.
- b) Students will be able to reflect on how unpleasant it is, when people do not co-operate.
- c) Students will be able to see how they can co-operate during the intervention and why it is important to do so.

Procedure

(a) Activity

A brainstorming session is held where the students are asked about the situations where they have co-operated. They are asked to reflect on situations when they felt that they have not received co-operation from others. How did they feel? They are given situations and asked what would happen if people did not co-operate with them in these particular situations. For example, a football match or a queue to buy movie tickets.

The discussion is carried on to the importance of co-operation during the intervention. What would they feel if their class was not co-operative? How would they co-operate with each other?

(b) Facilitative questions

- How would you define co operation?
- Were you able to identify how you feel when someone does not co-operate with you?
- Do you feel it is important to co-operate with people? Can you do without other people's co-operation?
- How would these sessions be without each one co-operating with the other?

(c) General sharing

- I never really gave this a serious thought but I realize that I will find everything impossible without the co-operation of people.
- I will try and co-operate when I can, at home and in class. I would feel hurt when some else would not co-operate with me. For example, if they

would talk while I was sharing in class or if my mother would refuse to help me with my studies.

- I still remember how disappointed and angry I was when we lost a football match just because one member would not co operate. We need to work together.

Facilitation

Co-operation is when we agree to work as a team, share the work and its outcome. We need people to be co-operative in every walk of life – our parents, siblings, teachers, friends etc. They need us to co operate just the way we need them to co-operate. Even things like a Football match or studying in a class cannot go on without each one of us willing to work as a team together.

Investigator's observations

- The participants had never really thought about the importance of co-operation before this.
- They laid down some ground rules. For example, they will not talk while someone else is sharing, they will reach the class on time for the sessions, they will contribute to the sessions in whichever way they can.

Session 5 'The unforgettable moment'

Fact sheet

It is important for this intervention to enable each participant to start sharing personal and intimate moments with the larger group. The success of such an intervention depends upon the willingness of participants to talk about their own emotions and personal experiences. Sharing helps in opening up and feeling closer to one another as well as learning by listening to other people talk

about their experiences. Also, it is good to be able to dip into our resources of happy moments and relive them as it can be a rejuvenating experience.

Objectives

- a) Students will be enabled to reflect on a strong emotion they had felt in the past.
- b) Students will be able to open up and start sharing intimate experiences with the rest of the group.
- c) Students will be able to listen to and understand other people's experiences.

Procedure

(a) Activity

Each student was asked to find a partner for them selves. After they were ready, they were told to share any one happy incident that they remembered most, from their earlier class. They were told to talk about their experience to their partner for a few minutes. After they had finished sharing, each student had to share their partner's experience with the rest of the class.

(b) Facilitative questions

- How did you feel talking about your happy memory?
- Did you feel happy when you partner heard you out completely?

(c) General sharing

- I enjoyed talking about my happy moment. It was fun even now to think about it and talk about it.

- I really had fun listening to what everyone did and what made them happy. Some things surprised me, like I would never have enjoyed playing cricket like one of my class fellows does.
- I felt like I was back in the past again. I should write down about the fun time I had.

Facilitation

We rarely take out time to relive our own happy moments. When we do, we find it rejuvenating and it makes us happy. And yet we do not normally even share our experiences with the people around. Sharing and hearing other people's happy moments can make us happy once again.

Investigator's observations

- The participants enjoyed sharing their own happy moment with the rest of the class.
- Many of them reported enjoying talking about their moment, that it made them feel like they were reliving it.
- They did not know about each other's experiences and they had fun listening to others.
- Some of them were surprised at how each one of them feels differently and something they hate can give someone else so much happiness.
- There seemed to be no hesitation in their sharing. They were forthcoming and communicative. They were attentive to each other.

4.2.2 Part 2 Emotional awareness

This part of the program dealt with creating emotional awareness among the sample of students. The activities developed, aimed at helping students recognize and identify their feelings, become aware of their behavior which is a result of these feelings and to become aware of result of this behavior. This part was developed to help enable students to recognize their feeling and behavior patterns that they experience and express. There were 4 sessions under this part, each of one and half hours.

Session 1 Mood awareness

Fact sheet

Emotional awareness is the first step to emotional literacy. It is the ability to sense and identify feelings. Unless one is clear about how one feels and what each emotion entails, it is impossible to deal with them. One needs to recognize emotions in oneself and the physical sensations that accompany each emotion. It is important to understand the situations that cause these emotions and how one reacts to them.

Objectives

- a) Students will be able to recognize the emotions they feel.
- b) Students will be able to recognize which situation led to the emotion.
- c) Students will become aware of their feelings and bodily changes while they experienced the emotion.
- d) Students will become aware of how they reacted to the situation.

Procedure

(a) Activity

The students were divided into 3 groups. Each group was given a feeling, like Angry, Sad and Scared. All the students were then asked to describe a situation that had led them to feel this way. They were also told to describe how they felt, their behavior and bodily changes that they experienced while they were undergoing the particular emotion.

(b) Facilitative questions

- Were you able to recognize the situation that led to the emotion you felt?
- Was it difficult to become aware of all the bodily changes you underwent?
- What were your reaction / behavior?
- Were you happy with the outcome of your reaction?

(c) General sharing

The students were eager to share their experiences. Some of the responses were as follows:

- While thinking of the situation, I realized that when I was angry I felt the blood rush to my face and my hands tremble. I yelled and became aggressive with my friend. I felt bad later.
- I could detect my experience of fear. It happened before exams. I felt nauseous and my palms sweat. I tried to forget about it.

- I felt sad when my parents forget to do what they promised me. I felt like there was a heavy stone on my chest. I felt uncomfortable. I did not speak to them for 2 days and felt worse.
- I never paid attention to physical sensations in emotions. But now that we talked about it I realized I do feel them while I am undergoing an emotion. It is strongest when I am angry.
- While sharing the incident I realized that I actually felt a mix of emotions and not just one.

Facilitation

It is important for us to know what we feel. Without understanding the feeling, dealing with it is impossible. Each emotion is accompanied by physical sensations too. When we feel angry, the blood rushes to the face, heart beats faster, breathing is faster etc. In times of fear, muscles are tense, palms sweat, and body trembles, neck and shoulders become tense. When we feel sad, we feel weighed down, tired, lethargic and may want to be left alone. Each of us may experience all or some of these physical sensations while we undergo the emotion. Each of us has a different way of responding to emotions. Some of us are expressive and vent out our feelings and some of us are very uncomfortable talking about them. We need to know how we respond to them. We will talk about it more, later.

Investigator's observations

- The participants were able to think of the situations easily. They shared them willingly.

- The students needed some time to think about the accompanying physical sensations but they finally did it.

Session 2 'Feeling vocabulary'

Fact sheet

While it is important to detect the emotion one feels, it is just as important to have the vocabulary to be able to label or identify specifically what is felt. Thus, it is important to have the 'emotion vocabulary' at our disposal so that labeling and expressing the feeling becomes possible.

Objectives

- a) Students will be able to develop an appropriate vocabulary for the 'feeling words'.
- b) They will be encouraged to use the different feeling words.

Procedure

(a) Activity

The class was divided into 4 groups. Each group was given a category of feeling. The 4 categories given were – Anger, Sadness, Happiness and Fear. They were asked to write down all the feeling words that their group could think of, for the category given to them. Once all the groups had finished writing down the words, a volunteer from each group came and wrote down the feeling words his/ her group had thought of, on the black board. The rest of the class was asked to copy down all the words in the 4 categories.

