



A 4 week delivery programme of UThink

Teacher Manual

This 4 week programme is designed for use by mainstream schools and PRUs. It makes use of both the computer and paper version of UThink. This means that the teacher can use a mixture of teaching approaches to develop key EI skills, whilst also developing further listening and group skills. Thus, the sessions are designed so that children complete activities on the computer version of UThink first, but follow the session with a small group activities, followed then by a larger group plenary session.

The programme is particularly useful in sessions where the focus is on developing skills for transition to high school (so, Years 6 and 7) rather than older pupils. However, the programme has been found to be useful for older pupils whose level of emotional understanding and social skills is low (see our manuscripts under published work). For adolescents who have achieved the basics of modules 1- 4 (what is detailed here), you will want to help develop more sophisticated aspects of emotional intelligence, and we have provided more advanced activities in sections 3 and 4 of the paper and computer UThink.

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, it is important to observe and gauge pupils' performance, as it may be that some require more help than others on certain tasks. Please feel free to adapt the sessions to meet the needs for your pupil group and do not be afraid to spend longer on a given session than we have stated: please use the materials as you think appropriate for your pupils. We have included four sessions in this 4 week delivery programme (one session

for each module of EI development), but you can extend the programme by using additional activities provided on the website or by revisiting key issues that your pupils might have.

All computer activities can be found at : www.u-think.org.uk

Session 1

The focus of session 1 is to introduce pupils to emotional labels.

Activity 1.1: The Emotion Machine (10 minutes)

The emotion machine includes 10 emotions (5 basic and 5 complex emotions).

Using the overhead projector connected to UThink, go through the emotion machine as a class activity. Get pupils to consider which aspects of the face they are using to make their decision.

Activity 1.2: Using the Emotion Machine Cards (20minutes)

Here, we are giving the child practice at recognise emotions.

Divide the class into 4 groups. They will move around the tables in their groups and spend 5 minutes on each activity before to the next table. This process repeats itself after 5 minutes and pupils move clockwise to the next table with a new activity. After the groups have completed the four activities, you will want to run a quick plenary session to find out what the different groups discussed.

The tables will include the following games from UThink:

- **SNAP Level 1**

Resources (PRINT FROM UTHINK):

(1) Snap cards with emotional labels from UThink. Eight sets (4 male and 4 female) of the 10 emotion cards are needed.

(2) Instructions for Snap and discussion points

- **SNAP Level 2**

Resources (PRINT FROM UTHINK):

(1) Snap cards WITHOUT emotional labels from UThink. Eight sets (4 male and 4 female) of the 10 emotion cards are needed.

(2) Instructions for Snap and discussion points

- **MEMORY MATCHING GAME Level 1**

Resources (PRINT FROM UTHINK)

(1) Use snap cards, but match use them in the matching game. Eight sets (4 male and 4 female) of the 10 emotion cards are needed.

(2) Instructions for Memory Matching Game and discussion points.

- **MEMORY MATCHING GAME Level 2**

Resources (PRINT FROM UTHINK):

(1) Matching cards WITHOUT emotional labels from UThink . Eight sets (4 male and 4 female) of the 10 emotion cards are needed.

(2) Instructions for Memory Matching Game and discussion points.

OR Use Matching game on UThink rather than paper copies.

Place cards face down on the table. Get Pupils to search for faces with similar emotions to reveal two matching cards at a time and if they match discard until all have been matched.

You can enhance the learning experience by discussing the subtle differences between the expressions. This information is found in the emotion machine. There can also be varying difficulty levels with this game whereby the easy level could be matching emotion faces with the emotion word also printed; and the difficult level whereby pupils must match emotion faces (with no emotion label printed underneath the face).

Activity 1.3: Reading the Mind in the Eyes Quiz (20 minutes)

Resources: PRINT THIS ACTIVITY FROM UTHINK

Divide the class into pairs and ask them to complete this task. Make sure to monitor discussions. After 15 minutes, give the pupils the correct answers and chose three or four pictures to consider during a plenary session.

