



deal

Dealing with Emotions



How to deal with our feelings?



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DEALING WITH EMOTIONS

Module of War Child's I DEAL intervention

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THEME INTRODUCTION

Goals of the module 'Dealing with Emotions':

The children have gained tools to recognise and deal with their own emotions and those of others in constructive ways.

Sessions:

- 1 What are emotions?
- 2 When and how do you react?
- 3 How to deal with emotions?



Session 1: What are emotions?

Goal: The children have learnt to recognise different emotions and to differentiate between these emotions.



Session 2: When and how do you react?

Goal: The children have gained a better understanding of their own emotions and their reactions to these emotions.



Session 3: How to deal with emotions?

Goal: The children have learnt how to deal with their emotions in constructive ways.

In the first session you will help the children to become familiar with the concept of emotions. Some children may not even know the word. If you, being the facilitator, give examples the children can identify with, or give examples of your own emotions and vulnerabilities, then the children are more likely to open up.

The second session will trigger the children to think about their own emotions. You will invite them to identify what is happening in their hearts and minds and facilitate them to talk about their feelings.

In the third session, you will put forward different situations that could produce strong emotional reactions. You will make them aware of the effect of their reactions on other people. They will learn about alternative reactions to strong emotions.

WHAT ARE EMOTIONS?

What are emotions or feelings?

What are they good for?

Should we control our emotions?

In this module we will show that being aware of your emotions is important, especially when growing up.

An emotion is an affective state in which joy, sorrow, fear, hate etc. is experienced, as distinguished from reason or will. Emotions are our 'thermometers', measuring what

is really going on in and around us.

Emotions are usually accompanied by bodily or physical changes, such as an increased heartbeat or sweating.

Emotions lead us. We are led by more than just reason (thinking). When something happens or when we observe something, we usually feel an emotion, then we think, and then we act.

Emotions can be recognised through facial expressions or other physical reactions such as crying, shaking or body posture.

Examples of emotions

Some emotions and their corresponding facial expressions are universal across human cultures. Universal emotions are:



There are numerous possible emotional reactions that will greatly differ per situation, person and culture.

Cultural differences

Specific emotional responses as well as a group's interpretation of their significance are generally influenced by cultural norms.

Different societies deal differently with emotions such as love, hate, and the desire for revenge.

What in one society will be considered cruel may provoke responses of enjoyment in another society. Or, talking about sex may be normal in some cultures, while this would provoke shame or disgust in others. In other words:

Emotions and the way you react to them depend on social conventions, expectations, norms and behaviour of the group in which you live.

Why are emotions important?

Emotions are functional. They are believed to serve the following human interests:

Survival

Our emotions have the potential to serve as a delicate and sophisticated internal guidance system. Our emotions alert us when a natural human need is not met. For example, when we feel lonely, our need for connection with other people is not met. When we feel afraid, our need for safety is not met. When we feel rejected, it is our need for acceptance, which is not met. Thus, emotions urge us to go and look for that connection, safety, and acceptance – all needed for human survival.

Decision making

Our emotions are a valuable source of information. Our emotions help us make decisions. Studies show that people with brain damage, whose emotional connections do not work properly, can often not make simple decisions. Why? Because you need to know how you will feel in order to make your choices.

Boundary setting

When we feel uncomfortable with a person's behaviour, our emotions alert us. If we learn to trust our emotions and feel confident expressing ourselves, we can let the other person know we feel uncomfortable as soon as we are aware of our feeling. Or we may decide to keep our distance from that person. In any case, emotions help us to set boundaries, which are necessary to protect our physical and mental health.

Communication

Our emotions help us communicate. Our facial expressions, for example, convey a wide range of emotions.

If we look sad or hurt, we are signalling to others that we need their help.

If we are verbally skilled we will be able to express more of our emotional needs and so have a better chance of fulfilling them. If we are effective at listening to the emotional troubles of others we are better able to help them feel understood, important and cared for.