(b) Facilitative questions

- Were there any new feeling words that you learnt?
- How many of these words do you use in your day to day life?
-

(c) General sharing

The students were able to come up with many emotion words. Some of their responses were:

- I never thought about different words even within anger. I would just use 'anger' every time, even if I wanted to refer to irritation.
- I did not know a few words mentioned by my class fellows.
- I do not normally use such a wide variety of words.

Facilitation

We feel something or the other all the time. It is important for us to be able to label what we feel. There are many feeling words even within one category, like we just saw.

Identifying and naming a particular feeling provides clarity to us and helps us to communicate it to others also. That is why we need to have access to all the feeling words. It will help us to choose the appropriate word for the feeling at that time.

Investigator's observation

- The students were not familiar with all the words that came up in the brain storming.
- Most of them confessed to using only one or two words from each category.
- Many said that they did not really think before using an emotion word.

Session 3 'Mercury rising'

Fact sheet

After developing a vocabulary for emotion words, it is also important to be able to use them according to the intensity of the emotion felt. For one's own clarity and clarity in communication with others, it is useful to know which emotion word to use, according to how strongly they are felt at that moment.

Objectives

- (a) Students will be able to recognize the different intensities that can be communicated by feeling words.
- (b) Students will be encouraged to use the appropriate feeling words according to the intensity of emotions they feel.

Procedure

(a) Activity

The investigator drew a big thermometer on the black board.

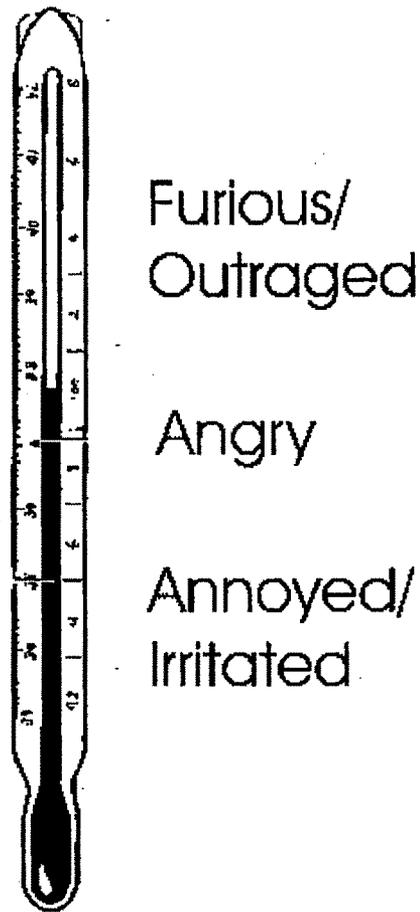


Fig 4.1 – Diagrammatic representation of a ‘Mood Thermometer’

The students were asked to sort the feeling words of the last activity along the thermometer, according to their intensity. The investigator wrote down the

order in which they wanted the words arranged along the thermometer. The students had to arrange the words from the mildest to the strongest.

(b) Facilitative questions

- Do you normally think about how strong your emotion is, before you talk about it or name it?
- Do you think using appropriate feeling words would help in clearer communication between all of you?
- Was there anything new you learnt by this activity?

(c) General sharing

This was a new activity for the students and it took considerable time to complete it. Some of the responses were:

- I didn't know many emotion words, let alone the intensity at which they are used.
- I never thought so much before using any of these words.
- I think I need to be clear as to how I am feeling and how much, before I express it.

Facilitation

When we name a feeling, we also need to understand the intensity of the feeling we experience. Like in the above activity, we saw that we may not always be angry, we might be irritated or annoyed, which is milder. This again helps us to identify exactly how we are feeling and helps us to communicate it to others as well.

Investigator's observation

- Most students had not thought about sorting out emotion words according to the intensity they represent.
- The general feedback showed that they were willing to spend time choosing the appropriate word from now on.

Session 4 **'Mood meter'**

Fact sheet

One needs to be able to recognize one's emotions and be able to label them. Inability to notice true feelings will leave us at their mercy. It is also important to know the difference between emotion and behavior. Emotion is the feeling whereas behavior is the action that results from the feeling. The behavior is a reaction or response to the feeling and not the feeling itself.

Objectives

- a) Students will have an opportunity to recognize their emotions.
- b) Students will have an opportunity to label their feelings.
- c) Students will be able to recognize the difference between feelings and behavior.

Procedure

(a) Activity

A continuum from 1 to 10 was drawn on the black board .

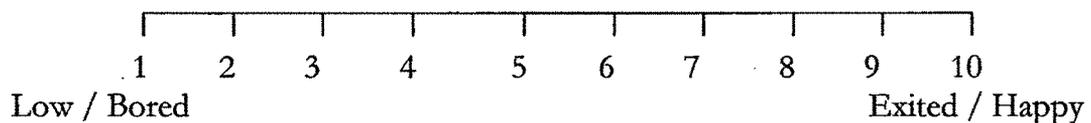


Fig : 4.2 *Diagrammatic representation of a 'Mood meter'*

Each students had to place himself / herself on this continuum according to how they were feeling at that moment. 1 stood for sad/ low/ upset and 10 stood for very happy/ elated/ excited .The feelings got positive along the continuum as one moved along from left to right. They were told to name their feelings specifically and give a reason for why they were feeling this way. If there was a confusion between behavior and emotion, it was discussed and the difference made clear.

This activity was repeated after the discussion to see if the students had understood the difference between feeling and behavior.

(b) Facilitative questions

- Did you find it difficult to think of emotion words?
- Do you normally use emotion words to describe your feelings?
- How did it feel to be able to describe and talk about your feeling?

(c) General sharing

A few students got confused between behavior and feeling but most managed to label their feelings accurately.

- I was able to recognize my emotion (which was curiosity) and label it.
- I got confused between emotion and behavior. I was feeling upset about what happened in the previous class and I said that I was feeling like crying. Then I realized that these two things are different.
- I could place my self along the continuum easily and I knew the level of my feelings.

Facilitation

As discussed earlier, we need to be able to identify what we feel, the level of the feeling and choose the appropriate feeling word to describe it. Emotion and behavior are different. Emotion is how we feel, whereas behavior is the way we act or respond to the emotion. For example, one feels sad and the behavior may be crying.

Investigator's observation

- Most students could label their feeling, the level of their feelings as well as why they were feeling that way.
- Some students got confused between behavior and emotion.
- When the activity was repeated, all of them had understood the difference.

Home assignment : Brainstorming

Fact sheet

It is important to be able to identify the feelings one has. Naming and labeling the feelings, one experiences, helps these feeling words to be available when required. This helps in clarity for oneself as well as clarity in communication with others.

