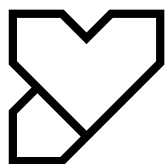


my life.

Managing My Emotions

Session Guides



**YOUTH
FOR CHRIST**

DRIFT

Optical illusions

Show participants the optical illusions from ME:9 as they enter the room. This activity introduces the idea that things aren't always as they seem at first glance. At this point you can also ask participants how their Prove It challenges went last week and what they could do this next week.

BIG PICTURE

Triggers

In this session, participants will learn some of the key triggers that may cause them to feel particularly deep emotions, with a focus on fear. Much of the session will begin to look at where these triggers might come from and what lies underneath.

Hand out ME:10 and ask participants to link the phobias with their descriptions.

CASE STUDIES

Find the trigger

Ask participants to think of examples of things that trigger something else e.g. being around a cat would trigger an allergic reaction if you have an allergy.

Develop this idea to more emotion-based examples such as hearing your favourite song triggering positive emotions.

DRIVING QUESTION

- Q. What is meant by emotional triggers?
- Q. What are my own triggers and what can I do when my emotional triggers are pressed?

CORE

Personal triggers

Ask participants to draw an image of a tree with three branches.

As a group, discuss the 'triggers' that might cause a person to:

1. Feel upset e.g. seeing someone I care about cry
2. Feel scared e.g. being alone
3. Feel excited e.g. watching a good film

Ask participants to write these emotions on the three branches. Then ask them to add their own examples of triggers for the three emotions at the end of the relevant branches.

Tell participants that another word for trigger could be 'cause' (e.g. what causes you to feel scared?).

Q. How might knowing triggers help you to control your reactions?

A DISCUSS

Showing feelings

"Men shouldn't show their feelings... showing feelings is just for girls"
- Anon.

Ask participants to take it in turns to give their opinion and debate both sides of the argument. You may want to allow time to write/prepare key points.

B CREATE

Fear

Write 'fear' in the centre of a piece of paper and ask participants to write or draw anything connected to the word around it.

Whilst doing this activity, aim to discuss:

- Q. What is fear and why do we fear?
- Q. What kind of things do people fear?
- Q. What do you fear most?

Ask participants to draw their own spider diagram, adding some of the things that they fear.

C ACTIVATE

Truth, truth, lie

Participants sit in a circle and play the 'Truth, Truth, Lie' game (see ME:11). Use the game to discuss why people may sometimes choose to lie or exaggerate the truth.

Aim to focus on the following reasons:

- fear of not being liked
- fear of losing face/pride

This game can also take place with two people if mentoring 1:1.

DEMONSTRATE

Facing fear

Ask participants to think of a time that they or someone they know has faced fear. If they can't think of someone they can think of an example from the news or the media.

Discuss the following questions:

- Q. What were they afraid of/what was making them fearful?
- Q. How did they respond to their situation?
- Q. What were the consequences of the way that they responded?
- Q. What might have been the consequence if they had reacted differently?

INVIGORATE

Telephone game

Write down a phrase and show it to the first participant who then whispers it to the person next to them. This continues until you reach the last person who says out loud what they've heard. Show the group what was originally written down.

A CHALLENGE

Fact or fiction

Ask participants to look through the text in ME:12, highlighting the difference between fact and fiction.

- Q.** How and why might keeping to the facts help you when trying to persuade someone of something?
- Q.** Do 'fact' and 'truth' mean the same? Why/why not?

B WILD CARD

Half the story

Q. Have you ever thought you'd seen/heard something and then realised you didn't have the full picture?

Q. What would happen if we always took the first thing we heard, saw or thought as fact without getting all the information?

PROVE IT

Responding

Using the situations from ME:13, discuss or role play some positive and negative responses. Discuss how having a better idea of what your own triggers are might help you to be prepared to respond positively.

Ask participants:

- Q.** Who do you know that can help you to respond positively if your triggers are pressed?

