



## **Teacher Manual: Paper UThink**

Paper UThink is a resource pack that includes materials from the computer UThink, but in paper version. It is designed to be used by teachers in a group setting where the teacher is keen to include listening and group skills as one of their key aims or where individual workstations are not available. The materials included here are also excellent as additions to your computer UThink provision. So, you might ask children to complete activities on the computer version of UThink, but follow the session with a small-group activity from Paper UThink (see the 4 week delivery programme for how this might work).

Whoever runs the programme activities will need to study the materials provided and ascertain how this will best work in their classroom setting. When delivering the programme, whether on a one to one basis, or as a group activity, it is important to observe and gauge pupils' performance, as it may be that some pupils will need more help than others on certain tasks. As with Computer UThink, Paper UThink is divided into four modules; each module helping pupils to develop a specific aspect of Emotional intelligence.

**All materials, including worksheets and answer booklets can be found at:**

**[www.u-think.org.uk](http://www.u-think.org.uk)**

## **MODULE 1: Recognising Emotions**

This module concerns the ability to recognise emotions in ourselves and others from our facial expressions. You will also want pupils to consider how emotions can be shown in our body language and voices.

**Activity 1.1:** The emotion machine offers a nice introduction to the concept of emotions. Pupils will get the opportunity to see how the different parts of the face change depending on what emotion is being felt. Pupils can see the differences for both male and female characters and can go through the stages of change step by step due to the nature of the activity. This could be done with a simple view finder (see below), which could be used to focus on the different parts of the face, for example, the eyes to see the different variations between different emotions.

### **Resources (PRINT from Computer UThink):**

1. Worksheet 1.1. Emotion Machine

**Activity 1.2:** A set of images are provided which can be printed out and used as playing cards. The aim of this game is to match the emotional expressions expressed on the cards by playing a game of **snap**. When printing out the cards for this game, make sure four sets of the ten emotions (two sets of the male emotions and two sets of the female emotions) are printed out so that the game will work.

You can also use the playing cards for **the memory matching game**. For this game, place all cards face down. Pupils have to reveal two matching cards at a time. This game can be played by one person or as a group activity. The ability to match and recognise emotions is practiced. A teacher could enhance the learning experience by discussing the subtle differences between the expressions. This information is found in the emotion machine.

Include different levels of difficulty by first asking pupils to match emotion faces with the emotion word also printed; second, ask them to match emotion faces (with no emotion label printed underneath the face).

### **Resources (PRINT from Computer UThink):**

1. 1.2 Snap cards no words.
2. 1.2 Snap cards words
3. 1.2 Snap cards words only.

## **MODULE 2: Facilitating Thought**

This module looks at how well pupils can take on board their feelings to be able to think about how best to behave in situations. Emotions can change the way we think about things. These changes make us see things from other points of view.

Complete each exercise using worksheets from UThink.

**Activity 2.1 A. A character is accused of starting a fight at school.** They did not do this, but have been in trouble in the past for fighting. The aim here is to understand how past behaviour impacts on how people react to you now and understand their perspective. You may want to ask pupils (1) why the teacher has reacted the way she did, (2) how do pupils think the boy in the situation feels and (3) why he might feel this way.

**Activity 2.1 B. Ripping off wing mirrors.** Get pupils to label each character's emotions and ask pupils to say how the characters would be feeling depending on the situation. You will want to (1) ask them what is going on in the situation; and (2) why.

**Activity 2.1 C. Grounded.** For this example, you will want to ask pupils what they think is going on the scenario (the boy is being grounded when he asks his mum if he can go out with his friends). When they have described what it happening, you will want the pupils to (1) put themselves in the characters 'shoes' and say how they would feel in that situation and why and (2) come up with some ideas as to why the mum does not want her son to go out with the friends he mentioned.

### **Resources (PRINT from Computer UThink):**

1. Worksheets 2.1 A – C.

**Activity 2.2. GUESS THE EMOTION FROM THE PERSON'S VOICE.** In this exercise, pupils are given either a male or female face outline with various emotion labels around the face. The aim of this game is for pupils to listen to the statement (spoken by the teacher or use those recorded on 2.2 computer U-Think) and to mark the emotion that the voice is portraying. After you have read out a few of the sentences, you might decide to let the pupils themselves read them out for other classmates to guess.

Have a discussion with pupils about how tone of voice can really give away feelings. You may want to ask pupils if they have had any experience of this in their own lives. This activity can either be done using the computer or you can print out the screen shots and speak out the statements so that pupils can label the emotion the person is experiencing.