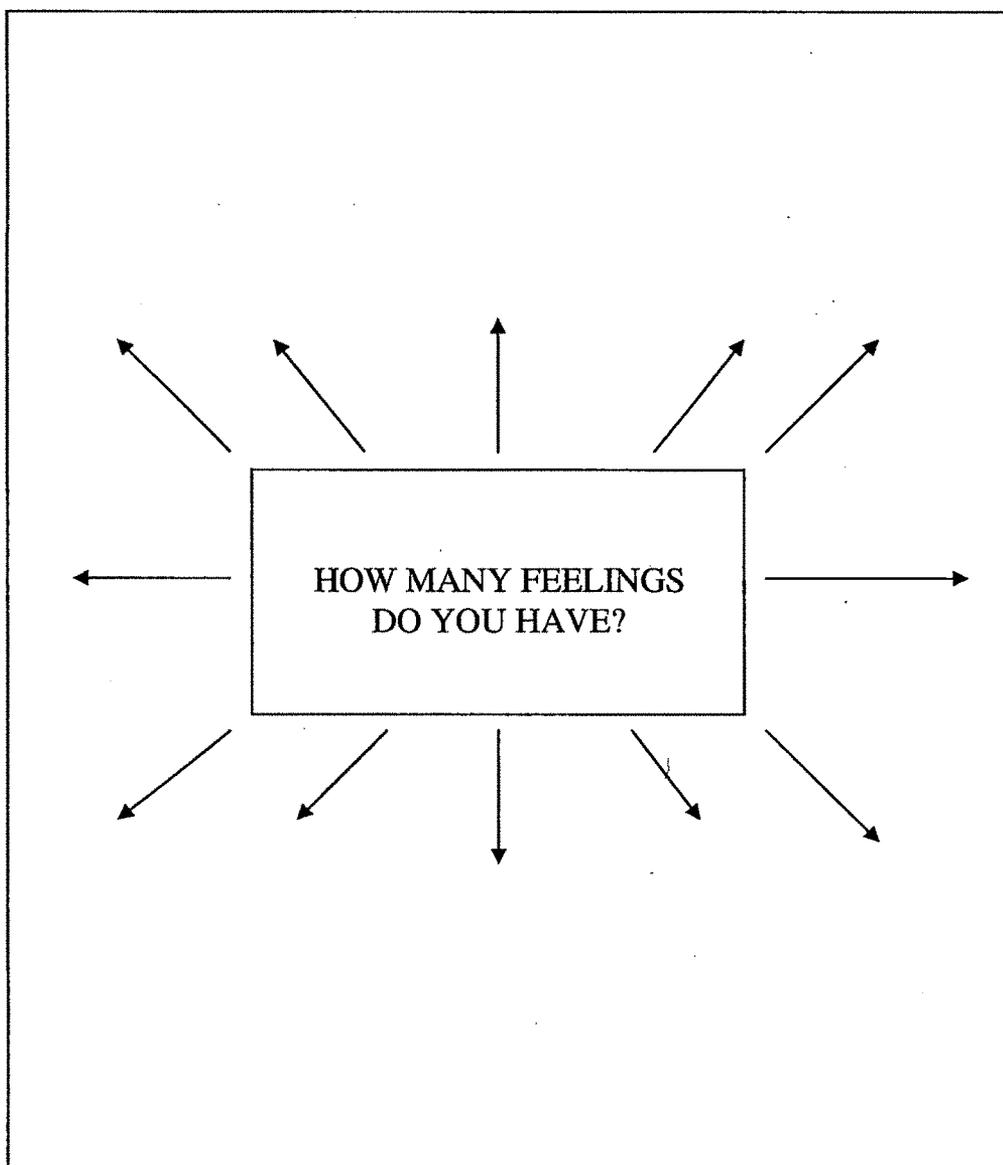
Objectives

- (a) It will help the students to name the feelings they remember experiencing.
- (b) It will be a revision of the activity done in class.
- (c) It will encourage the use of feeling words.
- (d) It will help them notice how many times they feel each one, in one day.

Procedure

(a) Activity

Each student was given a work sheet.



Worksheet 4.2 : Worksheet for the Home Assignment 'Brainstorming'

They were asked to name all the feelings they remember experiencing. They were also asked to write down how many times they remember experiencing them in one day.

(b) General sharing

The students read out their worksheets at the beginning of the next session. Some of the responses were:

- I could identify my feelings but I felt irritated maximum number of times.
- I realized that there are times when I feel 2 emotions at the same time. Like I felt hurt and angry together, twice in the same day.
- I have a wide range of feelings but I felt angry maximum number of times.

Facilitation

We have a wide range of feelings. Our feelings keep changing and we need to be aware of how we feel each time. It is also important to know which feeling keeps recurring as it will help us to become familiar with our pattern of feelings.

Investigator's observations

- All the students had finished the home assignment
- They read out their work sheets willingly.
- All of them reported feeling a range of emotions like, anger, excitement, happiness, irritation, fear etc.
- Most of them reported feeling angry and hurt maximum number of times.

4.2.3 Part 3 Acceptance of emotions

The third phase of the program dealt with helping students to realize the importance of accepting their emotions. It is important for every individual to recognize and accept how they feel. Ignoring or denying emotions may lead to suppression of those feelings or inability to deal with them effectively. Denial of emotions may also lead to the feelings resurfacing as some other psychosomatic problem, such as ulcers, insomnia etc.

Session 1 Introducing acceptance

Fact sheet

Everyone has emotions. They are the most natural response to any incident or situation. But many times they are not accepted. People and the society in general, are uncomfortable with some emotions and hence it is believed that some emotions are good but some are bad and hence are not O.K. Such rejection of emotions only leads to further complications of feeling uncomfortable while experiencing those emotions and an inability to deal with these emotions.

Objectives

- (a) Students will be able to reflect on their feelings and the situation that leads to them.
- (b) Students will be able to become aware of how they behaved and the outcome of their behavior.
- (c) Students will be able to recognize how they finally end up feeling.

Procedure

(a) Activity

The students were asked to think a situation where they felt an uncomfortable emotion where they had not dealt with it well.

Later a discussion was held on whether the emotion was the problem or their reaction. They were asked to reflect if it was O.K for them to feel emotions.

(b) Facilitative questions

- Was it the emotion that caused the discomfort or was it your behavior?
- Is it O.K for you to feel how you feel? Why not?
- If we say it is not O.K to feel them, do they go away? Or do we have to deal with them anyway?

(a) General sharing

- I used to think that being angry is wrong but now I feel being angry is O.K but yelling is not O.K.
- My behavior of not communicating causes me problems and not my feeling of being upset.
- I understand that everyone has feelings like me but everyone does not behave the same way. So it is my behavior which gets me into trouble, not my anger.
- When I am angry I am angry. Wishing it away does not make it go away, it stays.
- I heard others talk of their experiences and I feel relieved that others feel angry and irritated too and that it is natural to do so.

Facilitation

We need to know the difference between our emotions and our behavior. Our emotions do not cause problems but our behavior does. All of us have a range of emotions and it is O.K to feel. But all behaviors are not O.K. We might feel uncomfortable with some emotions and hope they would go away, but it does not happen. Once they appear they need to be accepted.

Investigator's observations

- The students understood the difference between emotions and behavior.
- After discussing their situations, they realized that all their emotions were O.K but all of their behavior was not O.K.
- They seemed relieved that their other class fellows also feel just as angry/ upset/ hurt as they do.
- They did not seem comfortable with a few emotions, especially anger.

Session 2 'Learning to accept emotions'

Fact sheet

While growing up one learns that some emotions are not O.K. These messages are learnt in a variety of ways – when one is punished for being angry or ignored when they felt sad. This makes it uncomfortable to deal with these emotions and one tries to ignore them or deny them. What one needs to realize is that wishing away emotions does not actually make them go away.

Objectives

- (a) Students will be able to see the various ineffective ways of dealing with emotions.

- (b) Students will be able to see the difference between Ignoring, denying, suppressing and accepting emotions.
- (c) Students will be able to see that it is not possible to deal with emotions without accepting them.

