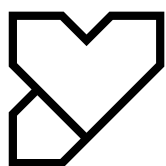


# my life.

## Managing My Emotions

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Session Guides



YOUTH  
FOR CHRIST

## Getting Started | Introduce

==== Shows the flow of the key parts of the session  
 ..... Indicates optional activities in shaded boxes

### DRIFT

#### Truth, truth, lie

As participants enter, ask them to write down two truths about themselves and a lie. Once everyone has completed this, take turns as a group to vote on which is the lie for each participant. Encourage this as an activity to get to know each other, and keep the statements light-hearted! Do this yourself as well to introduce yourself and any other tutors to the group.

### BIG PICTURE

#### Life skills and character development

This myLife course has been designed to help participants to grow in a life skill as well as to grow in positive character development. Talk a little about the specific life skill that you will be working on over the course, and explain that this will be introduced in more detail next session. Today we will focus on exploring what we mean by character development. Throughout the course we want to make sure that we are able to create an optimal environment to learn and grow together. Explore and agree some joint rules as a group that you will aim to stick to during the course. Ask participants to fill this out on the first Progress Tracker sheet (PT:1).

### CASE STUDIES

#### Inspiring characteristics

Ask participants to think of someone who they admire or find inspiring.

**Q.** What is it that you admire about this person?

Try to identify if any of those qualities are practical skills (e.g. good at football) or character traits (e.g. trustworthy.) For qualities that are practical skills, explore what character traits that person might have needed to grow in in order to improve in their practical skill. For example: for someone to become good at football they might need to also grow in endurance or resilience.

### DRIVING QUESTION

**Q.** How does myLife work?

**Q.** What are some positive characteristics?

**Q.** What do I want to gain from myLife?

### CORE

#### Defining characteristics

Hand out GS:1 which is a code-breaker for the characteristics and ask participants to complete.

**Q.** Do you have any ideas about what any of these words might mean?

Hand out GS:2 which shows definitions for the words. Match the words to their definitions and discuss any differences between what they thought the words meant, and what the definitions say. You may need to use examples relevant to your group. If necessary, process what some of the words don't mean e.g. having resilience doesn't mean that difficult things aren't difficult or hiding from your emotions.

## Managing Emotions | Connect

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### A DISCUSS

#### What would you do?

Using ME:3, read out the situations to the group and ask them how they would respond. They can then choose to discuss/debate the alternative responses. Be clear that you expect this to be done in a positive way throughout. There are to be no put-downs, they must listen well and always provide an example. Guide the discussion towards the consequences of the responses.

### B CREATE

#### Inside and outside

Ask participants to draw the outline of a person on a sheet of paper. Each participant should have one outline.

In pairs or working individually, ask participants to write/draw situations that may make them respond negatively around the outside of the body. On the inside, write some of the feelings and emotions attached to these situations.

Begin with an example that is relevant to your group e.g. being talked down to makes me feel angry and unimportant.

### C ACTIVATE

#### First thoughts

Place the thoughts from ME:4 around the room, reading out and explaining them as you do. Now read out the scenarios and ask participants to stand by the thought that best represents how they think they would respond. Once stood at their chosen thought, ask participants to explain:

- Q.** Why they chose to stand in that area?
- Q.** What emotion might attach itself to the thought?
- Q.** What negative or positive action might follow that thought?

### DEMONSTRATE

#### Situation, thought, emotion

In groups, ask participants to create and draw a fictional character. Separately, or in the group, ask them to draw three speech bubbles. Inside each bubble include: 1. A fictional situation that the character has experienced (they could choose to base this on something they have experienced). 2. Thoughts that the character might have about that situation. 3. Emotions that the character might feel about the situation and their thoughts. This activity is really thought provoking but also quite a complex thought process for some young people. You may need to break the activity down and do one speech bubble at a time and make it conversational within the group.

### INVIGORATE

#### Charades

In teams, take it in turns to mime a chosen emotion through using the body or a facial expression. If necessary, suggest emotions to the performer. To add pace, introduce a timed competition.

## Managing Emotions | Apply

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### A CHALLENGE

#### Personal experiences

Discuss examples with the participants of personal experiences and situations where they haven't dealt with their emotions in a positive way and where emotions have controlled them. Begin with your own example.

- Q. What was unhelpful about your reaction?
- Q. What could have been an alternative response?

### B WILD CARD

#### Thinking differently

- Q. Do animals have emotions?
- Q. What makes us different as humans?

### PROVE IT

#### Swapping scenarios

In groups, think of a scenario for another group to relate to the character they created in Demonstrate. Once the groups have read the scenario that's been given to them, ask them to think of a helpful way that their character could respond and an unhelpful way that they might respond. Feedback to the group.

### ACHIEVE

#### Personal goals

Using ME:5, participants to choose and write down:

- a difficult situation they often find themselves in
- the negative thought/s attached to that situation
- the emotions attached to the situation
- the consequences of the negative and positive responses to the situation

Commit together to individually focus on and be aware of these over the next few days. Hand out the second ME:5 sheet and ask the participants to write themselves a positive and achievable goal based on group advice learnt in this session.

You may want to review this next session. Give an example to help the participants to set realistic targets and refer to case studies if needed.

### REFLECT

Participants to complete and discuss the following three statements about the session, following examples from the tutor if required:

- 1.** Today I enjoyed... **2.** Today I learnt... **3.** A question I still have is...

These allow the participants to reflect on what they have learnt in the session, what they enjoyed the most and what they might like to do more of next time. This will help you to assess understanding and inform future preparation.

SAMPLE



**YOUTH  
FOR CHRIST**

Youth for Christ, Coombswood Way, Halesowen, West Midlands, B62 8BH  
**T** 0121 502 9620 **E** [yfc@yfc.co.uk](mailto:yfc@yfc.co.uk) **www.yfc.co.uk**

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