ACHIEVE

What I've learnt

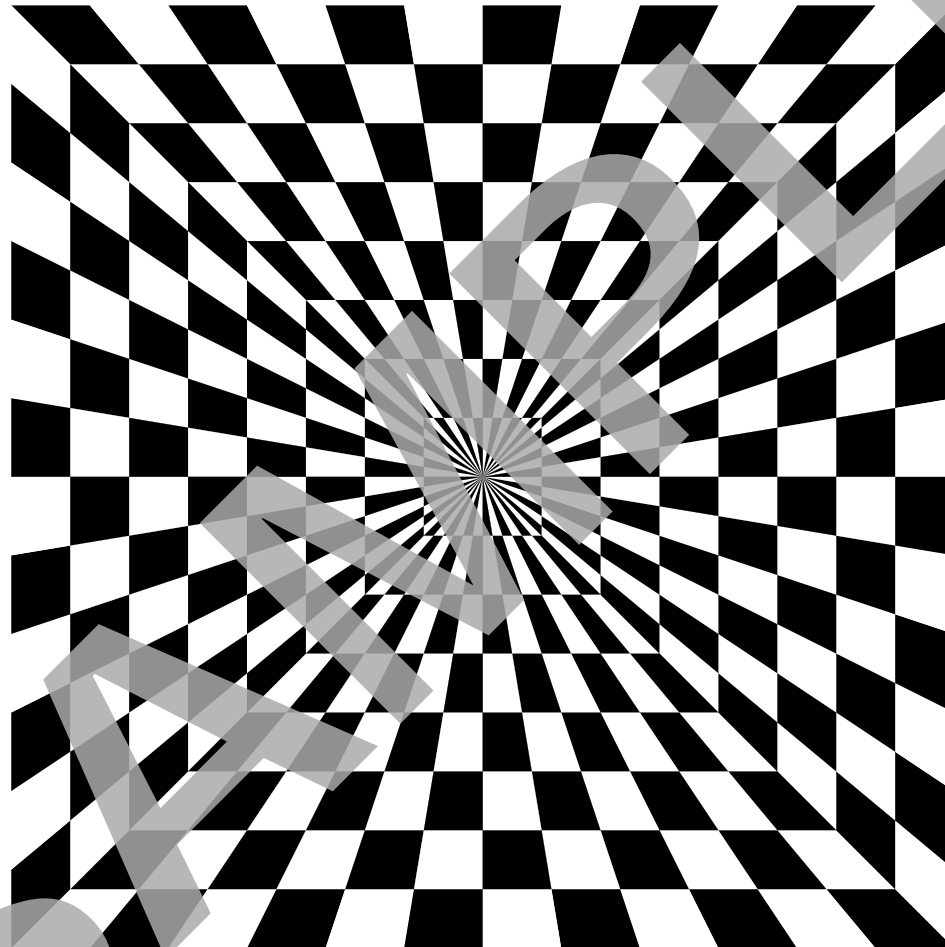
Ask participants to choose a trigger from the 'feel upset' branch on their Core activity tree and use that to fill out ME:14.