Procedure

(a) Activity

A few common situations were picked up by the investigator, similar to the ones that students had mentioned in the earlier activity. The situation described a child and his emotion and the resulting behavior. The situations also described how the person in it had ignored, denied or suppressed his / her emotions. The students were asked to reflect on:

- Do you think that it is O.K for the person to feel this way?
- Do you think the behavior caused the problem or the emotion?
- What is the person doing? (Ignoring, suppressing or denying)
- Did this help the person?

(b) Facilitative questions

- When have you seen yourself ignore, deny or suppress emotions? What was the outcome and end feeling?
- Think of instances when you have observed other people around you deny, suppress or ignore emotions? What was the outcome and end feeling?

(c) General sharing

- In the cases we discussed, the person was trying to forget the emotion. I also try and forget my anger. But it does not go away. I feel worse after

some time because I have not sorted things out and the anger is also there and I also start to feel guilty for being angry.

- I always try to ignore my feeling of sadness. I don't want to be thought of as a cry baby. But I think the problem is not feeling sad, it is when I cry and whine about things which makes people call me a cry baby.
- My mother and I both ignore our anger. When we feel angry with each other we just stop talking and I tell myself to forget it. Later we behave like nothing happened. This does not make my anger go away. I feel angry so I need to say 'ok' to anger.

Facilitation

We are uncomfortable with some emotions and we want them to go away. But what we do not realize is that wishing them away does not help. They stay. Like we discussed, the emotions are not the problem anyway, so we can welcome them. What we need to be careful about, is the behavior. We have also seen that when we blame ourselves for feeling a certain way, we add blame to the list of things we need to deal with. It does not help us. In fact it increases our problem as now we even feel guilty about feeling the way we do.

Investigator's observations

- The students seemed to understand that ignoring or denying emotions does not make them go away.
- With their sharing they were able to recognize that their emotion did not cause problems, their behavior did. So, they needn't be uncomfortable with emotion.

- They understood that when they blame themselves for feeling an emotion, they are multiplying their problem by feeling guilty for the original feeling.

Session 3 'Understanding acceptance'

Fact sheet

People learn to intellectualize, justify, deny or defend feelings. Fighting the feeling wastes a lot of energy and time as the feeling once it occurs, is real and will stay there. One needs to acknowledge their existence and tackle them.

Objectives

- (a) Students will be able to understand the meaning of accepting emotions.
- (b) Students will be able to understand that emotions once aroused cannot be ignored, suppressed or denied.

Procedure

(a) Activity

A discussion was held on the meaning of accepting emotions. By taking the examples of the earlier activities and discussing new situations that the students brought out, a discussion was held on how emotions need not be uncomfortable, that they are natural and that everyone feels them.

(b) Facilitative questions

- What do you understand by acceptance of emotions?
- What are the emotions you feel uncomfortable with and why?
- How can you become O.K with emotions? What can you do?

(c) General sharing

- Accepting emotions is to say O.K. to them.
- I was angry and did not blame myself for being angry. And I did not feel guilty either. This is acceptance.
- I know that all my class fellows feel hurt too. This is natural. Last time I let myself be upset and did not worry about why I felt that way.
- I did not feel guilty when I was angry with my mother. I felt much better than other times. Otherwise I feel guilty about feeling angry with her.
- I am mostly uncomfortable with losing my cool and yelling at people. But I know that it is my yelling and not the anger that causes the problem.

Facilitation

Feelings need to be welcomed. They help us to act, to do things. They are never the problem. We need to watch out for how we use them and what we do in response to them. The resulting behavior causes problems. As discussed above, feeling guilty about emotions or blaming ourselves for feeling an emotion, only adds to problems and does not solve the situation.

Investigator's observations

- The students now seemed very clear with the difference between emotion and behavior.
- They seemed to understand that blaming oneself or feeling guilty about an emotion does not solve the situation.
- They reported feeling good about not blaming themselves for being angry. This shows that they were able to accept their anger.

- It made a tremendous difference for them to see that what they feel is not unnatural, that their class fellows also have the same feelings. It seemed to have made them more comfortable with the feelings, especially of anger and hurt.

Home assignment : Comfortable and uncomfortable feelings

Fact sheet

In the process of growing up and in interactions with the environment, one learns to be comfortable with certain feelings and reject some others. This acceptance or rejection of emotions decides how well one can deal with them when they are experienced. It is important to realize that emotions do not cause problems, behavior does.

Objectives

- (a) Students will be able to identify the feelings they are uncomfortable with.
- (b) Students will be able to explore why they are uncomfortable with the emotion.
- (c) Students will be able to understand whether their emotions cause the problem or their behavior.

Procedure

(a) Activity

All the students were given a worksheet where they had to identify comfortable and uncomfortable emotions.

COMFORTABLE FEELINGS	UNCOMFORTABLE FEELINGS

Worksheet 4.3 : Worksheet for the activity 'Sort them'

Then they had to answer the following questions:

- Why do you feel uncomfortable with these emotions?
- Is it O.K to feel these emotions?
- Can you distinguish between your behavior and emotion?
- Is it the behavior that causes the problem or the emotion?

(b) General sharing

The students shared the answers from their work sheets.

- I mainly feel uncomfortable with anger. I feel uncomfortable because I normally lose control and yell when I am angry. Later I feel guilty about this. My emotion is anger and my behavior is yelling. My behavior is the problem.
- I am uncomfortable with feeling hurt and sad. When my class fellows tease me I feel like this. They say some really mean things. When I feel sad, I don't tell anyone because I do not want to be called a cry baby. But I keep feeling sad. My emotion is 'sad' and my behavior is 'not

communicating'. When I don't talk my class fellows do not understand I am hurt.

Facilitation

We feel comfortable with some emotions, enjoy them. And we do not like some emotions. When we think about it we realize that we do not need to dislike the emotion as that is not what causes problems. It is the way we react to them that causes the problem.

Investigator's observations

- The students had no problem in identifying and naming the emotions they were uncomfortable with.
- The students could clearly point out the different emotion from the behavior.
- The students also pointed out that it was their behavior that caused the problem.

4.2.4 Part 4 Management of emotions

Management of emotions is the ability to deal with varying emotions, effectively. Once the emotions are recognized and accepted, each individual has the option of looking at alternative ways of dealing with it and choosing the most appropriate behavior. This enables the individual to regulate behavior, instead of getting overwhelmed or getting carried away by the feelings.

Session 1 Dealing with emotions

Fact sheet

The first step in managing emotions is to know how one is dealing with emotions at present. Once the exploration of how one reacts to emotions, is clear, one can further think about the changes required. Most people react to a stimulus impulsively, without actual thought to what needs to be done.

Awareness of such patterns helps individuals to find out what changes are required for them to deal with emotions successfully.

Objectives

- (a) To help students be aware of the situations / people that make them uncomfortable.
- (b) To help them see how they are dealing with it at present.
- (c) To help them explore how they can change their experience.
- (d) To help them explore what changes they would need to make, to make the experience pleasant.

Procedure

(a) Activity

Each student is asked to think about a situation or person that bothers them a lot. They are asked to reflect on why the particular person or situation bothers them. They are asked to share their experience and the investigator helps them to explore their thoughts and emotions, the way they react and its outcome and what changes they would want to make.

(b) Facilitative questions

- What is it about the person or situation that bothers you?
- What emotions does the situation or person generate?
- What do you do in the situation?
- What are the consequences?
- What would you like the consequence to be?
- What are the changes that would be necessary?