### **Resources (PRINT from Computer UThink):**

1. List of emotional sentences

## 2. Worksheet 2.2. Guess the emotion.

**Activity 2.3 A. Consequences of our actions 1.** The aim of this exercise is to get pupils to understand that our actions affect others. The scenario is set up where a group of friends are hanging around outside a shop. One group member tries to get another member to go into the shop and take something without paying. The shopkeeper comes out and tells them all off, believing it was that same group who have stolen in the past. You will want to ask pupils (1) what emotions are the people in the situation feeling; and (2) why are they experiencing these emotions.

### *Discussion Point:*

You may also wish to ask pupils (a) how one of the characters mother's would feel having found out of her son's desire to steal; and (b) who else may be affected by their behaviour and why this might be. Whatever pupils come out with, you will want to have a discussion, either on a one to one or as a group, to get several different viewpoints of what pupils feel about the situation. Try to elicit the most appropriate answers from pupils.

### **Resources (PRINT from Computer UThink):**

1. Worksheet 2.3. A.

**Activity 2.3 B Consequences of our actions 2.** The scenario is one where a character is talking to a group of friends in his house. His mum is there also. The character tells his friends something another friend has told him in confidence.

### *Discussion Point: Trust*

Explain to pupils that if someone swears you to secrecy, you should respect that. There are times when we need to tell someone but this is not one of them. Talking about others can be cruel, especially when they have asked you not to tell others. Ask pupils to think how they would feel if it was them they were talking about. Also, explain that friendship includes this notion of trust, and that friends may not confide in you if you are known to tell others.

### *Discussion Point: Sexuality.*

When you are a teenager worries about your sexuality can be deeply felt. People can be cruel so a person confused about their sexuality may fear bullying. Explain to pupils that before they say something like what was said in the scenario, they must think of the consequences: so, how would they feel is they were told that a friend was telling others their secrets or worries? Likely, it would disappoint them.

### **Resources (PRINT from Computer UThink):**

1. Worksheet 2.3. A.

**Activity 2.3 C. Consequences of our actions 3.** This scenario involves characters at school. They have just picked up their exam results and they have done really well. Their friend, Leon, looked really sad and so they are talking about why he might be so sad: they suspect that his exam results are not very good.

*Discussion Point:* Being perceptive of others

This is an example of how important it is to be perceptive to others feelings. Sometimes we can forget about others' feelings when we have achieved something : we forgot that other people may not have done as well as us. This is an important part of friendship and a friend will really appreciate the support. Explain to the pupils that it may be them one day wanting support from a friend when things are not going well.

**Resources (PRINT from Computer UThink):**

1. Worksheet 2.3. C.

### **MODULE 3: Understanding Emotions**

This module explores the ability to label emotions and know what emotions feel like. Understanding why we feel different emotions is really important and knowing how our emotions can change over time is important when dealing with other people.

**Activity 3.1.** The point of this game is to help pupils understand that some situations we find ourselves in make us feel a certain way and that sometimes we express explicitly how we are feeling. At other times we do not show how we are really feeling.

For the first five exercises in this game, the characters are openly expressing what they are really feeling and you can see it in their facial expression. The aim therefore, is for pupils to choose from a list of emotions, the emotion that can be seen on the character's face.

The situations that are shown are as follows:

- a. Watching TV (emotions are mad (young boy) and happy (mother) respectively)

In this scenario, the character is watching TV and his mother then starts to vacuum, which disrupts him when he is watching the television. The pupils have to understand what emotion is being felt by the young boy and the mother and the correct responses are shown above.

- b. Making lunch (correct emotion in this example is mad (mother))

In this scenario, the character asks his mother for a transformer and she gets angry when he keeps asking and the correct emotion is above.

- c. I like her (the correct emotions are jealous (character spying), love (boy), happy (girl) respectively)

This scenario is one where two characters, who like each other, are talking and another boy who really likes the girl is spying on them; the correct responses are above.

- d. Bus stop (the correct emotions are lonely (boy on his own), happy (girl), guilt (boy in middle), and happy (boy on far right) respectively)

The scenario is that characters are waiting at a bus stop; one character is standing alone and the other characters are talking about him. See above for correct responses.

- e. Exam (the correct emotions are nervous (two boys on left), scared (two boys in middle) and proud (girl) respectively)

This situation shows characters waiting to take an exam, some of them are prepared more so than others and all are experiencing different emotions. The correct emotions are above.