Happiness

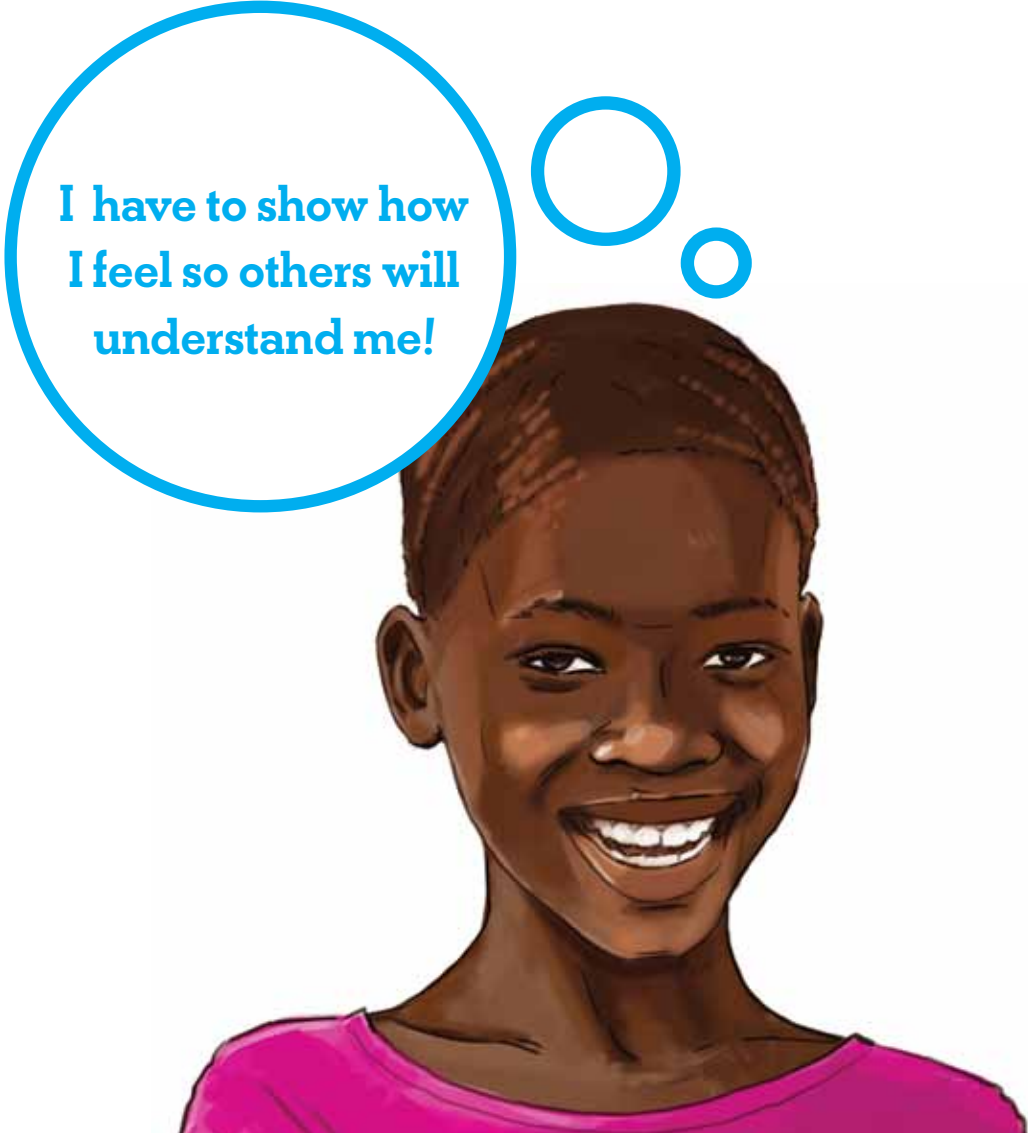
The only real way to know that you are happy is to feel happy. When we feel happy, we feel content and fulfilled. This feeling originates from having our needs met, particularly our emotional needs. We can be warm, dry, and well-fed, but still unhappy. Our emotions and our feelings let us know when we are unhappy; when something is missing or needed. The better we identify our emotions, the easier it will be to determine what we need to be happy.

Children's emotions

For children to develop healthily it is important that they learn to recognise their own emotions. They need to realise why they have certain emotions, to learn how to express their emotions in a culturally appropriate way and how to deal with their emotions.

A child needs to learn that when they are angry, that they should not become physically aggressive towards others, but must try and talk about their emotions with peers or trusted adults. Or when children are afraid they need to understand why they are afraid (“Am I in danger? Then I should look for support from someone”).

The ability to express and deal with emotions, as well as being able to recognise and deal with the emotions of others, are powerful coping mechanisms that will enhance children’s resilience in difficult situations.

A young girl with dark skin and braided hair is smiling. A large blue thought bubble is positioned above her head, containing the text "I have to show how I feel so others will understand me!". Two smaller blue circles are also present above the main bubble, connected by a thin line.

**I have to show how
I feel so others will
understand me!**

SESSION 1 What are emotions?

Goal The children have learnt to recognise different emotions and to differentiate between these

Resources emotions.

10 cards with different emotions: joy, frustrated, sad, shocked, shy, surprised, proud, irritated and afraid.