(c) General sharing

In the discussion, the students brought out their concerns about a few situation and feelings that they found difficult to deal with. The investigator helped them explore their experiences, identify the feeling, their reaction and outcome and finally what is the outcome they desire. Some responses were as follows.

- I have a problem with my partner. He fidgets a lot and also keeps shoving and pushing. I get angry and then I hit him and then we get into a fight. Sometimes I land up feeling guilty for hitting him and sometimes I am still irritated. I want him to understand how disturbed I get. I think I have to talk to him.
- I have a problem with anger. I get angry when my parents forget about what they promise. I stop talking to them. I keep feeling sad and angry.
- I have a younger brother who is naughty. He keeps hiding or losing my things. I lose my temper and hit him. Then my mother scolds me and does not say anything to my brother. I feel upset with my mother. I feel angry and jealous of my brother. But I don't say anything to anyone. I want my mother to know how I feel.

Facilitation

We are uncomfortable with some emotions. It is important to identify them and also understand what we do right now to handle them. We need to know how we react, what we feel about the outcome and what do we actually want from the situation. Once such a pattern is clear, we can work further on exploring the options possible.

Investigator's observations

- The students talked about their experiences freely.
- They were able to identify what bothered them, how they react, their feelings about the outcome and what they want finally.
- They were eager to find out how they could handle the situation in a more effective way.

Session 2 **'SOLVED'**

Fact sheet

Most people react to emotions impulsively. There is little or no conscious thought that takes place between the stimulus or emotion and the reaction. Such impulsive behavior does not help in solving the problem. Once the ability to recognize and accept emotions has been developed, it is important to know how one can deal with the emotion. It requires an ability to be able to put thought between the stimulus and reaction.

Objectives

- (a) To help students explore how they can deal with unpleasant emotions.
- (b) To help students see that they have a choice in dealing with their emotions.

- (c) To help students choose appropriate action which will lead to effective behavior.

Procedure

(a) Activity

The investigator diagrammatically shows the students the 5 step method of dealing with emotions.

S- State the problem emotion.

O- Open discussion on what caused it.

L- List possible ways of dealing with the situation or problem at hand.

V- Veto all the unacceptable or ineffective ones.

E- Evaluate the solutions that are left.

D- Do the most appropriate and effective one.

Later the students are made to think of their own situations and are made to put it out in this form. A discussion is held on their situations.

(b) Facilitative questions

- How many times do we really take time out to think things through?
- Is it possible in all situations, to think about various alternatives and their pros and cons?
- Is it possible to choose a response if we spare enough time to think about the alternatives?
- If we do choose a response instead of impulsive reaction, do we have a better chance of achieving our objective?

(c)General sharing

The students worked through the problems they had mentioned in the earlier activity. These are some of the solutions they came up with.

- I think I will speak to my partner and tell him I get disturbed by his behavior.
- I need to talk to my brother about how I get into trouble each time he misplaces or hides my things. I will also need to tell my mother that I feel hurt when she does not look at what happens and just scolds me.
- When I don't talk to my parents they don't know how I feel. And then they might keep doing the same thing. I will need to express my emotions.

Facilitation

When we find time to go through the exercise of looking at options and choosing and appropriate one, then we have a choice to respond effectively. In the earlier activity, we knew we were not satisfied with what was happening but no attempts were made to look at the choices. In this activity, after looking at all options and understanding the pros and cons of each, we have been able to pick up the most appropriate. In most instances, shutting communication, impulsive reaction, ignoring the problem etc. were the main reason for the situation not being solved. Once we are open to dealing with the problem, we will be able to choose and carry out our decisions.

Investigator's observation

- All the students did the activity very seriously.
- Each one picked up a personal problem emotion and tried looking at the various options of dealing with them.

- They wrote down the positives and negatives for each option and accordingly chose what they thought was the most appropriate response.
- Most of them realized that they clam up when faced by a problem or react impulsively. They understood that neither is effective.
- They found out that unless they communicate and actively try to find a solution, the problem will not disappear.

Session 3 Identifying major stressors

Fact sheet

It is important to know what the major stressors in one's life are. Everyone has something that bothers them the most. Identification of such problems helps to think about the possible options of dealing with them.

Objectives

- (a) To help students to identify the areas of maximum stress
- (b) To help students understand the emotions involved
- (c) To help students explore the problem and look at the choices they have
- (d) To help students to identify the appropriate choices.

Procedure

(a) Activity

The students were asked to list out the areas where they experiences maximum stress. They were asked to think about the emotions involved and how they were presently dealing with the problem. Then they were asked to outline the possible alternatives and choose the one they felt would be most effective.

(b) Facilitative questions

- Were you able to identify the areas where you experience stress?
- What are the emotions involved?
- What are you doing presently to deal with them?
- Were you able to think of alternatives?
- Which alternative, according to you will work best?
- How will you know if it has worked?

(c) General sharing

- I hate one of the subjects and I feel very tense in that class. I am scared of the sir who teaches the subject. He is strict and punishes us. He is also fast and at times I don't understand and I don't ask him to repeat it because I can't speak to him. I need to accept the fear. I know that it is O.K to feel scared. But I also need to tackle the problem. I will try and speak to sir separately at first, and tell him I need some help. I will know it has worked when I am able to start telling sir when I have not understood in class.
- I am new in class and one of the girls speaks to me rudely. I feel insulted when she speaks like that in front of everyone. I feel hurt and also angry. I keep quiet as I feel she is an old student and liked more but I still feel bad. I am not guilty for feeling this way. But if I do not talk to her I will keep feeling this way. I will know my plan has worked when I am able to express how I feel to my friend and when she understands my feelings.

Facilitaiton

Each one of us has different stressors. What is easy for one is difficult for the other. we need to find out what causes us problems. It is important to identify

the emotions and then try and resolve the situation. If we are able to pin point the problem and think about it, we will be able to do something about it.

Investigator's own observations

- The students could identify the major stressors in their life. Most of them had more than one.
- The students seemed to be able to accept the feelings that they reported.
- They were able to think of options and choose an appropriate response.
- They seemed eager to try them out.

Home assignment : Working on a problem

Fact sheet

The experience of trying out a new behavior is the only way of finding out whether it was successful or not. The experiential basis of this intervention requires the students to try out the options and alternatives they have been talking about.

Objectives

- (a) Students will be able to try out the choices they thought were appropriate.
- (b) Students will experience the success or failure of the choices they made.
- (c) Students will be able learn from the experience and feel encouraged to try such problem solving behavior.



Procedure

(a) Activity

The students were asked to choose any one problem they had talked about in the earlier sessions of this part. They were asked to pick up one of them and apply the option that they had chosen as the most appropriate. They had to answer the below questions:

- Were you able to try out the option you chose?
- Were you uncomfortable?
- What was the outcome?
- How did you feel about the outcome?

(b) General sharing

- I went and told my parents about how I felt when they didn't keep their promise. Initially it was tough but once I started, it was alright. My mother heard me out and explained how tired they are when they come and that it was not always possible to remember things. I felt happy because I understood my mother's problem.
- I went alone and spoke to one of my subject teachers. I went to the staff room and spoke to him. I could not do it in class, I was scared but I did it when he was alone. I was very happy because I had never dared to do this before. He said he would help me when I needed it.

Facilitation

All of us are capable of making choices. It is possible to choose a response. We don't have to react impulsively. If we find time to think our problem through, we will be able to deal with them successfully.

Investigator's observations

- Most students had tried out the option they thought was best.
- Almost all of them reported feeling uncomfortable initially but they were able to go through with it.
- They seemed happy with the outcome.