Answers to Reading the Mind in the Eyes Quiz are:

M	1	jealous	scared	relaxed	hate
M	2	relaxed	upset	surprised	excited
M	3	felling sorry	bored	interested	joking
F	4	annoyed	hate	surprised	thinking about something
M	5	confused	joking	sad	serious
F	6	not believing	friendly	wanting to play	relaxed
F	7	made up her mind	joking	surprised	bored
M	8	thinking about something sad	angry	bossy	friendly
F	9	angry	daydreaming	sad	interested
M	10	kind	surprise	not pleased	excited
M	11	serious	ashamed	confused	surprised
M	12	shy	guilty	daydreaming	worried
F	13	interested	joking	relaxed	happy

Activity 1.4: Emotion Machine –recap (5 minutes)

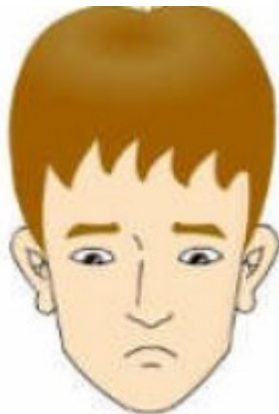
Resources: PRINT Worksheet 1.1

Divide the class into pairs and ask them to complete this task. Go through the list of correct answers

WORKSHEET 1.1: EMOTION MACHINE



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.

Worksheet 1.3: Reading the Mind in the Eyes Quiz

Instructions

For each set of eyes, choose and tick which word best describes what the person in the picture is thinking or feeling. You may feel that more than one word is applicable but please choose just ONE word, the word which you consider to be the most suitable. Before making your choice, make sure that you have read all four words. You should try to do the task as quickly as possible.



This test first appeared in the book "The Essential Difference" by Simon Baron-Cohen, Professor of Developmental Psychopathology at the University of Cambridge.

Picture 1



jealous	
scared	
relaxed	
hate	

Picture 2



relaxed	
upset	
surprised	
excited	

Picture 3



feeling sorry	
bored	
interested	
joking	

Picture 4



annoyed	
hate	
surprised	
thinking about something	

Picture 5



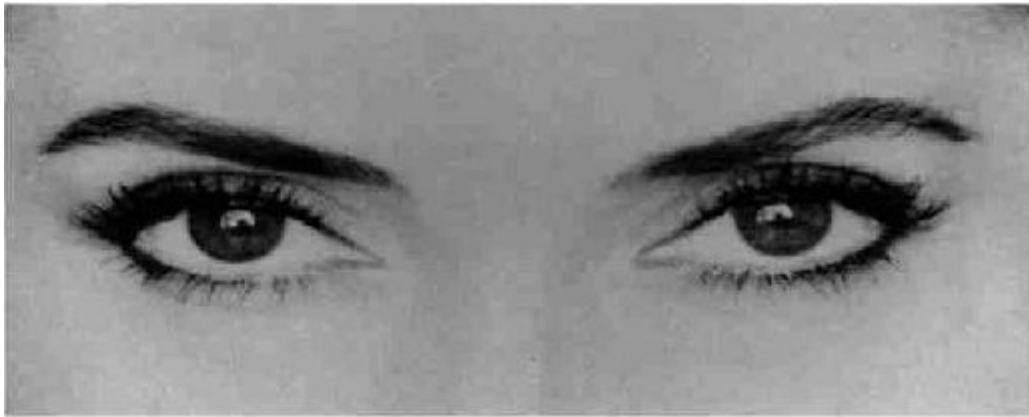
confused	
joking	
sad	
serious	

Picture 6



not believing	
friendly	
wanting to play	
relaxed	

Picture 7



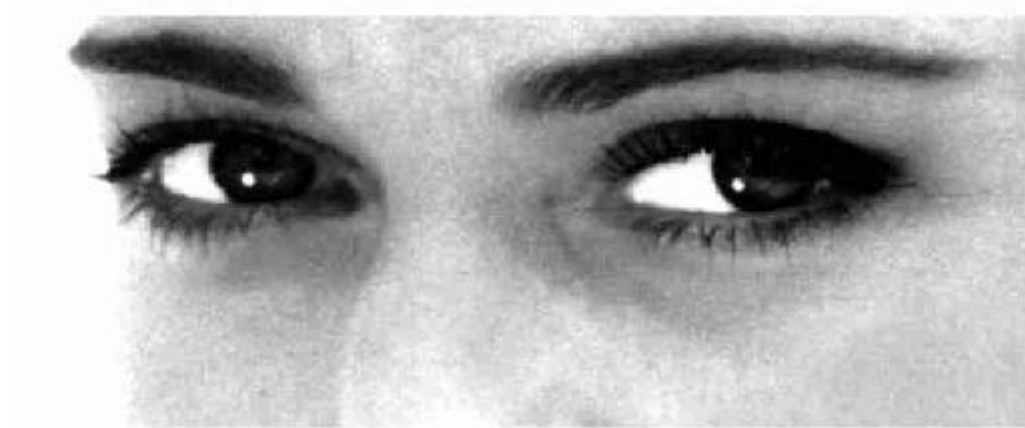
made up her mind	
joking	
surprised	
bored	

