

Exploring Emotions *through* ACTIVITIES



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Exploring Emotions *through* ACTIVITIES

Learning Objectives

- E-1** To increase awareness of emotions and identify times when they were felt
- E-2** To identify need for emotional development
- E-3** To increase awareness of emotions
- E-4** To increase familiarization of emotions
- E-5** To increase awareness of emotions
- E-6** To increase awareness of emotions
- E-7** To identify emotions in others
- E-8** To verbalize emotions
- E-9** To identify positives in life
- E-10** To identify positives in self and to understand how activities influenced mood
- E-11** To understand how music influences mood and emotions
- E-12** To understand how movies influence mood
- E-13** To cope with emotions with use of writing
- E-14** To understand how humor promotes a positive and happy mood
- E-15** To understand how to appropriately express one's self through leisure
- E-16** To increase feelings of self-worth and to feel able to accomplish things
- E-17** To be prepared for possible, fearful situations
- E-18** To cope with depression in an enjoyable way
- E-19** To be aware of skills to cope with anger and to create own guided journey
- E-20** To identify other's emotions
- E-21** To plan a more positive, enjoyable life
- E-22** To demonstrate awareness of emotions, how leisure influences emotions, and how to cope with emotions

Activity E-1: Introduction to Emotions**Instructor's Guide****ACTIVITY**

Objective: To increase awareness of emotions and identify times when emotions have been felt

Supplies: Copies of activity found on next two pages and one pencil for each participant.

Group Size: 2 to 10 members

Introduction: Purpose of activity is to introduce emotions. Activity has two parts. First part is a reading activity. It defines different emotions. Second part is a listening activity based on emotions. It requires participant to write times when he or she felt different emotions.

Process: Explain purpose of activity. Pass out supplies. Randomly select participants to read aloud sections from the first part. Allow participants to independently complete the listening activity. Discuss answers as a group at end of activity.

DISCUSSION QUESTIONS

1. What are emotions also known as?
2. Allow participants to share times when they have felt different emotions based on the listening activity.
3. Is it okay to feel all emotions? *Yes*. Explain why.
4. Is it okay to act out anger and frustration by hurting others? *No*. Explain why.

SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Remind participants that it is okay to feel all emotions.

Name: _____ Date: _____ Activity: E-1

Introduction to Emotions

This activity has two parts. The first part defines different emotions. The second requires you to list times you felt certain emotions.

Once you have completed them, you will be able to

- Identify emotions (and)
- Identify when you have felt these emotions

**Emotions are what you feel on the inside when things happen.
Emotions are also known as feelings.**

1. Afraid: feeling fear and worry
2. Angry: feeling mad with a person, act, or idea
3. Ashamed: feeling bad after doing wrong
4. Confident: feeling able to do something
5. Confused: feeling unable to think clear
6. Depressed: feeling sad, blue, discouraged, and unhappy
7. Embarrassed: feeling worried about what others may think
8. Energetic: feeling full of energy
9. Excited: feeling happy and aroused
10. Glad: feeling joy and pleasure
11. Jealous: feeling upset when someone has something that you would like to have or they get to do something you wanted
12. Lonely: feeling alone and that nobody cares
13. Proud: feeling pleased for doing well
14. Relaxed: feeling at ease and without worry, calm
15. Stressed: feeling tense, tired, uneasy, and overwhelmed

Name: _____ Date: _____ **Activity: E-1**
Continued

Directions: Write about a time when you felt these emotions in space provided.
Use definitions found on the first page of this activity for help.

Emotion	What was happening when you felt emotion?
Afraid	
Angry	
Ashamed	
Confident	
Confused	
Depressed	
Embarrassed	
Energetic	
Excited	
Glad	
Jealous	
Lonely	
Proud	
Relaxed	
Stressed	

- What are the top three feelings that you do not like to have most?

Activity E-2: Life Satisfaction Checklist

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To identify need for emotional development</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to determine participant's and need for emotional development</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to check off the appropriate answer for each statement. Tally scores. Add up all the answers checked yes in the first column and all the answers checked no in the second column. Determine which column had the most checks.</p>	<ol style="list-style-type: none"> 1. Do you feel your results are correct? Explain why. 2. What are your emotional strengths? <i>Focus on areas you checked yes for answers.</i> 3. Share at least three personal strengths. 4. What areas do you need to improve upon? <i>Focus on lines you checked no for answers.</i> 5. Share at least one area of needed improvement. Even if you checked all yeses, think of one area that you could benefit from improving. 6. What did you learn about yourself from this activity?

SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Provide assistance with tallying scores as needed.

Name: _____ Date: _____ Activity: E-2

Life Satisfaction Checklist

Directions: Place a checkmark in column to identify your answer.

Emotional Skills	Yes	No
1. I have a positive outlook, most the time.		
2. I like who I am.		
3. I know that I am good at doing something.		
4. I know what I need to work on doing better		
5. I learn from my mistakes		
6. I can handle any life event		
7. I know different emotions		
8. I am happy about 5 out of 7 days		
9. I know my positive qualities		
10. I can cope with my feelings		
11. I enjoy free time		
12. I know how to have fun		
13. I put my talents to use		
14. I express myself through activities		
15. I do activities I enjoy		
16. I know activities to do when feeling down		
17. I know activities to do when feeling angry		
18. I take time to learn new activities that I like		
19. I feel good about the activities I do		
20. I do the best I can in all activities		
<i>Add total answers checked yes and no.</i> TOTALS		

Results

Mostly yes

The good news is that you probably have good emotional health. You most likely accept your strengths and areas that you need to improve. You can handle disappointment every now and then. Overall, you are an active, happy and positive person. You see life’s problems as challenges and ways to grow, even if you don’t realize it yet.