4.2.5 Part 5 Self Motivation

Self motivation is the ability to use the power of our emotions in achieving our aims and goals. It is the ability to harness the energy of emotions for our purpose. It means setting goals and taking responsibility for achieving them. Once we are able to manage our emotions we will be able to work towards our goals, celebrate our successes and learn to deal with failures.

Session 1 Celebrating success

Fact sheet

Emotions are powerful resources of energy. It is important to learn to use this energy towards goal achievement. Once the person is motivated to achieve he will be committed, will take initiative and will be optimistic. Success in achieving one goal provides the encouragement to achieve other goals. Acknowledging success and celebrating it, is thus an important part of motivating oneself for future tasks.

Objectives

- (a) Students will be able to acknowledge their achievements.
- (b) Students will be able to celebrate their success with each other.
- (c) Students will be able to reflect on how they felt about their success.

Procedure

(a) Activity

Each student is asked to share one of their recent achievements. They are then asked to say “I feel good about achieving.....”.

All the rest of the class is asked to clap and congratulate him. He is then asked how he felt sharing his achievement. He will also share how he felt when he acknowledged his success and how he felt when others acknowledged his success.

(b) Facilitative questions

- How did you feel sharing your achievement with others?
- Do you normally take out time to celebrate your success?

(c) General sharing

- I feel good about becoming the vice sports captain. I was happy and proud. I felt happy talking about it and when others clapped.
- I feel good about improving my English so much. I could barely speak the language and this time I got good marks. I am very happy.
- I feel good about doing well in the Sanskrit test. I didn't know the lesson too well. I took help from sir and did well. I feel proud and very happy.

Facilitation

All of us have achievements to celebrate. The problem is we never take out the time to feel happy about them, to celebrate them. When we acknowledge our victories we develop more energy and zest to go ahead and succeed further. This is why it is important not to let go of any success, however small in our eyes, to go unnoticed.

Investigator's observations

- The students seemed to enjoy the activity.
- The students were proud and happy to talk about their achievements.
- Some students felt that their achievement was 'small'.
- They seemed to acknowledge their achievements.
- They also acknowledged each other's achievements.

Session2 Dealing with Failure

Fact sheet

Everyone has to face obstacles and failure at some point or the other. Hence, dealing with failure is an important part of emotional intelligence. It is important to try various ways of overcoming obstacles. Failing once does not mean no further attempts should be made to succeed. One needs to generate the motivation from within to keep trying.

Objectives

- (a) Students will be able to identify the obstacles or failure they faced.
- (b) Students will be able to explore their emotions.
- (c) Students will be able to identify other ways of dealing with the situation.
- (d) Students will be able to understand that each one has had failures and successes and that it is important to move ahead.

Procedure

(a) Activity

The students are asked to share one recent obstacle they could not overcome or a failure they faced. They were asked to identify how they felt. Then they further explored new ways and options they could try.

(b) Facilitative questions

- How do you feel about the failure?
- Are you the only one who has had failures?
- Can you think of other ways of dealing with the situation?

(c) General sharing

- I was not able to win the tennis match even when I worked hard. I felt very disappointed and sad. I have asked my coach to help me with one of my strokes which is weak.
- I wasn't able to get my story published in the magazine. Apparently there were mistakes. I was disappointed. I am going to try again and this time I'll ask for help to get it corrected and edited.
- I had tried to get into a painting competition and I did not get a rank. I was very sad. I am going to try again. I know I can get help from my mother.

Facilitation

All of us have had to face failure at some point or the other. It is natural to face obstacles and sometimes the method of tackling the problem is not appropriate and so we fail. This does not mean that we cannot succeed in the next attempt. All we need to do is explore the various options possible and try a new and different way of tackling the problem. We can also ask for help from people around. It is in this spirit of asking for and giving help that we benefit most.

Investigator's observations

- Students understood the objective of the activity.

- They did seem disappointed about not succeeding but were also quick to point out the other options they could try.
- They seemed aware that they could ask others for help.
- They seemed to be more positive about trying new options after they had thought of all possible ways.

Home assignment : New ideas

Fact sheet

It is important for individuals to reflect on what they want to achieve, even if they fail the first time. Once the objective is clear, it is possible to work towards it. When one can think of different ways of achieving the goal, it is also possible to motivate oneself to go for them.

Objectives

- (a) Students will be able to identify what is important to them.
- (b) Students will be able to think of different ways of achieving the goal.
- (c) Students will understand that there are various things they can try, for achieving the same thing and hence they can try another option if one does not work.

Procedure

(a) Activity

The students are asked to list one thing they failed in achieving and they still want it. The students are asked to think of all possible ways of achieving this objective. Apart from what they have tried, they are asked to think about all other options. They have to point out which one they think is most appropriate.

(b) General sharing

- I have not been able to become captain of the team. I want it very badly. I know what my weakness is and I need to work on it.
- I have not been able to talk to my friend and tell her how I felt. I tried once but felt too shy. But I feel hurt and I want to tell her. I think I need to find her alone so that I don't feel conscious in front of others.
- I have not been able to learn what we have done in computers. I tried to do it alone but I couldn't. I need to ask my teacher for extra help.

Facilitation

Some things may not work the first time we try them. But we need to think about other options, so that we will be able to give it another shot. If we stick to only one plan and it fails, it can be discouraging. We need to be able to open up our options and deal with the challenges that we come across.

Investigator's observations

- The students were able to identify what they could not achieve and still wanted very badly.
- They were able to think of a few possible options they had not tried.
- They seemed enthusiastic about trying them.

4.2.6 Part 6 Empathy

This aspect of the program dealt with helping students to realize the importance of recognizing and identifying emotions in other people. We live in a society where we constantly interact and deal with people. It is as important for each individual to be able to deal with other people's emotions, as it is for each to manage their own, effectively. 'Empathy' or recognition of other

people's feelings is an important skill that enables individuals to be sensitive to others, to avoid uneasy interactions and produce collaborative alliances.

Session 1 'Are you listening?'

Fact sheet

One of the major skills involved in empathy is the art of listening. It is different from 'hearing'. One can hear and yet the speaker may not experience being 'listened to'. There are a lot of verbal and non verbal cues that make the difference. It is important to know the difference between feeling listened to and feeling ignored.

Objectives

- a) Students will be able to recognize the difference between experiencing being 'listened to' as opposed to 'feeling ignored'.
- b) Students will be able to observe how they feel when someone listens to them and when someone does not listen to them.
- c) Students will be able to understand how their body language can make others feel comfortable or ignored.

Procedure

(a) Activity

The investigator pairs up the students into pairs and told to engage in a conversation. Each student is given a card with instructions written on it. For example, "Listen to what your partner is saying but do not make any eye contact." The students are to follow the instructions till the end of the conversation.

(b) Facilitative questions

- Did you feel that your partner was listening to you? How did you feel?
- Think about a situation when someone in the family or one of your friends did not listen to you. How did you feel?
- Think about how you listen to others? Do you think you might also make others feel 'not listened to'?
- What is the body language that made you feel 'listened to'?

(c) General sharing

- My partner was not looking at me; she was distracted, tied her shoe laces and even yawned once. I felt hurt and irritated. I was sharing something important and also interesting.
- My partner heard everything I said. She was nodding her head; she looked at me throughout and smiled. She even asked me a few questions. I felt happy sharing the incident.
- My partner was not listening to me at all. He was looking out of the window continuously. I was very angry. I had decided to share a very interesting incident but he just would not pay any attention.