Picture 8



thinking about something sad	
angry	
bossy	
friendly	

Picture 9



angry	
daydreaming	
sad	
interested	

Picture 10



kind	
surprise	
not pleased	
excited	

Picture 11



serious	
ashamed	
confused	
surprised	

Picture 12



shy	
guilty	
daydreaming	
worried	

Picture 13



interested	
joking	
relaxed	
happy	

PLENARY SESSION for Session 1

Ask pupils for feedback.

What have they learnt about labelling emotions?

What will they do differently based on what they have learnt today?

Session 2

This module looks at how students can use their feelings to be able to think about how best to behave in situations. Emotions can change the way we think about things depending on how we are feeling. These changes make us see things from other points of view.

Activity 2.1: How are you feeling today? (10 minutes)

I

WHOLE CLASS ACTIVITY: Have the students discuss how they are feeling today. Let the pupils speak freely and discuss any important points with them. After they have exhausted the discussion, get them to answer the following Qs:

- 1.What did you learn about feelings in this activity?
- 2.What did you learn about yourself in this activity?
- 3.What did you learn about others in this activity?
- 4.How can you use what you have learnt in this activity?

The teacher should then sum up these answers by suggesting how the group moves forward.

You may want to start of this activity with students working in small groups; only key issues are discussed as a whole group.

Basic concepts that the facilitator/teacher needs to know

- Feelings are natural and all humans have feelings or emotions. All feelings are okay to feel; they are neither good nor bad. What matters is what we do with our feelings, whether we deal with them in helpful or harmful ways.
- We can get stuck with the same feelings. Keeping our feelings in can also lead to ‘frozen’ feelings – a small range of similar feelings. ‘Frozen’ feelings can keep us from living our lives to the fullest. If we don’t allow ourselves to let out our anger, fear, and sadness, we won’t be able to feel happy either.
- Everyone’s emotional response to a certain situation is unique. The way one person perceives and feels about an event may be very different from what someone else perceives and feels.
- We have the power to control our emotions. We do not need permission from others to feel what we feel. We often say ‘He made me mad’. Actually, our response to what he/she did was anger. No other person can really make us feel anything.
- We can feel more than one feeling at a time. For example, we can feel mad at someone at the same time that we love them; we might be scared we won’t fit in at our new school, but excited at the chance to make new friends.

Activity 2.2: Work through the following scenarios from UThink (15 minutes)

DYADS/TRIADS. Pupils complete **2.1A FIGHTING** at computer desk. In the scenario, a child is accused of starting a fight at school. They did not start the fight, but have been in trouble in the past for fighting. Students can make notes on worksheet 2.2.

WHOLE GROUP. Discuss the behaviour of the child in the scenario. Get students to consider 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. You may want pupils to work in small groups for this activity.

DYADS/TRIADS. Pupils complete **2.1C GROUNDED** at computer desk. In the scenario, the boy is being grounded when he asks his mum if he can go out with his friends. Students should be encouraged to write notes on worksheet 2.2.

WHOLE GROUP. Discuss the behaviour of the child in the scenario. When they have described what is 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. You may want pupils to work in small groups for this activity.

Resources:

- (1) Access to Computer UThink.
- (2) PRINT Worksheet 2.2.

**WORKSHEET 2.2: HOW PEOPLE
REACT TO THINGS WE DO**

A boy has been accused of starting a fight at school. After you have watched the clip please answer the following questions

(1) Why has the teacher reacted the way she did?

(2) How do you think the boy is feeling?

(3) Why does he feel this way?

A boy has asked to go out, his mother has said he is grounded

(1) How would you feel in this situation and why?

