SESSION 4
Feelings in relationships
Feelings in relationships

The focus of this session is on emotions and perspective-taking. Students will be given the opportunity to practise reading emotions in other people by identifying a range of cues across both verbal and non-verbal channels. In reading the emotions of others, students will also need to consider others’ perspectives. Being in tune with the emotions of others and being able to imagine another’s perspective is essential in social interactions and for maintaining positive, balanced relationships.

The session also reintroduces (from Year 8) the notion that feelings are linked to thoughts. Emotions do not occur as a direct consequence of events; rather, they reflect the way people think about and interpret the event. Understanding this concept is important in managing one’s emotions and maintaining a positive self-concept and well-being. It also facilitates our ability to understand another’s perspective by considering that his/her actions and reactions are a result of what they are thinking.

In this session students:

- Discuss how identifying emotions in others can help us to understand what others may be thinking and feeling.
- Recognise and interpret non-verbal and verbal emotional expressions.
- Develop the capacity to take the perspective of other people.
- Describe the role of self-talk in interactions.
- Identify the link between thoughts and feelings.

- Review of Session 3 and Home activity
- Activity 1 – Feelings in relationships and Video Clip 4.1 – What’s happening here? and Video Clip 4.2 – What’s happening now?
- Summary
- Home activity
REVIEW PREVIOUS SESSION

Using the Session 3 in review sheet (Resource 4.1 and page 29 student book) revise the last session.

Include a discussion of the home activity.

ACTIVITY 1 – Say it with feeling

1. **Brainstorm** as many emotions as the class can think of and list them on the board.

2. **Explain** that we demonstrate or show our emotions in many ways. When communicating we may want to express our emotions very directly by saying, for example, “I’m upset.” However, being upset may also be expressed by speaking in a choking, trembling voice.

Of course, there are times when we choose not to show our emotions, or we moderate them, so they are not expressed at full strength. But generally it is okay to show how we feel.

3. **Explain** that one of the best ways of showing our emotions is with our tone of voice and the delivery of words. If you are comfortable, demonstrate by saying “sit down” in a friendly, inviting fashion and then repeating “sit down” as an angry, aggressive order.

4. **Ask** for volunteers to come out to the front of the class, to select an emotion slip from the hat and to say “I’ll have a large number 12 with double cheese,” expressing the emotion selected by their tone of voice and delivery of words. They are to do this with the cardboard screen in front of their face. The class has to guess the emotion being expressed.

**Note:** This is a brief energiser or warm-up activity that is a great lead-in for this session on reading emotions. If time is short, this activity can be missed and you can go straight into Activity 2.

**Note:** This activity should be fun. Only use volunteers and if a student is not comfortable with an emotion they can put it back and select another.
1. **Introduction** – every interaction has an emotional content, and being able to “read” other people’s emotions can help us to understand what others may be thinking and feeling. We can’t assume to know what others are thinking, but by showing emotions in different ways, other people are giving us some clues as to what they are thinking and feeling.

2. **Explain** to the students that they will be watching a video scene without any sound. They will need to watch carefully for signs and cues for what is happening and what emotions the characters might be expressing.

3. **Play the video** – Clip 4.1.

**VIDEOCLIP 4.1 [45 SEC]
START: [18 MINS] ON THE VIDEO COUNTER**

**WHAT’S HAPPENING HERE?**
(recorded without sound)

The video will show a scenario of an interaction between 3 students and will be played without sound to allow students to “read” emotions using non-verbal cues only.

Refer students to page 30 of their book for photos of the characters.

4. **Discuss** with students:
   - What was the interaction about?
   - What is the relationship amongst the characters?
   - What are some of the emotions/feelings expressed by each character?

5. **Write** the emotions on the board as the students identify them under the name of each character (Sam, Sita, and Jess).

6. **Draw** the grid on page 48 on a new part of the board.
### Session 4: Feelings in Relationships

#### What are some of the ways we can recognise emotions?
(These are examples of cues to one emotion)

<table>
<thead>
<tr>
<th>Emotions/Feelings</th>
<th>Verbal</th>
<th>Physical reactions</th>
<th>Non-verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ones we can see</td>
<td>Ones that the person might be feeling inside</td>
</tr>
<tr>
<td>Anger</td>
<td><em>Explain that normally we would use verbal cues but we can’t at this stage</em></td>
<td>Flushed, Sweating</td>
<td>Heart pounding, Tense muscles, Gestures - pointing, waving arms, Aggressive stance, Facial expressions, Frown</td>
</tr>
</tbody>
</table>

Note: The verbal column is not completed at this stage.