It is important to get the young person thinking about their interactions with others. Ask them if they always find it hard to read other people's feelings from their faces; and do they 'give their feeling away' every time? Get pupils to talk about how they have hidden their real feelings in certain situations.

### **Resources (PRINT from Computer UThink):**

1. Worksheets 3.1 A - E.

#### Note

There is also a board game to be used in conjunction with this activity and can be found and printed off from the 'additional games' section at the end of the manual.

**Activity 3.1.1.** The aim of this series of exercises is to further explore the possibility that people often hide their real feelings from other. It is important to try and get the pupils in your class to think that it is ok to hide real feelings in certain circumstances where it may be inappropriate to express them (get the young person to come up with examples after they have done the exercises where it is best to not show what you are really feeling).

The situations included in this game are:

- A. Poking ( correct emotions are mad (boy being poked) and happy respectively)

In this situation, two boys are in class and one boy is poking the boy in front with a ruler.

#### *Discussion point:*

In this example, the real emotion is mad for the boy who is being hit by the ruler, but he is putting on a happy face- ask the pupil why this might be the case (possibilities include embarrassment and fear).

- B. Threatened (the emotion the boy is really feeling is scared)

This situation shows a boy being threatened with a fight

#### *Discussion point:*

Ask the pupil why someone who is being threatened might come across as aggressive and loud, when really they feel scared?

- C. Stealing (the real emotions that are being experienced are guilt, mad and scared respectively)

*Discussion point:*

Ask the pupil why someone might try to hide their real emotions of guilt, madness and fear when they have been caught stealing? Why might someone put on a happy face rather than admit their real true feelings?

INTRODUCE THIS NEXT SCENARIO AS FOLLOWS:

In this scenario, there are **two** people masking their emotions as it is not always the case that just one person in a group masks their emotions.

- D. X-Box 360 (the real emotions that are being felt and not expressed are jealousy (by the boy) and guilty (on the mother's behalf))

*Discussion point:*

Why might the mother be feeling guilty inside? What could that be about?

Why do people show different emotions to what they are really feeling?

In this discussion, the adult would ask questions like, 'Would you react and feel differently than the characters in the scenario? The discussion would also address what are the most appropriate ways to behave and how we interact with each other.

This approach requires a level of communication abilities and confidence, which may not be present in all groups. Therefore, in some groups it may be more appropriate to give each member a copy of all the scenarios.

**Resources (PRINT from Computer UThink):**

1. Worksheets 3.1.1 A – D.

**Activity 3.2.** This activity looks at triggers, and how certain situations trigger emotions more than other situations. We have focused this exercise around anger as pupils in our studies have had specific problems with this emotion. You will probably want to spend time at the end of the session discussing other emotions and how other emotions are triggered by different situations for different people. Also, talk about the commonalities between individuals.

Each pupil is given a series of scenario's which they would be asked to rate according to how much each situation would trigger that emotion for them. This would be followed by a group discussion. In the discussion, you want to ask pupils about the emotions felt in these types of situations and why and what they would normally do in situations such as these. You may want to ask (a) how successful each response was in terms of how it made them feel and (b) why.

**Resources (PRINT from Computer UThink):**

1. Worksheets 3.2 A – E.

**Activity 3.3.** These games are all about consequences of emotions. Pupils must look at each situation and decide which of two options is the most appropriate in each given scenario. When pupils have chosen a response, ask them why they have chosen a particular response or if in a group, explore the differences in responses. If the pupils have chosen the most appropriate response, praise and reward for this and ask them why they think it is the most appropriate response? For this game, you may want to print out one copy for the group to look at, rather than print out a copy for each individual pupil.

The exercises in this game are as follows:

- a. Argument with a friend. Option 2 is the most appropriate answer for this exercise. It is important to discuss that problems are best sorted in a calm manner when it arises or if you do feel too emotional, you can walk away, as long as you then go back and resolve the issue.

If pupils choose the inappropriate response, ask them (1) why they have chosen that option and (2) how helpful they think it was in terms of sorting out the problem and the feelings they would experience as a result. Ask pupils to think of a time when they decided to walk away from a situation, and ask them how helpful it was. You may want to look at the consequences of each of the two options. This can be done as a discussion.

- b. Argument with family. Option 2 is the most appropriate answer. You will want to discuss with pupils that people often feel they cannot tell their family members everything, but to be mature about it and to say you need time to think and then go back later is a perfectly normal thing to do.

Before discussing this with pupils, ask them what they think is the most appropriate response. If they have chosen the most appropriate response, have a discussion about honesty and how being honest is probably the best thing to do as it gets the problem out into the open and as a result can be sorted out.