(2) Can you think why his mother does not want him to go out with his friends?

Activity 2.3: Guess the Emotion (20 minutes)

The aim of this game is for pupils to listen to vocal statements (Download these voice files from UThink) and to then mark the emotion that the voice is portraying.

DISCUSSION IN SMALL GROUPS or WHOLE GROUP: Discuss 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.

DYADS: In pairs, get pupils to come up with their own phrases. The partner has to guess what emotion they are expressing through their tone of voice

Resources:

- (1) Voice files from UThink for play on a dictophone or from the computer.
- (2) PRINT Worksheet 2.3 male and 2.3 female. X 10 max for each group.

ANSWERS TO VOICE FILES:

HAPPY

"I am going to see that guy this Sunday."

"I am having pizza for tea."

"The weather is not what I expected."

"The new term starts today."

"My friends are visiting tonight."

"I am going away with him."

MAD

"She found me that job."

"This is the film you wanted to show me."

"When can you return my book?"

"Are you meeting me this time?"

"Can you go to the shop for me this time?"

SAD

"I am not going on the school trip."

"I feel OK today."

"I just want to be on my own today."

"I am fine."

"My dad's dog has just died."

"I am going to have a baby brother but not a sister."

SCARED

"I am going to my first presentation."

"I'm in the house alone."

"There is a spider in the room."

"I'm going to go on the roller coaster."

"They are fighting in front of me."

"I am on the top of a skyscraper!"

LOVE

"She was in my dream last night."

"I'm with the girl you saw last week."

"He just proposed to me."

"She smiled at me again."

"I met her again yesterday."

"I'm making a dinner for her."

PROUD

"I'm taller than him."

"My mother is a professor."

"My brother has got a better mark than me."

"I didn't quit"

"I knew this would happen."

"I got a silver medal."

GUILT

"I cheated on my girlfriend."

"I shouldn't have done that."

"I'm sorry."

"I blame myself."

"I made my friend cry."

"I'm responsible for that mess"

JEALOUS

"He got that job."

"My ex girlfriend has found a new boyfriend."

"He is really good looking."

"How can he be so confident?"

"My friend is always getting new clothes."

"They always get top marks."

NERVOUS

"I am taking an exam next week."

"I don't want to do that."

"How can I start my essay?"

"I am going to see my teacher tomorrow."

"My friend is a new driver and I'm in his car."

"It will be the first time I drive on the motor way."

LONELY

"They won't be my friend."

"I don't have brothers and sisters."

"I'm the only one in the office today."