7. **Choose** one of the emotions generated for the characters (list in grid) and ask students to describe how they recognised that emotion. Encourage by asking questions such as:

- What physical reactions might each emotion involve (some reactions we can see such as flushing and some are internal and known only to the person like a pounding heart)?
- Did they use gestures?

8. **Write** students’ responses under appropriate headings. Repeat for other emotions.

9. **Explain** that although the non-verbal cues provide an enormous amount of information about how people are feeling and reacting, we need to consider what they are saying and we also need to match whether what they are saying fits with how they are reacting. So now let’s look at the video again with sound.

10. **Play the video** – Clip 4.2.

**VIDEOCLIP 4.2 [45 SEC]**
START: [19 MINN] ON THE VIDEO COUNTER

WHAT’S HAPPENING NOW?
(with sound)

The video will show the same scene from the previous clip; however, this time it will include sound.
11. Ask students to consider their responses to the questions about the emotions expressed when there was no sound. Then ask them to consider the following questions as a whole class:

- What do you now think the interaction was about?
- What is the relationship amongst the characters?
- What are some of the emotions expressed by each character?
- Did your understanding of the interaction change when the sound was included?
- Did your perceptions of the characters change with the verbal input?
- Did the verbal input match what the characters were showing with their non-verbal cues?

12. Ask students in their small groups to choose a character and complete the grid on page 30 of their books, identifying the emotions and filling in the cues across the different channels that suggested what the emotions were.

13. Ask groups to consider:

- Now they have discussed the character’s emotions, what do they think the character might be thinking to lead them to feel that way? Write possible thoughts in the blank section under the grid in their book.
- What would happen if they changed the way they were thinking? Ask students to suggest a different thought and decide how the new thought might make them feel. Ask them to write this in their books.
- How might the different thoughts and feelings affect the interaction?

14. Feed back suggestions from the groups.

**SUMMARY**

Main points:

- The way we feel and react in situations will depend on what we are thinking.
- Both our verbal language and our body language communicate messages to other people.
- We have a range of cues (physical, verbal, non-verbal) that help us identify emotions in others. These cues may mean different things in different cultures and contexts.
- Our emotions are influenced by our thoughts or interpretations of the event /interaction. If we change the way we think about an interaction we can change our feelings and how we respond in that interaction.
HOME ACTIVITY

1. **Refer** students to page 31 of the student book or hand out home activity sheet.

2. **Instructions:**

   **Part 1**

   Choose a program you watch on television and watch it, **without sound**, while taping that segment. Try to make the show you are watching and taping one that you don’t normally watch. Answer the questions in the student book about what is going on.

   **Part 2**

   Now watch the segment **with sound** and answer the further questions in the student book.

   Compare how different your perceptions were, without and with the sound.

GOT MORE TIME ?!

**EXTRA ACTIVITY – Reveal or conceal?**

1. **Suggest** that we are constantly managing or moderating our emotions in so far as we choose what and when to reveal and what and when to conceal.

2. **Ask** the group: “In what situations can it be wiser not to show our feelings?”

   Possible answers might include:

   - *When we think our feelings might confuse or hurt the other person*
   - *When we don’t know the other person very well*
   - *When we don’t feel comfortable revealing our true feelings with the other person*
   - *When we are embarrassed by the feeling*
We can improve our communication skills and that can make some difficult situations go more smoothly.

**Session THREE In Review**

Communicating in relationships

We need good communication skills in friendships, at job interviews, at work, with family & at school

Communication skills can be basic (starting a conversation) or quite complex (negotation)

We show we are listening by a whole range of verbal and non-verbal behaviours

- eye contact and gaze
- body language, facial expression, posture, and distancing
- tone of voice
- using brief encouragers (uh huh, mm, yeah)
- responding to what you’re hearing  
  (“Really?”; “That’s interesting”; “You’re kidding!”)
- encouraging more talk  
  (“How did that feel?”; “You must have been rapt!”)

Hi, how are you?  Hello, how are you doing?  Hi, how have you been lately?

**Listening**

Good listening is active and attentive. It shows -

- You understand
- You care
- You believe them
- You’re interested
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<thead>
<tr>
<th>HAPPY</th>
<th>UPSET</th>
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<tbody>
<tr>
<td>SAD</td>
<td>SCARED</td>
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<td>WORRIED</td>
<td>PROUD</td>
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<td>ANXIOUS</td>
<td>CONTENT</td>
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<td>EMBARRASSED</td>
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<td>ECSTATIC</td>
<td>SURPRISED</td>
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<td>ANGRY</td>
<td>APPREHENSIVE</td>
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