If they choose the less appropriate response, ask them why they have chosen this response. You will also want to ask pupils how helpful it was in sorting out the issue and as a result, how the boy ended up feeling. Ask pupils how else the problem could have been overcome.

**Resources (PRINT from Computer UThink):**

1. Worksheets 3.3 A and 3.3 B.

## MODULE 4: Managing Emotions

This module concerns the ability to manage and cope with our own and other peoples' emotions. It also looks at how well pupils can work with their feelings so that they do not act on them without thinking about them first.

**Activity 4.1.** In this activity, pupils are shown a series of scenarios. They have to choose the response that will best maintain a good mood. This is also about getting pupils to think about how they can alter their emotions so that they can overcome negative moods and replace them with more positive ones.

### 4.1A: Playing football

Pupils are asked which behaviour (pupils get a choice of three behaviours to choose from) is best at maintaining the characters good mood after scoring in a football match- the most appropriate response for this exercise is option 2.

Ask the pupils 'what action is best at keeping up the good feelings that the boy is feeling?'. If they have chosen the best answer, have a discussion about why they think this is the best action to maintain the positive mood.

If they choose a response that is not the best way to maintain a positive mood (answers 1 and 3) you will want to explore this to find out why they have chosen such a response.

#### *Discussion:*

Ask pupils why they have chosen the options they have. Ask if pupils have ever been in situations where they have felt good and ask what they have done about the boy's good feelings. How did they keep them going if they did?

### 4.1B: Good Score

Ask pupils which action will help Lilly continue to feel confident. You will want pupils to work in groups so that they can view the different choices available and how helpful each one will be at maintaining a positive mood. If pupils have chosen the most appropriate response, you will want to ask them why they decided on this particular choice. Number 1 is the most appropriate response.

If pupils choose the incorrect response also ask pupils what made them choose the option they have. This is an opportunity for you to get pupils' discussing why they chose that particular answer, how appropriate it is and their experiences of acting the same way as the situation.

### 4.1 C: New friends (see notes above) – option 1 is the correct option in this game

In this example, one character has made some new friends. Pupils must choose the most appropriate response that will hopefully maintain these good feelings.

### 4.1 D: Attendance – option 3 is the correct option in this game

Here, the character's attendance is under question, and pupils have to choose the most appropriate response for the character.

4.1 E: Handsome – option 1 is the correct option here

In this example, the character feels he is not as good looking as his other friends; choose the response that would serve to make the character feel better about himself

4.1 F: Help a younger boy – option 3 is the correct option

This situation is more ambiguous than the others and it is trying to show how sometimes there is no easy way out of a situation; pupils must therefore choose from the three options one way that would hopefully help the younger boy out who is being teased.

4.1 G: Party Vs Study – option 3 is the most appropriate response

This situation relates to one of the characters, Lily, who has an exam looming, but who also wants to go to a party. Choose the best response that would help her achieve both.

### **Resources (PRINT from Computer UThink):**

1. Worksheets 4.1 A – G.

**Activity 4.2.** In this part of the module, pupils are given situations and have to decide what they would do if they were in this specific situation. They have a choice of two behavioural responses

2A: Friendship crisis. Option 2 is the correct response.

#### *Discussion Point:*

Have a discussion with pupils about how there are probably many different responses to the situations that will be shown but emphasise that it is important to choose a behavioural response that is not bad, will help relieve their negative emotions and will serve to reduce tension.

4.2B: Accused

In this exercise, a shop owner accuses a boy of spending too much time hanging around the corner shop, when he could be doing something else like spending more time on his school work.

Ask pupils to choose the best response to help them calm down. You will want to ask why and how it would help (option 2 is the correct response)

4.2C: Caught Stealing

In this exercise, characters have been accused of stealing and pupils have to choose the best response to handle the situation.

See notes above (option 1 is the correct response)

4.2 D: Football

See notes above (option 1 is the correct response)

4.2 E: Help cleaning

In this exercise, there are two characters (a young boy and his mother); the young boy is watching TV whilst the mother is trying to Hoover. The mother gets annoyed with the boy and pupils have to choose the best response for this situation.

Option 1 is the correct response

4.2F: Upset (option 2 is the correct response)

In this example, the character is sitting on the sofa thinking back to earlier in the day when he was being teased. Pupils must choose a response that would most help the character in this situation.