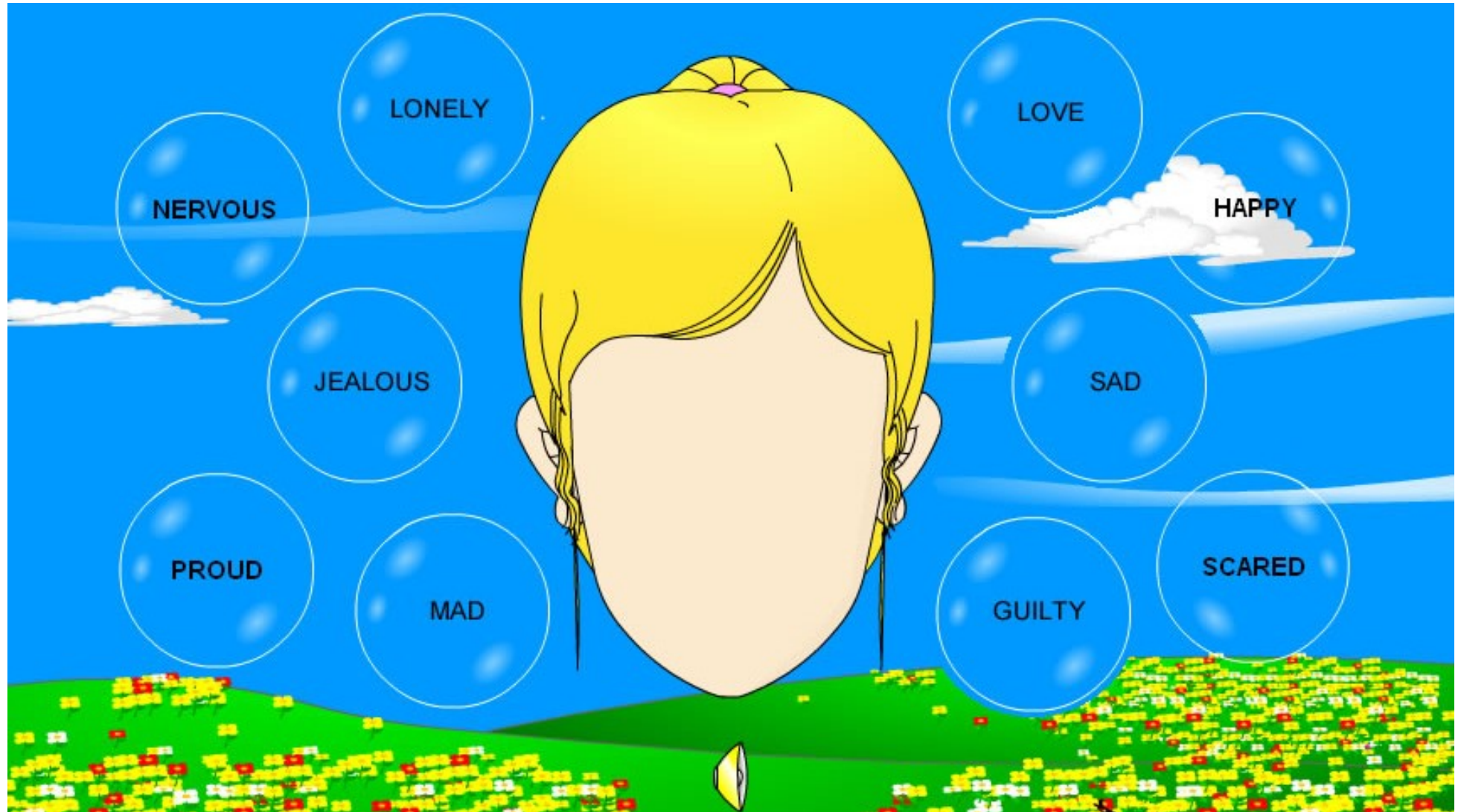
"I'm having my dinner on my own."

"I want to go home now."

"I'm the only one on this course."