Exercise 1 Follow the leader (20 minutes)

Exercise 2 Emotion relay (30 minutes)

Exercise 3 Cover the space (25 minutes)

Exercise 4 Miss Mamboleo (15 minutes)



Exercise 1: Follow the leader (20 minutes)

Goal of the exercise: To warm up and to introduce the concept (idea) of different emotions.



Welcome the group: Welcome everybody!

- Step 1.** Get the children to stand in a circle and say 'Let's start with a game to warm up'.
- Step 2.** Step forward with a particular sound and movement (for example say "Helloooo" with a happy voice and gesture).
- Step 3.** Ask the whole group to imitate exactly what you just did.
- Step 4.** Continue making different sounds and movements using different emotions that the group can imitate. For example you can say hello in a 100 different ways, such as angry, sad, proud, afraid, hopeful, loud voice, small voice, etc. The more sounds and movements you make, the more you stimulate expression and imagination within the group.
- Step 5.** When the group gets the idea ask (different) children to help in doing a round.

! *Make sure to keep up the tempo of the game.*



Group talk

Tell the group: The coming three sessions we are going to be looking at emotions.

Ask the group: Who knows what emotions are? Allow two or three children to answer.

! *Identify the word 'emotion' in the local language beforehand. There might not be one single word for it which means you will need some time to explain what an emotion is.*

Tell the group: Emotions are people's feelings. In the game we just did, we also saw a variety of emotions.

Ask the group:

- Which emotions did you recognise? (Joy, sorrow, anger)
- Do any of you sometimes feel happy? Sad? Angry?
- If you feel angry do you stay angry for a long time?

Tell the group: Feelings can change. It depends on what happens in your life. Having those feelings is normal. But if you are always angry, or always sad then there is something wrong. You can give an example of this from your own life if you can.

There are six basic emotions: joy, sadness, anger, fear, disgust and surprise. People everywhere in the whole world experience and feel these same basic emotions. It is human. Other emotions like loneliness, confusion, excitement etc. can be linked to the six basic emotions.

Ask the group: Do you think that it is important that you know your own emotions?

Remind the group: Yes, it is important, because you all have emotions and you will react to them. Sometimes you will (re)act in a positive way, but sometimes it can be negative. In the next exercise we are going to look at different emotions.



Exercise 2: Emotion relay (30 minutes)

Goal of this exercise: The children have learnt to read different emotions from peoples facial expressions.



- Step 1.** Divide the group in 4 smaller groups. Get the groups to stand at a distance from one another, so that the groups will not disturb each other.
- Step 2.** Ask each group to stand in a line behind each other.
- Step 3.** Explain to the group that they are going to have a small competition between the groups. The aim of the game is to see which group is the fastest in passing on an emotion from child to child without using words.
- Step 4.** Let the numbers 1 (those participants standing at the front of the line) face you. Ask all the others to turn their backs, so they cannot see what happens.
- Step 5.** Ask the numbers 1 to come forward and show them one of the prepared cards with an emotion. (Or whisper the emotion into their ear).
- Step 6.** Ask the numbers 1 to run back to their group, tap number 2 on the shoulder, who then turns around. The numbers 1 express the given emotion, without talking.
- Step 7.** Now number 2 should tap number 3 on the shoulder and show them the same emotion, and so on down the group until all the children have had a turn.
- Step 8.** As soon as the last one in the line has been showed the emotion, let them run forward to you. The child picks the card with the correct emotion on it. If correct, it is worth a point. Keep the score for the 4 groups.
- Step 9.** Repeat the game with a new front (wo)man; preferably as many times as necessary to give every child the opportunity to be number 1.
- Step 10.** The group with the most points is the Emotion Champion of that session!



Group talk

Tell the group: It is important to recognise emotions. You can read emotions from somebody's face.

Ask the group: What other ways are there to know what someone is feeling? How would you, for instance, see that somebody is angry? Let the children answer and ask them to demonstrate what they mean using gestures or other body language or using tone of voice.

Tell the group: In the following game we will try to show emotions in different ways. This time we are going to use the whole body.



Exercise 3: Cover the space (25 minutes)

Goal of this exercise: The children have learnt how to quickly express a range of emotions.