Facilitation

All of the participants have heard everything their partners said. But some of you felt listened to while some of you did not. Why? There are some verbal and mainly non verbal cues that make us feel 'listened to'. Looking at the speaker, nodding, smiling, saying 'hmm' etc. are all actions that give the speaker encouragement to go on and makes him feel listened to. Whereas, not looking at the speaker and looking here and there, yawning etc. are actions that make the speaker feel that the listener is not interested, is bored or has not heard a

word that was said. Being listened to, makes the speaker happy whereas feeling ignored obviously makes one angry or irritated or hurt. We need to keep this in mind when someone comes to talk to us. Just the way we have a need to be heard out, others do too.

Investigator's observations

- The children did the activity very seriously.
- The children, who were not listened to, were upset and even complained in the middle of the activity that their partner was ignoring them.
- The group that was listened to seemed content and happy.
- The students could identify all the non verbal cues that make one feel heard or ignored.
- The students understood the difference between how it felt when they were heard and how they felt when they were ignored.

Session 2 ‘Feeling empathic’

Fact sheet

Empathy is the ability to recognize and respond appropriately to the feelings and emotions of others. Empathy makes us more attuned to social signals that indicate what others need or want. It is the sensitivity to other people's feelings and concerns, and understanding their perspective; appreciating the differences in how people feel about things. Each one of us had empathized with others at some point or the other. It is important to identify those moments and reflect on the experience.

Objectives

- a) Students will be able to understand the meaning of empathy.

- b) Students will be able to reflect on how they feel when someone else has been empathic towards them.
- c) Students will be able to see when they have been empathic to someone else and how they have made them feel.

Procedure

(a) Activity

Students were told to bring out an instance when they felt upset and some one listened to their problems and they felt understood. The outcome of such sharing and their feelings were discussed. Then they were asked to think of a situation when they had heard someone else's problem and understood it. Later, there was a discussion on what the other person felt, having shared his problem.

(b) Facilitative questions

- What is empathy?
- When you felt listened to and understood how did you feel?
- What did the person do (behaviorally/ verbally / nonverbally) to make you feel understood?
- When you were able to listen to someone and understand his problem, how did the other person feel?
- What did you do (behaviorally / verbally/ nonverbally) that made the person feel understood?

(c) General sharing

- I felt good talking to my mother. I was telling her I was hurt by her forgetting the promise she made to me. She listened carefully, nodding

and looking at me. She then also spoke gently and told me the reason for her act. I felt happy and even I understood what she said.

- I lost my tennis match and I was upset. My coach sat next to me and asked me how I was. I told him everything, about how hard I tried and still lost. He did not interrupt; he nodded his head and smiled. He was patient and heard me out. I felt relaxed after that. I felt like he had understood and was supporting me.
- My friend spoke to me after doing badly on a test. I listened to her very seriously, kept nodding and looking at her directly. After sharing she looked a little cheerful as compared to earlier. I think she felt relaxed after sharing.

Facilitation

All of us need people to share how we feel. When someone is able to understand us and accepts our feelings, we feel lighter; understood and we get the encouragement to go ahead and deal with our problems. There are a lot of verbal and non verbal messages that we send out while communicating with people. They all contribute in making the speaker feel accepted and understood or ignored and rejected. We need to be sensitive to other people when they have a need to talk. And we need to remind ourselves how we would feel if someone was to ignore us.

Investigator's observations

- The students could identify the times they had felt understood.
- They could also point out why they had felt understood (verbal and non verbal behavior).

- The students understood what a difference it can make when someone listens and seems to understand when they speak.
- The students also acknowledged that others would have the same need to share as they themselves do and so it was their responsibility to listen to them and understand them.

Session 3 'Put yourself in my shoes'

Fact sheet

Empathy requires that we understand the other from his point of view. It is to be able to recognize, accept and respond to what the other feels. Empathy is different from sympathy. Sympathy is when one pities the other or considers the other incapable of handling the situation. It is important to be able to empathize without pitying or thinking any less of the other.

Objectives

- (a) Students will be able to give empathic responses.
- (b) Students will be able to distinguish between sympathy and empathy.
- (c) Students will be able to understand how one feels when they are empathic.

Procedure

(a) Activity

Each student was asked to find a partner. They were told to share a small problem and how they felt about it, with their partners. The partner was asked to empathize. Once the activity was over, there was a discussion on how each one had empathized and how the speaker had felt sharing. The difference

between empathy and sympathy was brought out while discussing the various responses given by the students during the activity.

(b) Facilitative questions

- Did you understand how your partner felt?
- How did you respond to what he said?
- How did your partner feel having shared his problem with you?

(c) General sharing

- I listened to my partner and knew she was hurt. I told her that I understood she was hurt. I think she looked relieved when I said that.
- When my partner shared the problem I knew he was disappointed at losing a match. I felt sorry for him as he had worked hard. And I said 'poor thing'. He did not like that. He told me he was not a 'poor thing'. I realize what I did. I could have just told him that I knew how it felt and that I understood him.
- When I shared my experience with my partner, she was attentive and she responded by saying she understood how angry I was and that it was O.K to feel that way. I felt relieved when I heard that.

Facilitation

When we share what we feel, we want to be understood and not pitied. Pity or sympathy makes us weak, makes us feel we cannot deal with the problem. Empathy on the other hand makes us feel understood, accepted and supported. We need to keep this difference in mind when we respond to other people's problems.

Investigator's observations

- The students were able to share their problems.
- The students responded to each other.
- The students understood the difference between pity/ sympathy and empathy.
- The students also noticed how people felt when they sympathize with them.

Home assignment : Developing empathy

Fact sheet

The difference between sympathy and empathy needs to be very clear. By sympathy, one takes away the power of the other, makes the other feel small and incapable. Whereas, empathy can be empowering and become a strength for the other. It is important to keep this difference in mind.

Objectives

- a) Students will be given a chance to think about how others may feel.
- b) Students will be able to think of what they can say or do when someone close to them faces a problem.
- c) Students will be able to think of ways they can empathize with others.

Procedure

(a) Activity

The students are given a work sheet that contains a few problems faced by a some characters.

1. Priya is new in class. She has just joined the school and does not know anyone from the class. She enters and sees the faces of 30 new class fellows and a new teacher.
 - How does she feel?
 - What can you say to her?
2. Harish has just lost a tennis match. He had worked hard and practiced a lot. He enjoys tennis and had been looking forward to winning this match.
 - How does he feel?
 - What can you say/do?
3. Divya's best friend has stopped talking to her. Her friend got angry, they argued and her friend has not spoken to her since.
 - How Divya Feel?
 - What can you say / do?
4. Sameer has not been allowed to go for a movie. All his friends are going?
 - How does he feel?
 - What can you say / do?

Worksheet 4.4 : Worksheet for the Home Assignment 'Developing empathy'

The situations chosen are very similar to the problems that the students themselves have been bringing up in the sessions. They are required to think about how the person might feel in that particular situation; what they could do or say to empathize with the character.

(c)General sharing

- The character in my work sheet had failed a test. I understood he must be sad, disheartened. He might feel ashamed too. I feel it is natural to feel this way. I would say, "I know how you feel. I would have felt the same way."
- The character in my work sheet had not been able to talk to a subject teacher. I knew he felt scared. I would say, "I know you feel scared. A lot of people do."

