
































































EMOTIONS

						
aggressive	alienated	angry	annoyed	anxious	apathetic	bashful
						
bored	cautious	confident	confused	curious	depressed	determined
						
disappointed	discouraged	disgusted	embarrassed	enthusiastic	envious	ecstatic
						
frustrated	exhausted	fearful	frightened	frustrated	guilty	happy
						
helpless	hopeful	hostile	humiliated	hurt	hysterical	innocent
						
interested	jealous	lonely	loved	lovestruck	mischievous	miserable
						
negative	optimistic	pained	paranoid	peaceful	proud	puzzled
						
regretful	relieved	sad	satisfied	shocked	shy	sorry
						
stubborn	sure	surprised	suspicious	thoughtful	undecided	withdrawn

I. PURPOSE:

To increase awareness of emotions and a variety of words to express emotions, with assistance of visual representations

To increase usage of these words.

II. GENERAL COMMENTS:

Identifying emotions is an effective communication skill. Everyday language can be enhanced by using the most specific word to describe feelings at any time. This allows the "receiver" to get a clearer picture of what the "sender" is trying to say and increases the chance of a more effective response.

III. POSSIBLE ACTIVITIES:

A. 1. Discuss with group members the concept of emotion identification and demonstrate variety through reference to handout.

2. Instruct each group member in sequence to select an emotion from the handout and share it with the group using one of the following formats:

"I feel _____ when _____."

or

"The last time I _____ was when _____."

3. Encourage all group members to check off the emotions from the handout as they are shared, so they will not be repeated.

4. Encourage this process to continue until all emotions are discussed from the handout.

B. 1. Make a card game by cutting each of the 63 emotions out of one handout and attach each on a separate index card. Place in a "hat."

2. Divide group into two teams.

3. Encourage one group member from team #1 to choose a card and pantomime the emotion for team #2. Then team #2 guesses which emotion it is. This handout can be given to all group members to assist them.

4. Score by giving one point for correct response given within 60 seconds.

5. Repeat process with team #2 pantomiming for team #1.

6. Continue game until time runs out or all cards are played.

7. Process the importance of using specific words to express emotions.

STEP UP to a better you!