- Step 1.** Ask the children to just walk around the space – without talking or making contact with anybody else. Tell them to constantly try and cover the whole space. This means they should keep trying to fill up the empty space.
- Step 2.** Tell them to “freeze” when you clap. This means that everybody stops moving immediately and freezes into the exact position they are in. When you shout “move”, the children have to start moving again.
- Step 3.** Repeat this a few times, until you see that they understand the instructions.
- Step 4.** Now add the following instructions. Explain that before the clap, you will call out different things, in order to make them freeze in a certain way. Things like professions, people or feelings. Children have to freeze into a position expressing the instruction you gave.
- Step 5.** Start with easy instructions like: driver, mother, teacher, child, etc.
- Step 6.** Then bring in emotions, like: happy, sad, angry, shy, surprised, etc.
- Step 7.** Expand by combining a person/profession and an emotion, like: happy child, angry driver.
- Step 8.** Expand by introducing different situations the children can relate to: a football team that won a game, children who lost their parents, siblings fighting over food etc.



Group talk

Start by complimenting all the children. Well done!

Tell the group: As you have seen, emotions can be shown in different ways: through your face, by the way you walk; by the way you behave.

Give some examples of what you saw the children doing. For example when you mentioned 'sad' you saw some participants 'crying'.

Emotions are followed by reactions. A reaction to being sad, for instance, is crying. If you are angry, some children want to fight. Next time we will look at that: how you react to different emotions.



Assignment for next time.

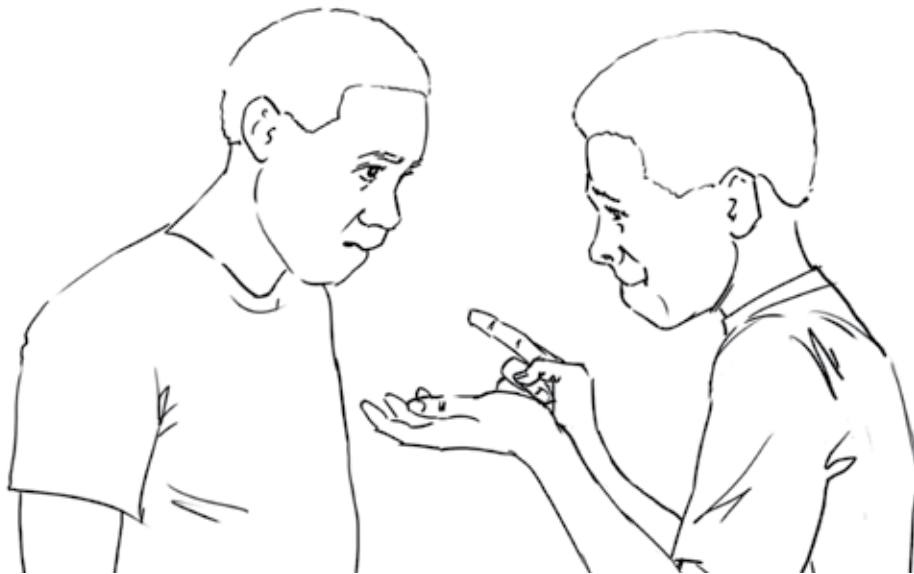
Ask the group: Please think for yourself when do you feel happy, sad or angry. Then also ask yourself:

- What makes you angry?
- What makes you sad?
- What do you do?

Make a note of this in your diary, we will discuss it next time.

Exercise 4: Miss Mamboleo (15 minutes)

Goal of this exercise: To close the session with a game and for the children to practise expressing different emotions.



Step 1. Ask the group to form a circle.

Step 2. Explain to the group that we are all looking for Miss Mamboleo.

Step 3. You start the exercise yourself by saying to your neighbour on your left: "I am looking for Miss Mamboleo. Have you seen her?" , while talking, you cannot show your teeth! So when speaking in this exercise, everybody has to hide their teeth (by putting their lips over their teeth).

- Step 4.** Tell your neighbour on your left to answer: “No I haven’t seen her. But let me ask my neighbour”. (Check if the neighbour is not showing any teeth!).
- Step 5.** They will then turn to the person on their left to ask for Miss Mamboleo using the same words. That person will answer using the same words, etc. Until the message has gone around the whole circle and has come back to you.
- Step 6.** Tell the children that most of the time, people talk to each other with a certain emotion. We will now try this with different emotions. Now repeat the exercise while imagining that everyone is desperate to find Miss Mamboleo. That despair should be seen and heard by the way you ask where Miss Mamboleo is. When it reaches the last child, the emotion has to be as strong as possible.
- Step 7.** Repeat this again, going around the circle but now in a happy way (e.g. because there is great news for Miss Mamboleo).

Tell the group: You see there are many ways to say the same words. In the coming days try to notice with which emotion people are speaking to each other. And all remember the exercise for the next time.



SESSION 2 When and how do you react?

Goal The children have gained a better understanding of their own emotions and their reactions to these emotions.

Resources Emotions worksheet.