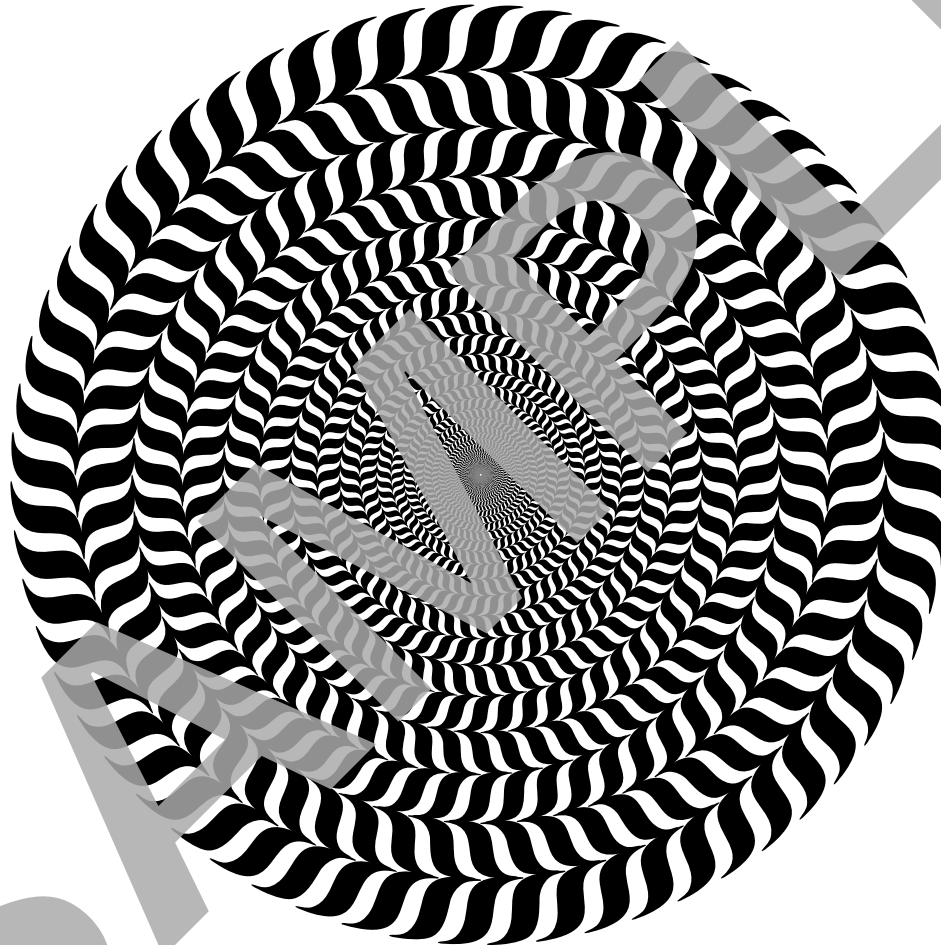
REFLECT

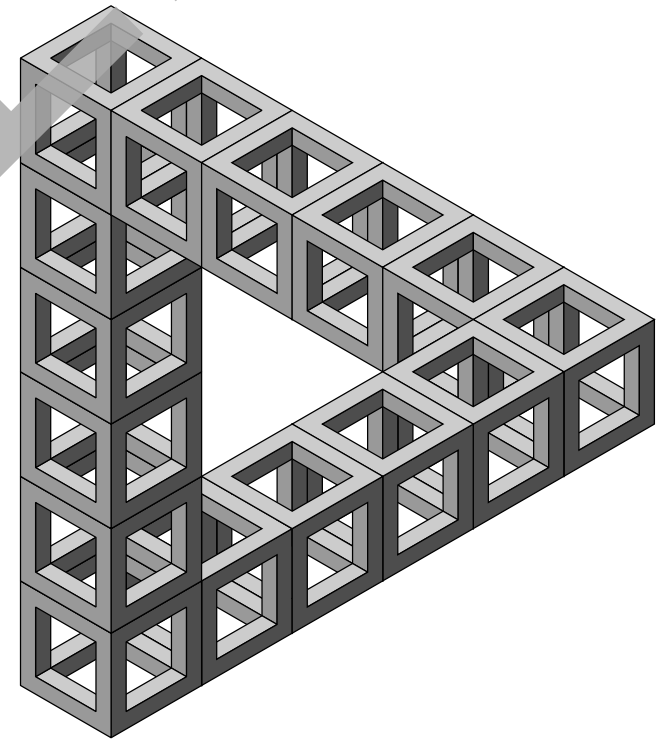
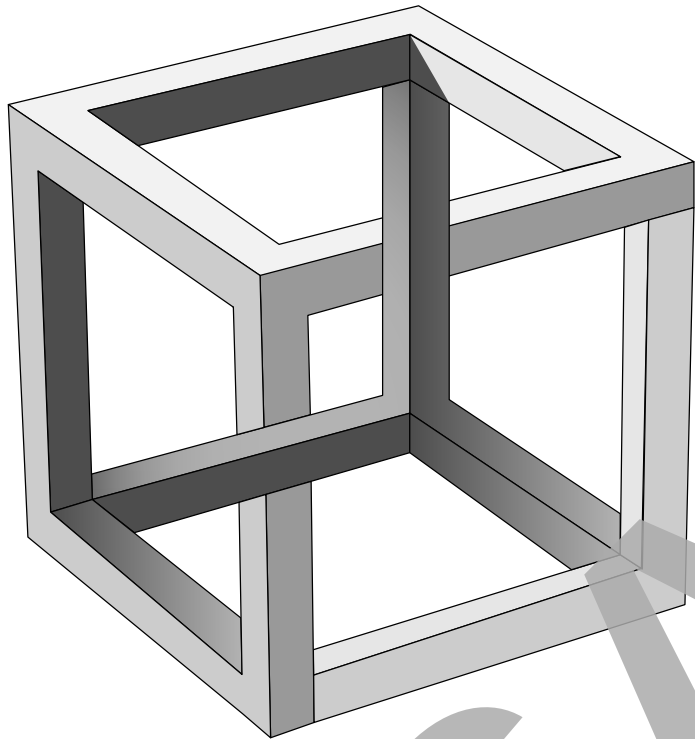
Participants to complete and discuss the following three statements about the session, following examples from the tutor if required:

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

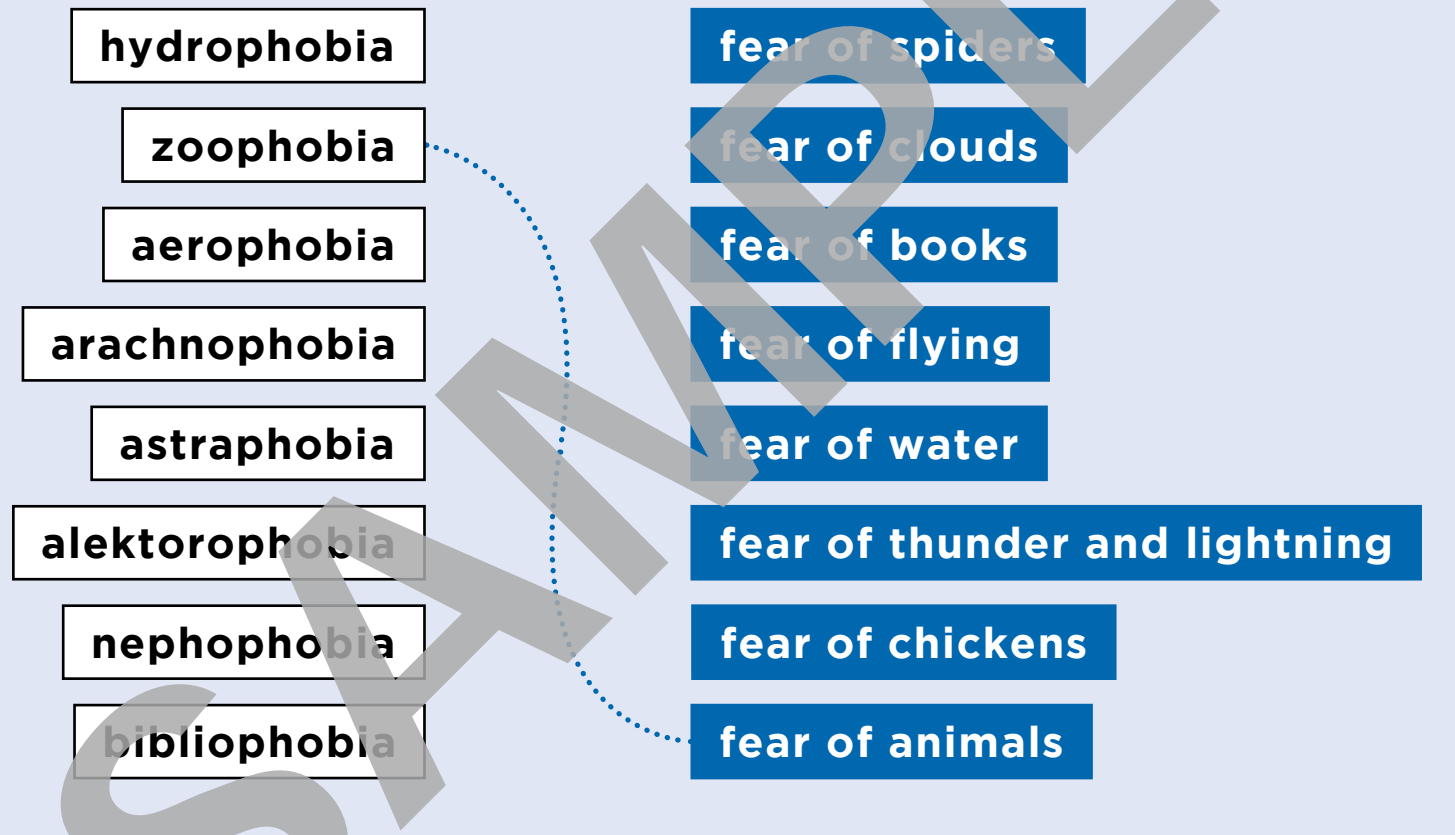
These allow the participants to reflect on what they have learnt in the session, what they enjoyed the most and what they might like to do more of next time. This will help you to assess understanding and inform future preparation.