### **Resources (PRINT from Computer UThink):**

1. Worksheets 4.2. A – F.

**Activity 4.2.1:** In the situation, pupils are to listen to the situation on the computer. You will then want to take nominated responses from pupils as to how to calm the situation down, using the 6 possible actions provided.

The purpose of the game is to show pupils that even though they may react in a calm way, the person they are talking to may not necessarily react in such a calm manner back, and it is important to get pupils to realise this.

In the game, pupils control the character, Jamie, who is responding to the other character David. Pupils have to choose one of the 6 actions on the left hand side of the screen so that the temperature gauge for each characters goes down to 0. Make sure this is a collaborative exercise and that you are finding out why pupils have chosen the action they have, and how each action they choose will help to decrease the temperature gauge, and ultimately keep them both calm.

### **Resources (PRINT from Computer UThink):**

1. Access to Computer UThink Exercise 4.2.1.

## ADDITIONAL ACTIVITIES

Here are some additional ideas for activities. Some of these do not fit specifically into the four aspects of emotional intelligence used to design this programme. Nevertheless if a teacher/caseworker keeps in mind that improving emotional intelligence is the overall aim they may be useful.

1. Relaxation techniques incorporated into gym sessions.
2. Cards produced with relaxation techniques and coping strategies.
3. Scrabble game using emotion words.
4. Word search using emotion words (download from site)
5. A version of charades where cards are taken and acted out. These would be songs, films, television programmes with an emotion word or concept of emotion in the title. (when thinking of these keep in mind the age of the young people)
6. Drawing how you feel, directed to express their emotions via art.
7. Teachers act out a good way and poor way of responding to a situation which has been discussed? Could be used to distinguish differences between being assertive, aggressive and passive.
8. Get across how negative thinking can affect self esteem. Examples could be given such as

I am rubbish at maths I will never understand it

I know I find maths hard and should ask for help more. Often I know I can improve if I take it step by step.

9. An activity where the young people are asked to think of an instance where they have found themselves having to deal with a difficult situation.

For example:

- Being given a deadline which does not give you enough time to do the work
- Trying to understand an aspect of school work.
- Getting into trouble for something you did not do

You may want to ask pupils (1) how it went for them, (2) how it left them feeling, and (3) if and how they would have liked to have handled the situation differently.

You will want to emphasise the learning point here that it is important to take time and think before acting, as it will enable one to reflect and potentially rationalise what is going on, rather than acting on impulse.

10. Use picture scenarios and ask them to label the emotions of those involved. Large pictures of scenarios could be produced and shown to the group as a whole. This could start a discussion about how people express emotions. This could tap into other body gestures such as hand movements, body stance etc. This could be done by having a large printed scenario, with Velcro under each character – the young people then stick the emotion label under the corresponding character.

11. Masking emotions: This could be represented by an expressionless face with pictures drawn in the brain area to represent thoughts, thus representing how emotions can be masked.

12. The following scenarios relate to the aspect of emotional intelligence which is exercised in module 1. They can be used as additional topics for discussion.

i) You really want this new game and you ask your parents for it and they say no; when you ask why they just keep saying 'because'. How do you feel?

- a. Mad
- b. Lonely
- c. Sad

ii) You have just found out that a close friend of your mate has died. How do you think your mate is feeling?

- a. proud
- b. sad
- c. jealous

iii) You have been hanging out with this girl at school for a while now – when she is not there you want her around, every time you see her, your heart races. What emotion is going on for you?

- a. lonely
- b. nervous
- c. love

iv) You and your mate like the same girl. You see your mate and this girl together, and they are laughing and flirting with each other. How are you feeling?

- a. guilty
- b. jealous
- c. mad

v) Your mate is taking drugs; you have found out and are going to tell his parents as he is in a lot of trouble. How do you think your mate is feeling?

- a. scared
- b. happy
- c. nervous

vi) You had a raging argument with your younger sister who has now gone upstairs to her room, crying. How do you feel right now?

- a. mad
- b. guilty
- c. love

vii) You are on holiday with your mates; you are lying by the pool listening to the music that is being played. How are you feeling right now?

- a. lonely
- b. love
- c. happy

viii) How do you think a mother would feel if they saw their son/daughter do really well for themselves?

- a. jealous
- b. proud
- c. mad

ix) You are having a bad day: nothing is going right and you even start thinking that people are against you and talking about you behind your back. How do you feel?

- a. nervous
- b. lonely
- c. scared

x) Your friend, who is older than you, is about to go for a job interview. Your friend really wants this job. How do you think they are feeling?