Exercise 1 Repetition Miss Mamboleo (15 minutes)

Exercise 2 Emotions worksheet (60 minutes)

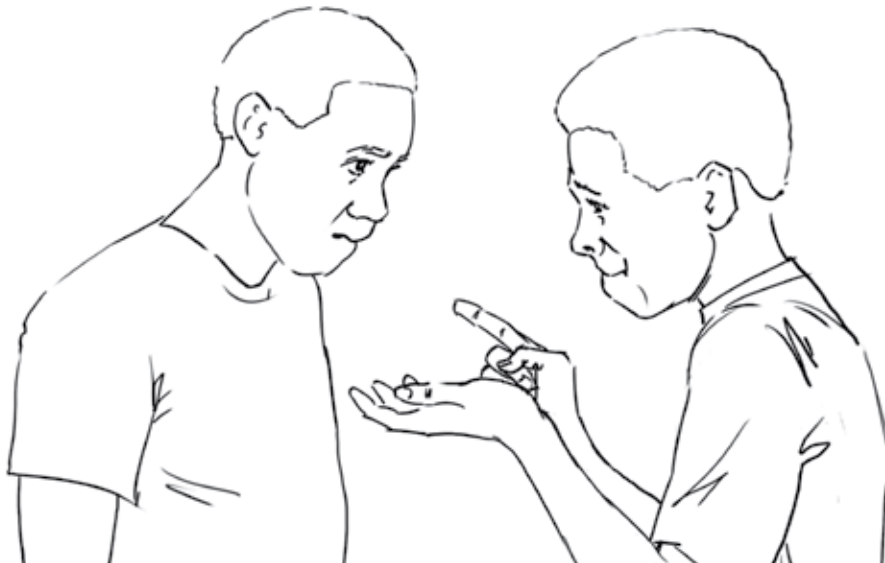
Exercise 3 Pass the bird (15 minutes)



Exercise 1: Repetition Miss Mamboleo (15 minutes)

Goal of the exercise: To warm up and to remind the group how to express different emotions.

Welcome the group: Welcome everybody! Today we will use last week's assignment as important input for this session. But let's first start with an exercise.



Group talk

Tell the group: Today we will be looking at how each of you react to emotions. Everybody has emotions and everybody reacts to emotions. That is completely normal. Some reactions to emotions are helpful while others are not.

Ask the group: Did you all do your assignment?

Tell the group: We are going to do an exercise now in small groups. You can share your answers and what you learnt by doing the assignment.



Exercise 2: Emotions worksheet (60 minutes)

Goal of this exercise: To be able to reflect on your own personal emotions and reactions.

- Step 1. Divide the group in small groups of 5. You can separate girls and boys if you think that is more suitable.
- Step 2. Ask the children to share their results on last week's assignment. Ask the children what they usually do when they feel sad or angry? Invite each child in the group to say something about their own emotions and reactions. Ask them to think of examples from their daily lives.
- Step 3. Hand out the Emotions worksheet (see annex 1 at page 22), give one to each child. Tell the children to have a look at the questions and write down the answers for themselves.

! If children in the group cannot read or write, another way of doing this exercise is to let the children sit in small groups (about 5 participants per group). Instead of handing out the worksheet you can call out each question one by one from the 'Emotions Worksheet' and ask each child to think of their own answer for a minute. Then let the children discuss their answers with each other in their small groups. After this you can move to step 5 and 6 of the 'Emotions Worksheet' exercise.

- Step 4. Ask the children to discuss the answers in their small group.
- Step 5. Assign one emotion and reaction to each group and let them make a small role play to depict this emotion and reaction. The children should divide the roles between the children in the group and prepare their role play. Give them a few minutes to prepare.
- Step 6. Set a stage and let each group perform the role play with the rest as the audience. If there is time, let the audience give feedback on what they saw after each groups role play.

! As the facilitator you will need to help each small group. You can do this through the following:

- See if everybody is contributing.
- Make sure that no one is getting teased about any feeling or reaction.
- Emphasise that everybody has feelings and that this is very normal.

! The 'Emotions Worksheet' only discusses the emotions joy, sadness, anger and fear, because these are the easiest to recognise – and the most relevant.



Assignment for next time

Tell the group: Please think about the different emotions that we discussed today, like happy, sad, angry, lonely and afraid.

Ask yourself the following questions:

- What do you do when you feel angry?
- What do you do when you feel sad?
- Does that reaction help you?
- Does it make the situation better?
- How does the reaction affect other people – do other people like your reactions or do they feel hurt or angry?



Exercise 3: Pass the bird (15 minutes)

Goal of the exercise: To close the session with a game and for the children to express what they have learnt in today's session.