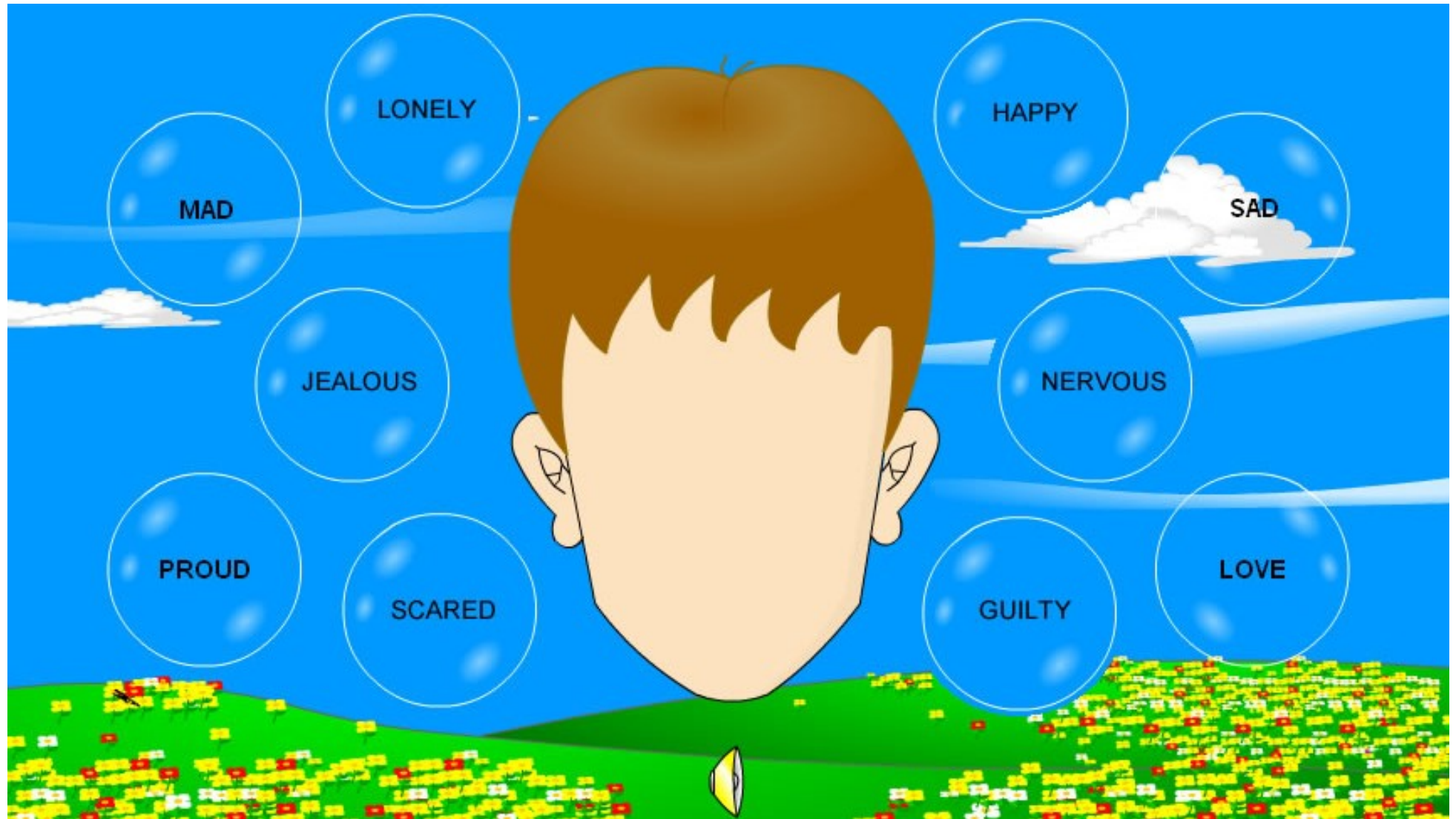
2.3 - Guess the emotions

Listen to the sentences and guess the emotions from the tone of voice



2.3 - Guess the emotions

Listen to the sentences and guess the emotions from the tone of voice



Activity 2.4: After the exam (15 minutes)

DYAD/TRIAD. Pupils complete **2.3 C AFTER THE EXAM** at computer desk. This scenario involves characters at school. They have just picked up their exam results, 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 it his exam results.

WHOLE CLASS DISCUSSION: This is an example of how important it is to be perceptive to others feelings. Sometimes we can forget this, particularly when we have achieved something or done well. It is important t remember that there maybe someone nearby who has not done so well. This is an important part of friendship and a friend will really appreciate the support.

You may wish to ask pupils how the parents would feel after finding out their child did (1) very well in an exam and (2) not so well in an exam; as well as to ascertain how pupils would feel if they were in the same position as (1) the character who did very well at school and (2) the character who did not do so.

Resources:

- (1) Access to Computer UThink
- (2) PRINT Activity Sheet 2.4

**WORKSHEET 2.4:
UNDERSTANDING HOW
OTHERS FEEL**

A group of kids have picked up their exam results, they have done really well. Their friend Leon looks sad; they suspect it is his exam results. After you have watched the clip please answer the following questions

(1) How do you think your parents would feel if you had done well in an exam?

(2) How do you your parents would feel if you did not so well in an exam?

(3) How would you feel if you were in the same position as the character who had done well?

(4) How would you feel if you were in the same position as the character who had not done well?

PLENARY SESSION for Session 2

Ask pupils for feedback.

What have they learnt about how emotions are linked to behaviour?

What will they do differently based on what they have learnt today?

Session 3

This module explores how students label emotions and know what emotions they feel. Understanding **why** they feel different emotions is an important EI skills; another is knowing how emotions can change over time.

Start this session with the How are you feeling today exercise as you did last week. The aim this week is to demonstrate how emotions change, but also how some emotions are destructive and stay with us for some time.

Activity 3.1: How are you feeling today? (5 minutes)

Used in session 2 as 2.1

SMALL GROUP ACTIVITY: Have the students discuss how they are feeling today. Let the pupils speak freely and discuss any important points with them. After they have exhausted the discussion, get them to answer the following Q: (1) How have your emotions changed since we met last week?

Remember to read over 2.1 for a refresh of key concepts that might be raised by your pupils.