1. How well am I taking care of myself?

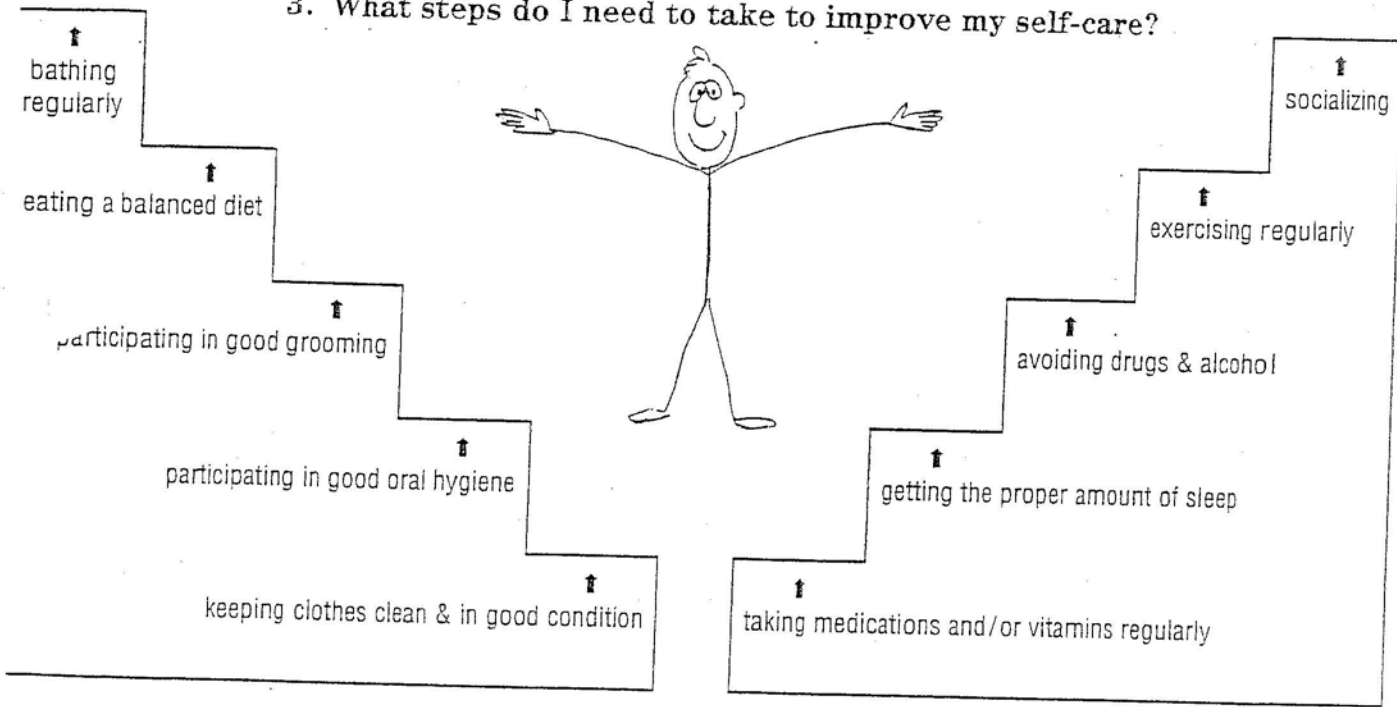
poor

0	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

 good

2. What influences how well I take care of myself?

3. What steps do I need to take to improve my self-care?

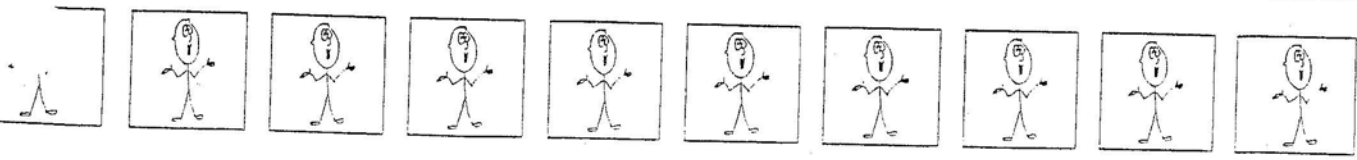


4. Write 2 goals to ensure follow-through with above identified self-care activities.

I will _____

I will _____

5. Who can I share these goals with to achieve success?



STEP UP to a better you!

I. PURPOSE:

To increase awareness of an individual's level of self-care and allow for independent goal setting to improve that level.

II. GENERAL COMMENTS:

We all agree that self-care is important, but the level of self-care performed is as individualized as the person themselves. Decreased emotional, mental and physical health may interfere with a person's ability to perform self-care activities. Allowing for a person to choose what is important to them will encourage follow-through and allow for increased self-esteem.

III. POSSIBLE ACTIVITIES:

A. 1. Distribute handouts.

2. Encourage group members to complete steps #1 and #2.

3. Discuss as a group what causes a person to stop taking care of themselves and how that affects self-esteem, relationships and general outlook.

4. Ask the group members to cut out the ten boxes at the bottom of the page and place a box on each step that is a self-care activity needing improvement for step #3. (Use tape or glue to place boxes on steps.)

5. Finish activity by completing steps #4 and #5.

6. Process by asking group members to share goals.

B. 1. Distribute handouts.

2. Encourage group members to complete steps #1 and #2.

3. Ask group members to share the last time each felt good about themselves, and on a scale of 0 - 10, how each was able to take care of him/herself at that time.

4. Instruct group members to cut out the ten boxes at the bottom of the page and place them on the steps that they feel will lead them back in the direction of feeling as good about themselves as initially shared with the group for step #3.

5. Using a chalkboard or dry erase board encourage group members to brainstorm possible goals for improving self-care and then choose two to complete step #4.

6. Discuss benefits of sharing goals with a significant person to achieve those goals.

7. Process the benefits of this activity and encourage group members to place this handout in a conspicuous spot (bathroom, refrigerator, bedroom mirror, etc.) as a visual reminder.