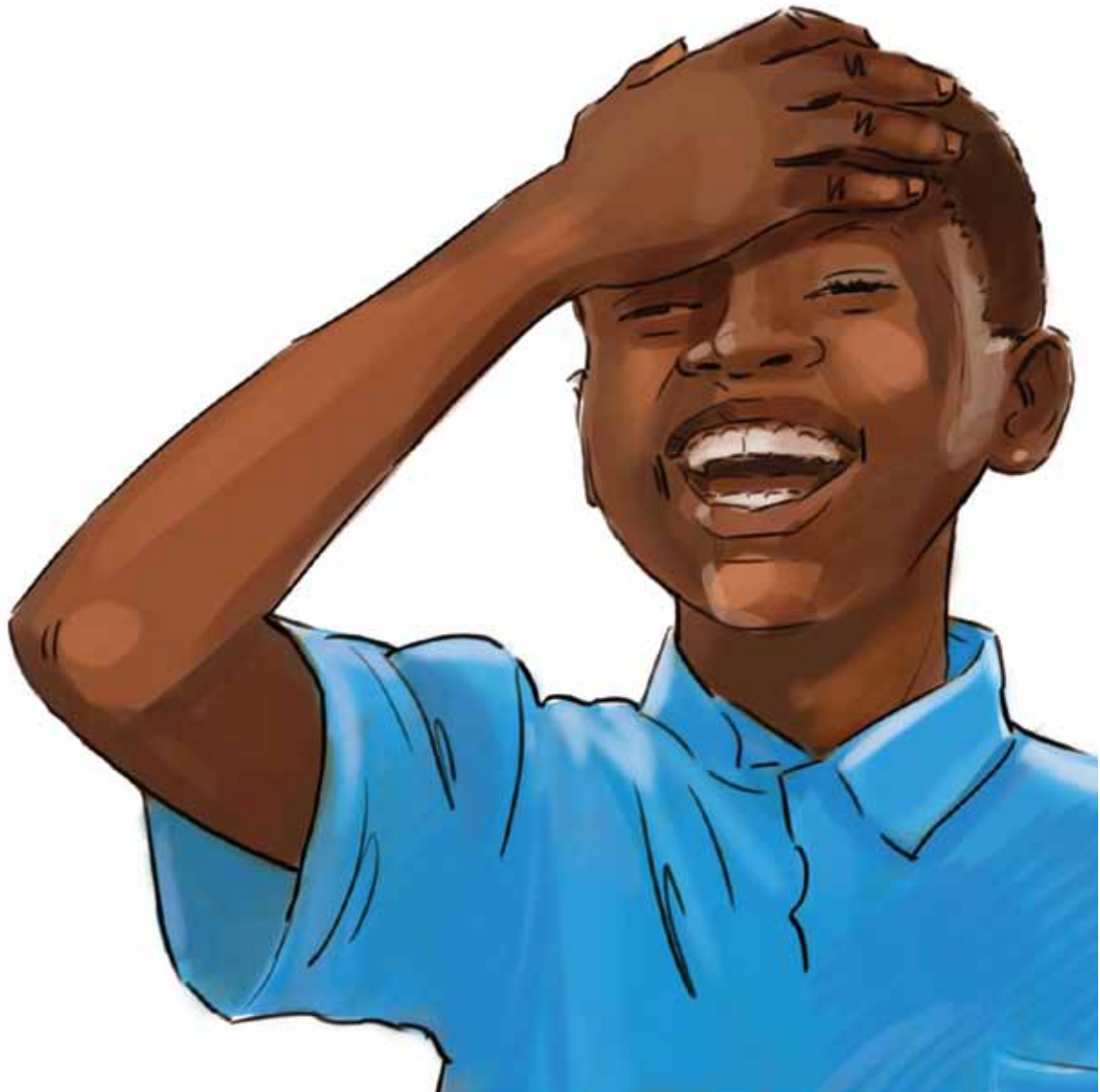
- Step 1. Ask the children to stand in a circle.
- Step 2. Make a 'cup' of your two hands and tell them that you are holding a very small bird and that you are going to pass the bird around the circle.
- Step 3. Let the imaginary bird be passed around the circle once. Tell the children that they must be very careful while handing over the bird from child to child, as it is very small.
- Step 4. Pass the bird around again and ask the children to whisper or say to the bird what they learnt from today's session or how they feel after today's session, Like: "Hello little bird, I feel very happy about today."
- Step 5. When the bird comes back to you again, tell the children that the bird wants to fly away but that it needs their help. Gently throw it across the circle to each other and catch.
- Step 6. Let someone 'throw' the bird up in the air before everyone waves goodbye to the bird.