Activity 3.2 Understanding emotions I (5 minutes).

The point of activity is to help pupils understand that some situations 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.

DYADS/TRIADS. Pupils complete the first 5 exercises of **UThink 3.1**. In these five exercises, 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 Hoover, 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.

DISCUSSION IN SMALL GROUPS or WHOLE GROUP: Discuss the five exercises. Get the pupils thinking about their interactions with others. NOTE: not only may the young person not be expressing their real feelings, but others they talk to may also be hiding their real feelings: it is good for us to at least be aware of the possibility.

Resources:

(1) Access to Computer UThink

Activity 3.3 Understanding emotions II (10 minutes).

This activity attempts to teach pupils that sometimes people do not show the emotion that they are really feeling.

INDIVIDUAL WORK AT COMPUTER. Pupils complete the first 5 exercises of **UThink 3.1.1.**

DISCUSSION IN SMALL GROUPS or WHOLE GROUP: Discuss the scenarios included in the exercises. For each situation, there will be key discussion points as follows:

(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.

Whole class discussion:

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

Whole class discussion:

Ask the pupils 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)

Whole class discussion:

Ask the pupils 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?

(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))

Whole class discussion:

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

NOTE: If you think it appropriate, rather than work individually on the 3.2 and 3.3, pupils could work together as a small group and discuss only one situation per group. They would describe the situation to the other members of the group, saying what facial expressions are being shown and why. Their interpretation would be discussed amongst the group, lead by the adult. 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 ALTERNATIVE APPROACH TO ACTIVITY 3.2 & 3.3 SHOULD TAKE 20 MINUTES.

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:

(1) Access to Computer UThink

Activity 3.4 Emotional triggers (30 minutes).

This activity looks at triggers, and how certain situations trigger emotions more than others.

IN SMALL GROUPS: Get the groups to consider the following scenarios. Ask them to note their emotional response to each of the situation and to note the intensity of each emotion (how much they feel that emotion) using a rating scale of 1-10 (10 being the most intense). If short on time, get each group to complete only one scenario detailed above.

Scenarios:

- (1) moving to a new house and/or school
- (2) making new friends
- (3) being told to do your home-work
- (4) having time to do your hobbies
- (5) mum saying No to something you want to do
- (6) going on holiday

If short on time, get each group to complete only one scenario detailed above.

WHOLE CLASS DISCUSSION: Ask pupils about the emotions they feel in these types of situations: why do they feel this? What would they normally do to stop the mood or make it last?

You may want to ask (a) how successful each response was in terms of how it made them feel and (b) why. Also, what situations make them happy and which situations make them sad or angry. Discuss this if you have time: get pupils to consider appropriate responses to these emotions and ways to maintain positive moods and use appropriate outlets for negative moods.

Resources (PRINT FROM UTHINK)

(1) PRINT Scenario bubbles/Activity Worksheets 3.4 a-f. PRINT onto A3 paper.

WORKSHEET 3a: EMOTIONAL TRIGGERS

How would this make you feel?

Why do you feel this way?

**Moving to a new house
and/or school**

What do you do to stop or carry on feeling this way?

WORKSHEET 3b: EMOTIONAL TRIGGERS

How would this make you feel?

Why do you feel this way?

Being told to do your homework

What do you do to stop or carry on feeling this way?

WORKSHEET 3c: EMOTIONAL TRIGGERS

How would this make you feel?

Why do you feel this way?

Having time to do your hobbies

What do you do to stop or carry on feeling this way?

WORKSHEET 3d: EMOTIONAL TRIGGERS

How would this make you feel?

Why do you feel this way?

Being told to do your homework

What do you do to stop or carry on feeling this way?

WORKSHEET 3e: EMOTIONAL TRIGGERS

How would this make you feel?

Why do you feel this way?

Parents saying 'NO' to something you want to do

What do you do to stop or carry on feeling this way?

WORKSHEET 3f: EMOTIONAL TRIGGERS

How would this make you feel?

Why do you feel this way?

Going on holiday

What do you do to stop or carry on feeling this way?

Activity 3.5 Consequences of emotions (10 minutes).

These games are all about consequences of emotions.

IN DYADS: Get pupils in pairs to complete **3.3** on Computer UThink.