Connect the Phobias



Connect the Phobias - Answers

hydrophobia	.....	fear of water
zoophobia	.....	fear of animals
aerophobia	.....	fear of flying
arachnophobia	.....	fear of spiders
astraphobia	.....	fear of thunder and lightning
alektorophobia	.....	fear of chickens
nephophobia	.....	fear of clouds
bibliophobia	.....	fear of books

Truth, Truth, Lie - Game

Ask all of the participants to sit on a line of chairs. Stand up and announce that you will tell them three things about yourself. Two of them will be true and one of them will be a lie, they will need to guess which is the lie.

Stand at the far left of the line and tell them your first fact, then stand in the middle of the line and say your second, and finally stand at the far right of the line and tell them your third fact.

They then have to go and stand where they think the lie is.

Everyone sits down and then another participant tells the group their three 'facts' and in the same way the group guesses.

Tutor Notes

Make sure everyone has a go, encourage people by making sure they know that the 'facts' can be as simple as what they had for breakfast. Allow time for the 'facts' to be thought up and if necessary, written down.

Fact or Fiction?

Which are fact and which are fiction?

Fact

Fiction

**Cleaning your teeth helps
to keep them healthy**

☐
☐

**People wear glasses to
help them hear better**

☐
☐

There are 26 letters in the alphabet

☐
☐

9 + 21 = 31

☐
☐

Cats have five legs

☐
☐

Spring comes after winter

☐
☐

Carrots make you see in the dark

☐
☐

Write down your own fact...

.....

.....

.....

.....

.....

Make up some fiction...

.....

.....

.....

.....

.....

Role Play Situations

Triggers can make us feel strong emotions. Something in our memory is 'triggered' and it can cause us to react or respond in a particular way. We might be triggered by smells, sounds, sights, touch or taste.

1. You are going to a party where you will meet lots of people that you've not seen for a number of years, you remember the house from when you were a child - how might you feel?

2. You are going out on your first date with the girl/guy of your dreams! She/he fancies pizza but last time you had pizza you were ill the next day - how do you feel?

3. You are told to read out loud in front of the class and in French; you've never done this before - how do you feel?

4. You are waiting for a job interview for a job that you are really keen to get but you didn't get the last two jobs you applied for - how do you feel?

Trigger

.....

.....

Fact about situation

.....

.....

Something that appears true but isn't

.....

.....

I could respond positively by

.....

.....

Something I've learnt about the situation

.....

.....

Trigger

.....

.....

Fact about situation

.....

.....

Something that appears true but isn't

.....

.....

I could respond positively by

.....

.....

Something I've learnt about the situation

.....

.....

SAMPLE



**YOUTH
FOR CHRIST**

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

Registered Charity 263446. SC039297

A company limited by guarantee. Registered in England and Wales. Registration Number 00988200

A member country of
 **YOUTHFORCHRIST**
INTERNATIONAL