Tell the group: Thank you all for coming today, remember to practise what we have learnt together in your daily life and duties. It will bring you joy and to those around you. Keep note of your experiences so you can share them with us next week.

Bye everyone.

I laugh a lot with
my friends...

... they make me
very happy!



SESSION 3 How to deal with emotions?

Goal The children have learnt how to deal with their emotions in constructive ways.

Resources 3 big cards with the letters A, B and C.

Exercise 1 Repetition Bird game (10 minutes)

Exercise 2 Role play (45 minutes)

Exercise 3 Emotion and reaction quiz (30 minutes)

Exercise 4 Closing song (5 minutes)



Exercise 1: Repetition Bird game (10 minutes)

Goal of the exercise: To warm up and to allow all the children to tell something about what they experienced during the last week.

Welcome the group: Welcome everybody!

Let us start with a game to warm up.

Repeat the game you ended with last week only this time ask the children as they pass the bird around to tell the bird something small about their week since the last session.



Group Talk

Tell the group: Today we are going to look at how we deal with emotions. Emotions are always linked to something that happens.

Ask the group: Did anyone in the group notice that last week?

Can you give us some examples of emotions/feelings and the moments you experience those emotions. Allow a few children to give you an example.

Tell the group: Let me give you another example (or you can use one of the examples one of the children gave): your mother was angry with you and yelled at you. That made you feel sad and also a bit angry. Then your little sister came to ask you to carry her. You got really angry with her and slapped her. This is just an example, but it does happen like that, right? Today we are going to look at how we can deal with our emotions and reactions in a positive way. A way that is positive both for yourself and also for others. This is not always easy. But let's try.



Exercise 2: Role play (45 minutes)

Goal of the exercise: To think about and test your own emotional reactions in different given situations.



- Step 1.** Divide the group up into small groups of 5 or 6 children.
- Step 2.** Ask each small group to discuss the assignment of last week. Ask every child to give one example of a situation, and the emotions and reactions it caused in them and in others.
- Step 3.** Let the group choose one of the situations from their group and ask them to make it into a short role play. In this role play they should show the situation and the emotion it gives the people involved.
- Step 4.** Allow each group to perform their small role play. As the group is performing the role play – stop it before the person starts to (re)act on their emotion.
- Step 5.** Ask the audience what the reactions of the person involved could be – ask them to choose one negative reaction (a reaction that does not help to solve the situation or that leads to more problems).
- Step 6.** Let the group on stage continue their role play and act out the reaction chosen by the audience.
- Step 7.** Now ask the group on stage to discuss together how they can change the ending of the scene, showing a more positive reaction to the situation and emotion instead of a negative one. So change the reaction into something more positive or helpful for the person themselves and other people involved - solving the problem and/or reducing the negative emotion – resulting in a happy emotion.
- Step 8.** Ask the group:
 - Is this more positive and helpful?
 - Do you react like this?
 - Why yes/no?
 - Do you see others reacting like this?
- Step 9.** Repeat steps 4 to 8 for each group.



Group Talk

Ask the group:

- What are helpful, constructive reactions?
- Is it difficult to react like this?
- Why is it, for instance, easier to beat somebody than to tell him that you did not like what he just said or did?

Tell the group: To build happy relationships you need everyone to feel good and happy and you can do this by talking to them rather than beating them.



Take your time for this!

Really allow the children to talk about their reactions. If you feel that your group needs more time to discuss dealing with emotions, then spend another session on it. Discuss this with your supervisor in terms of planning. If you do make an extra session, make sure that the children are also aware that the I DEAL cycle will now take an extra week.



Exercise 3: Emotion and reaction quiz (30 minutes)

Goal of this exercise: To discuss emotional reactions.

Materials: You will need the following materials: 3 cards with the letters A, B and C written on them. Each of the cards should have a different colour.

- Step 1.** Make 3 'answering posts' with the coloured cards you prepared: A, B and C. These are places. You can do this for example by attaching the 3 cards to the wall at a distance from each other.
- Step 2.** Let all the children stand in a line, about 10 meters away from the answering posts. Position yourself so all children can hear you.
- Step 3.** Read the first quiz question aloud from the annex called Emotions and reaction Quiz.
- Step 4.** Read the 3 possible answers aloud. Each answer is either A, B or C. Ask the children to choose an answer that best shows what they would do in such a situation. The children can then run to the post with the letter of the answer they have chosen.
- Step 5.** Ask the group what they think the best answer is (i.e. the most positive and helpful reaction) – and why.
- Step 6.** Give the right answer and explain why. Reason why the other options are not right (i.e. not solving the problem could make the emotion grow instead of go away, which causes another negative emotion and will make the problem bigger etc.).
- Step 7.** Go to the next question and follow steps 4 to 6 again.