WHOLE CLASS OR SMALL GROUP DISCUSSION: As a small group consider the pupils' responses. If pupils choose a more 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. Through discussion, it should become clear to pupils why certain responses are more appropriate. **For 3.3 a.** 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.

Resources:

(1) Access to Computer UThink

Basic concepts that the facilitator needs to know

- 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.
- b. Argument with family. Option 2 is the most appropriate answer. You will want to discuss the fact that people often feel they cannot tell their family members everything, 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 a 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.

PLENARY SESSION for Session 3

Ask pupils for feedback.

What have they today about emotions?

What will they do differently based on what they have learnt today?

Session 4

This module concerns the ability to manage and cope with our emotions. It also teaches pupils strategies for dealing with their emotions so that they do not act on your emotions without thinking about them first.

Activity 4.1: How are you feeling today? (5 minutes)

Used in session 2 as 2.1 and session 3 as 3.1.

GROUP ACTIVITY: Have the students discuss how they are feeling today. Let the pupils speak freely and discuss any important points with them. After they have exhausted the discussion, get them to answer the following Q:
(1) How have your emotions changed since we met last week or 2 weeks ago?

Remember to read over 2.1 for a refresh of key concepts that might be raised by your pupils.

Activity 4.2: How to maintain mood (15 minutes)

In this series of exercises, pupils have to choose the response in order to 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.

AS WHOLE CLASS: Pupils working in pairs complete exercises **4.1A-G on the computer**. After all pairs have completed each exercise, a short class discussion should take place. Discussion points are detailed below.

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. Have a discussion about 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. **Option 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 and 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

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.

Resources:

(1) Access to UThink

Activity 4.2: Behavioural Responses (10 minutes)

In this activity, pupils are given situations and have to decide what they would do when given a choice of two behavioural responses. Pupils WORK in DYADS and work through **4.2 D-F**. Follow each scenario with a brief WHOLE CLASS DISCUSSION.

4.2 D: Football: Option 1 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.

4.2 E: Help cleaning: Option 1 is the correct response

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.

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.

Activity 4.4: Behavioural Responses (30 minutes)

The purpose of the game is to show pupils that even though they may react in a calm way, the person they are talking may not remain calm

WHOLE CLASS ACTIVITY: Complete Computer UThink **4.2.1** as a class activity. Pupils must listen to the situation. Then, ask pupils to make responses as to how to calm the situation down. Use the 6 possible actions provided.

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. Once you have completed this exercise as a class activity (and you might want to demonstrate the worse and best possible outcomes), get pupils to work in DYADS and work through the exercise on their own? Remember there is the facility to print off the class or dyad responses so they can keep these on file for reference.

Activity 4.5: Ways to calm down

WHOLE CLASS DISCUSSION. If you have time, get the class to come up with ways of calming oneself down during conflict situations. Use Worksheet 4.5 as a starting point for discussion and get students to add their own ideas.

Handout 4.5

CALM DOWN!

We all get mad. Here are some ideas on how to deal with this emotion.

- Count backwards from 20 slowly in your head. This helps you to think of something else. It also delays your response.
- Think about what may happen if you mad.
- Think about why you are angry. Is it really the person's fault?
- Take a few deep breaths
- Self talk e.g 'I need to say what I think calmly'
- If a person has upset you, tell them calmly how this has made you feel.
- If you are mad about something that has happened to you talk to someone you
- Walk away from a situation which is making you mad. Give yourself time to think about the reasons why you are feeling this way.

RELAX

We all get stressed. Here are some ideas on how to deal with this feeling

- With your eyes closed, imagine an ideal place for relaxation. This can be real or imagined. Perhaps it is a favourite room, an ocean beach or a floating cloud. Go there whenever you want to relax.
- Breathe slowly and deeply in through your nose and out through your mouth. As you breathe gradually drop your shoulders and relax your hands.
- Listen to music
- Think of something funny
- Exercise

PLENARY SESSION for Session 4

Ask pupils for feedback.

What have they learnt about managing emotions?

What will they do differently based on what they
have learnt today



UThink was designed by researchers from the School of Psychology and School of Computing, University of Central Lancashire, Preston, Lancashire. The work was funded by grants from the Esmee Fairbairn Foundation and Urban Regeneration. The software and manual are free for use in schools. 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)