Facilitation

It is very important to be able to understand how the other might feel. It does not mean that you feel sorry. It is just to understand how he feels, accept it and not make him feel bad about the way he is feeling. We need people to understand us. Similarly, others need us to understand them.

Investigator's observations

- The students' responses in this activity were empathic.
- The students seemed to have understood the difference between sympathy and empathy.
- The students were able to understand how the character must have felt and they could also respond appropriately.

4.2.7 Part 7 Handling Relationships

This is an interpersonal skill of managing relationships. No human being can survive completely on his own. Everyone needs people and hence, needs to have healthy and productive relationships with others around. It includes how well we express ourselves; how well we communicate; how we are able to accept the differences between us and others and how well we are able to recognize that all of us have different strengths and weaknesses and that it is possible for us to support each other and live in harmony.

Session1 'Different and yet friends'

Fact sheet

Everyone in this world is different. Yet this difference need not become a problem. This difference can actually bring novelty, fun and uniqueness in life. People can be extremely different and yet be great friends. This is the only way of living in harmony in a world that is full of diversity.

Procedure

(a) Activity

The students are asked to name one person they are closest to. They are asked to think of the differences between themselves and this person. Later, a discussion is held on what the differences are and if they have prevented them from sharing and being close.

(b) Facilitative questions

- Are you and your friend exactly alike?
- What are the major differences you find between yourself and him/ her?
- Does the difference bother you or make you uncomfortable?

- Is it possible for us to be able to accept the differences between each of us and yet be able to deal with everyone?

(c)General sharing

- I never thought of it like this but I and my friend are very different. She becomes irritable very fast, loves outdoor activities and also hates computers. I don't get angry so easily, I don't like outdoor sports and love computer games. But we are best friends. The differences were never a problem.
- I am closest to my neighbor. She is very quiet with new people and I talk a lot. She likes to be at home and I love to go out. But we have been friends for long now. I like her a lot.

Facilitation

All of us are different. The people we get along with or care about are also different from us. What we need to acknowledge is that if we can be so close to people who are so different then it is also possible to be able to deal with others who are different. We can't be close to everyone but we can be comfortable with everyone. We don't have to dislike people just because they feel, say or do different things.

Investigator's observations

- The students seemed to realize that even their close friends were different from them. And yet they were such good friends.
- They seemed to acknowledge that people are different and they just need to accept that. They need not be close to each one but they can accept them.

Session 2 'Communication'

Fact sheet

Communicating feelings with others is an extremely important skill. When we share our feelings with the other, we can make the other understand how we feel about their behavior or we can make the other feel accused or offended. A lot of what the other feels and thinks about us, depends on the way we communicate our feelings. It is possible to make the other understand our feelings, if we communicate it appropriately.

Objectives

- (a) Students will be able to see the difference between communicating feelings and accusing the other
- (b) Students will be able to understand how one feels when one is accused.
- (c) Students will be able to understand the difference between taking responsibility for one's own emotions as compared to putting the responsibility on someone else.

Procedure

(a) Activity

The students were asked to pair up. Each one had been given a situation. For example, "Your partner has complained about you to the teacher. How would you communicate your feelings?"

After each one had finished sharing, a discussion was held on how each one communicated and how each one felt about their partner's communication.

The different ways of communicating feelings and their effects on others were discussed.

(b) Facilitative questions

- How did you communicate how you felt?
- Did you blame the other? Or did you communicate your feeling?
- How did your partner respond to what you said? Was he empathic?

(c) General sharing

- I was told to respond to my partner who had called me an 'idiot'. I was angry. I told him, "You are the idiot and I will beat you up". And he said I dare not or he would too.
- I was told to respond to my partner when he had complained about me to the teacher. I was angry and hurt. I told him, "I am angry and hurt". He said he had not meant to hurt me.
- I was told to respond when my partner had thrown the chalk at me. I said, "I was distracted when you did that and it hit me hard". He apologized.

Facilitation

When we are able to use "I feel...." sentences, people understand that we are sharing emotions. Whereas if we use "You did/said/made me feel....." statements, people feel they are being accused. When you share with an "I" statement the responsibility is still yours. And people are willing to accept your feeling. Whereas, with a "You" statement, you push the responsibility on the other person and hence he is unwilling to understand your feelings. We can make ourselves understood if we take care of how we express our feelings.

Investigator's observations

- During the discussion students understood the difference between how one feels with an "I" statement as compared to a "You" statement.
- Students were able to see the difference between keeping responsibility with an "I" statement.
- Students accepted that they would feel open to listen to their class fellows sharing their feelings but would not allow them to accuse them.

Session 3 Strengths and Needs

Fact sheet

Everyone has different strengths and needs. Someone may be very good at what we lack in. It is important to realize these differences. Also, one needs to acknowledge that we can all support each other. One person's strength can be the other's weakness. And hence it is possible to help, to co operate, to have a give and take. This is the way the world functions and one needs to see that it is the only way of living where each one is different and in need.

Objectives

- (a) Students will be able to recognize the differences between each other's strengths and needs.
- (b) Students will be able to understand that each person's strength can be used to help in someone else's need.

Procedure

(a) Activity

Each student was asked to write a few of his /her strengths and some of his / her needs. Now each person was asked to move around the group and ask for

help for their needs. They were to identify as many people as they could, to help them in their need.

(b) Facilitative questions

- Were you able to identify someone to help you in your need?
- Were you able to help someone in his need?

(c) General sharing

- I got a lot of people who could help me. My need was to learn math and also play tennis. There were a lot of people who were good at it and offered to help.
- I wanted help in learning English. One of my class fellows promised to help me by talking to me in English and correcting me when I went wrong.

Facilitation

We live in a world where each of us has positives or strengths and where all of us need help in some area or the other. It is not possible to be good at everything and not need anyone else. That is why it is also important to ask for help as well as extend help. If we do not share with others about our needs, we will not receive help. Only if we are open about our needs, that people will understand and will be willing to help. This process of give and take is what helps us to make friends and also maintain our relationships with people.

Investigator's observations

- Students were able to find someone to help them for each need.
- Students understood that they could help a lot of people too.

- Students were encouraged to ask each other for help and share their need.
- They were also able to offer help.

Home assignment : 'Understanding the other'

Data sheet

It is important for any new learning to be thought about and put into practice. It helps to reinforce this learning and also experience how it feels.

Objectives

- a) Students will be able to try out the "I feel....." sentence and see how others react.
- b) Students will be able to compare the difference to other incidents where they used "You...." sentences.

Procedure

(a) Activity

The students were asked to use "I feel" sentences at school or home. They were asked to notice the people's reactions and write them down. Their observations and experiences were shared in class the next day.

(c) General sharing

- I told my mother that "I feel hurt when you scold me in front of my friends". She heard me and said that she would try not to but I should also behave myself properly in front of others. She listened to me. Otherwise I used to fight and tell her she was mean because she yells at

me in front of people. And she also used to fight back. "I feel." Sentence made her open to listening to me.

- I used it with a subject teacher. I told him that "I was not able to understand", instead of saying you went too fast. He offered to repeat it. I felt happy.

Facilitation

We need to reflect on our own communication and realize that we will be able to make ourselves heard and understood when we stop blaming others and start sharing our feelings. people are willing to listen to feelings but are not willing to be offended/ yelled at/ accused. Just by taking care of the communication, we can make sure that people around us understand us and like us, instead of grudging us.

Investigator's observations

- Students did try "I feel....." sentences.
- They were happy with the results
- They acknowledged that it was more effective than "You..." sentences.