The aim of this quiz is to make children think. This is not an assessment to see how many children know the correct answer. So do not mark results as a teacher does at school. Instead try to get the discussion going with the children about the emotional reactions given.



Another way of doing this quiz is to allow the children to work in small groups and discuss the answer before choosing one.



Reflection: Module evaluation

Evaluate the module, by asking questions such as:

- What have we done? What games/exercises do you remember?
- What was easy, what was difficult for you?
- What have you learnt about this theme?
- Did you already use something you learnt in I DEAL in your daily life?
- If so, how? If not, what is keeping you from using it?
- Did you miss anything? What else would you have liked to learn about this theme?

Tell the group:

Thank you all for coming today, remember to practise what we have learnt together in your daily life and duties. It will bring you joy and to those around you. Keep note of your experiences so you can share them with us next week. Bye everyone.



Exercise 4: Closing song (5 minutes)

Goal of the exercise: To close the session with the group's favourite game and/or sing a song to round off the module with a good feeling.

Step 1. Let the children form a circle.

Step 2. Sing and clap:

If you're happy and you know it, clap your hands (clap clap)
If you're happy and you know it, clap your hands (clap clap)
If you're happy and you know it and you really want to show it,
if you're happy and you know it, clap your hands (clap clap)

Step 3. Let the children sing and clap along with the whole group.

Step 4. Change to other emotions, for instance:

If you're angry and you know it, stamp your feet (stamp, stamp)
If you're sad and you know it, cry it out (booo-hooo, booo-hooo) etc.



ANNEX 1

My Emotions worksheet

My name is:
<ul style="list-style-type: none">• I am happiest when...
<ul style="list-style-type: none">• I am saddest when...
<ul style="list-style-type: none">• I hate it when...
<ul style="list-style-type: none">• My greatest fear is...
<ul style="list-style-type: none">• When I am happy, I...
<ul style="list-style-type: none">• When I am sad, I...
<ul style="list-style-type: none">• When I am angry, I...
<ul style="list-style-type: none">• When I am frightened, I...
<ul style="list-style-type: none">• Sometimes I feel...
<ul style="list-style-type: none">• And when I feel like this I...

ANNEX 2

Emotions and reactions quiz

1. What do you do when a boy in class calls you a liar?
A. You kick him.
B. You ask him: "Why did you call me a liar?"
C. You start crying and run to your mother.
2. Your friend just won a football match. You also love to play football, but you were not chosen for the team. You are still angry about that. Your friend comes to tell you that he won the match. He is very excited and wants to talk about the match. What do you do?
A. You tell him to stop bothering you.
B. You pretend to listen, but you do not want to hear what he is saying.
C. You listen to him. It is not his fault that you are not on the team.
3. You had a very good mark for mathematics at school and you are very happy. What do you do?
A. You run home and start talking about your marks to the first person you meet.
B. You tell your best friend.
C. You do not tell anybody.
4. Your mom is angry at you, but you do not know why. What do you do?
A. You run away from home to your aunt's place.
B. You find out why she is angry.
C. You get angry too.
5. Your friend asks you to come with him, because he wants to tease a girl near the waterhole. What do you do?
A. You go with him.
B. You say that you are busy doing other things.
C. You tell him that teasing others is not a nice thing to do.
6. A friend accuses you of stealing his books. This is not true, but your friend is really angry. What do you do?
A. You fight.
B. You go home and decide this boy is no longer your friend.
C. You ask him why he thinks that you stole his books and explain that you did not.
7. A boy or girl tells you he/she is in love with you. You like him or her but you feel you are too young for love. What do you do?
A. You start crying.
B. You tell him that you are too young and just want to be friends.
C. You run to the teacher and tell him or her.

8. You and your friends are at the waterhole. A man comes to you and starts pushing your friend, who is a girl. The man wants to have sex with her. What do you do?
- A. You run away and hide, leaving your friend behind.
 - B. You start shouting for help.**
 - C. You report to your parents.
9. You didn't sleep well. You had a bad dream. What do you do?
- A. You tell somebody you trust.**
 - B. You run away from home, because you're afraid at home now.
 - C. You keep quiet.
10. You have been asked to perform at the school's music gala. You feel very pleased, but also scared to perform. What do you do?
- A. On the day of the gala you say you are sick and run away.
 - B. You tell yourself: "I can do this!"**
 - C. You tell your teacher: "Please ask somebody else!"

! The bold answers are the correct answers.

! You can come up with other questions if you know better ones, or if you wish to have more than these ten.



Let's
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