- a. mad
- b. proud
- c. nervous

15. The following scenarios are based on aspect of emotional intelligence, explored in module 2. They can be used as additional topics for discussion

1. A new person has started school. He is not talking much and gets angry if anyone starts asking him questions

Questions to ask the group:

How do they think he is really feeling?

Can they remember how they felt when they started a new school?

2. Imagine your carer/parent won't let you go out with your mates

Questions to ask group:

Can they think of reasons why they might say no?

Has this happened to them how do they feel?

3. Your friends' parents are splitting up. You asked him if he wants to talk and he just storms off

Questions to ask the group:

Why do you think he is acting in this way?

Why do we sometimes act angrily when we are worried?

Has there been a time when you have felt upset but you have acted angrily?

4. There is a person in the class that nobody likes. You are not sure why but you go along with it.

Questions to ask group:

What do you think that person is feeling?

What if it was you?

Why does this happen sometimes is it because they are just not nice or are there other reasons?

5. You just want to be left alone everyone keeps suggesting things you should do but you can't be bothered

Questions to ask group

Have you ever felt like this?

Do you feel like this sometimes?

Why are people constantly suggesting things?

6. Your mate is being picked on by a group at school you know that if you stick up for him they will be horrible to you as well

Questions to ask group:

Has this happened to you?

How would you feel?

How would your mate feel?

What about the group members, why do you think groups of people are horrid sometimes?

Have you been horrid to someone yourself without thinking about how they are really feeling, how do you feel about that now?

16. These are based on aspect of emotional intelligence concentrated on in module 3. They can be used as additional topics for discussion

a) You have just come back off holiday. It was the best holiday you have ever been on, and you feel really upset

Questions to ask the group?

- Why do you think you might feel this way?
- Why is that feeling there?
- How does it relate to you having the best holiday of your life?

b) One of your best mates has got really friendly with this new kid at school; they start doing everything together and you are no longer invited to places with them

Questions to ask the group?

- What would be going on for you if this happened?
- What would you be feeling?
- Why would you be feeling this way?

c) You really fancy this person at school, but you have no idea what to do or how to tell them that you like them

Questions to ask the group

- How would this situation make you feel?
- Why do you think you might be feeling this way?

d) Your mum keeps nagging you and it is really winding you up but you just don't know what to do

Questions to ask the group

- Why do you think it is winding you up?
- What is making you feel this way?

e) You are going on a family holiday and you cannot wait!

Questions to ask the group

- Why do you think you are feeling excited
- What is going on for you?

17. These are based on aspect of emotional intelligence concentrated on in module 1. They can be used as additional topics for discussion

1. School has been really stressful. You get home hoping for a bit of peace and quiet and you are getting nagged about your room being a mess.

Questions to ask group:

Have they been in a similar situation, what sort of things did they do?

How did they feel?

How should they behave when they feel under stress?

If they behave inappropriately how can this affect others?

2. A friend has just had a right go at you. Why did they do that?

Questions to ask the group:

How do you think you would react?

Has this happened to you before?

Can you think of any reasons why a person may react like that?

3. A mate of yours is really upset as they know someone who is ill. They are acting really angry.

Questions to ask group:

What do you think you could do to help?

Why do you think they are so angry?

4. One of the times when emotions can be extreme is when alcohol is involved. Some kids seem to think this feels good: Why?

Questions to ask group:

Can they think of reasons why feeling emotions so strongly can be not so good?

Due to these emotions could you find yourself in trouble?

Have they had personal; experiences they would like to share?

Someone has really annoyed you?

Questions to ask the group:

What sort of emotions would you be feeling?

Can they think of the best way of dealing with this?

Have they had personal experience of this, what did they do?

What about how the person who has annoyed you is feeling?

Are there times when people have good reasons to be a little annoyed with us?

5. Your ex-girlfriend/boyfriend is going out with someone else, and you know that you will have to see them together

Questions to ask group:

What is the best way to handle this?

How do you think you would feel, what would you do?

How do you think they maybe feeling when they see you?



UThink was designed by researchers from the School of Psychology and the School of Computing, University of Central Lancashire, Preston, Lancashire in collaboration with pupils from mainstream secondary schools and pupil referral units across Lancashire. The work was supported by grants from the Esmée Fairbairn Foundation and Urban Regeneration. The software and manual are free for use in schools and Pupil Referral Units. Should you like to contact the team at UCLan to discuss evaluation work or future research projects, please contact Dr. Pamela Qualter ([PQualter@uclan.ac.uk](mailto:PQualter@uclan.ac.uk))