Mostly no

You may need to improve your emotional health. The good news is that you can learn to feel better. Start by smiling, doing activities you enjoy, and focusing on the positive.

Activity E-3: Emotions Secret Code Activity

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase awareness of emotions</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2-10 group members, independent completion, or instructor could assist participant in a one-on-one setting.</p> <p>Introduction: Purpose of activity is to increase awareness of emotions.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to complete secret code activity independently. Answer questions aloud as part of group at end of session</p>	<ol style="list-style-type: none"> 1. What was the purpose of this activity? 2. Require participants to share times when they have felt different emotions. 3. What did you learn about self? 4. Did you ever feel a certain way that was described but did not know the name of the emotion?

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed. • Provide younger participants with children's dictionary. • Explain words as needed. 	<p style="text-align: center;">Emotions</p> <ul style="list-style-type: none"> • <i>Angry</i> • <i>Lonely</i> • <i>Jealous</i> • <i>Relaxed</i> • <i>Depressed</i> • <i>Ashamed</i> • <i>Energetic</i> • <i>Afraid</i> • <i>Excited</i> • <i>Stressed</i> • <i>Proud</i> • <i>Confused</i>

Name: _____ Date: _____ Activity: E-3

Emotions Secret Code Activity

Directions: Write the letter for each number to solve the answer.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M

14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Feeling upset with person, act, or idea _____
1 - 14 - 7 - 18 - 25

Feeling alone and that nobody cares _____
12 - 15 - 14 - 5 - 12 - 25

Feeling displeased when rival does well _____
10 - 5 - 1 - 12 - 15 - 21 - 19

Feeling at ease and without worries _____
18 - 5 - 12 - 1 - 24 - 5 - 4

Feeling sad, blue, discouraged, and unhappy _____
4 - 5 - 16 - 18 - 5 - 19 - 19 - 5 - 4

Feeling guilty after doing wrong _____
1 - 19 - 8 - 1 - 13 - 5 - 4

Feeling full of energy _____
5 - 14 - 5 - 18 - 7 - 5 - 20 - 9 - 3

Feeling fear and worry _____
1 - 6 - 18 - 1 - 9 - 4

Feeling happy and aroused _____
5 - 24 - 3 - 9 - 20 - 5 - 4

Feeling tense, tired, and uneasy _____
19 - 20 - 18 - 5 - 19 - 19 - 5 - 4

Feeling pleasure for doing well _____
16 - 18 - 15 - 21 - 4

Feeling unable to think clear _____
3 - 15 - 14 - 6 - 21 - 19 - 5 - 4

Activity E-4: Emotions Word Search Puzzle**Instructor's Guide****ACTIVITY**

Objective: To increase familiarization of emotions

Supplies: One copy of activity found on next page and one pencil for each participant.

Group Size: independent completion, pairs of two or instructor could assist participant in a one-on-one setting.

Introduction: Purpose of activity is to increase awareness of different emotions.

Process: Explain purpose of activity. Pass out supplies. Require participants to find words on word search puzzle. Answer question at bottom of page.

DISCUSSION QUESTIONS

1. What was the word search puzzle about?
2. Require participants to share times when they have felt different emotions.
3. Is it okay to feel all emotions? *Yes.* Explain why.
4. What emotions have you tried to bottle up and not feel?
5. What did you learn from this activity?
6. Why do you think it is important to share your emotions?

SPECIAL CONSIDERATIONS

- Assign partners in groups of two. See which group completes the puzzle first.
- Reward person or persons who finished first with applause.
- Make copies on bright colored sheets to enhance creativity.
- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Provide younger participants with children's dictionary.
- Explain words as needed.

Name: _____ Date: _____ Activity: E-4

Emotions Word Search Puzzle

Directions: Find all hidden words listed below in word search puzzle below. Words can go forward, backwards or diagonal.

- | | | | | |
|---------|-----------|-------------|----------|----------|
| Active | Bright | Embarrassed | Joyful | Relaxed |
| Afraid | Cautious | Excited | Lonely | Sad |
| Alert | Confident | Glad | Peaceful | Silly |
| Angry | Confused | Happy | Playful | Stressed |
| Ashamed | Depressed | Hurt | Proud | Weak |

A	L	M	N	O	P	Y	U	K	G	O	I	H	R	E	T	Y	U	C
S	P	O	M	N	Y	U	Y	T	A	S	E	W	C	D	D	S	A	N
D	U	I	O	T	V	P	X	W	D	E	M	A	H	S	A	V	C	G
F	M	D	H	J	K	L	P	O	P	L	W	N	U	B	G	L	D	D
G	Q	E	E	D	S	C	V	A	N	M	O	O	P	Q	R	S	G	T
Q	U	S	D	S	H	A	P	T	H	G	I	R	B	L	E	R	A	T
W	V	A	D	N	S	E	P	H	O	T	H	U	R	T	A	W	E	A
R	W	R	R	B	A	E	Q	S	U	O	F	D	N	A	T	S	O	L
T	X	Y	Z	A	A	F	R	A	I	D	O	G	D	C	A	H	Y	D
Y	Y	D	E	C	B	A	C	P	Z	A	V	B	F	G	H	I	P	D
U	A	F	H	J	K	T	O	X	E	G	T	R	R	G	T	Y	U	E
I	T	N	E	D	I	F	N	O	C	D	D	E	S	S	E	R	T	S
O	O	P	G	V	L	U	F	E	C	A	E	P	I	T	Y	U	I	S
P	A	L	E	R	T	L	U	O	I	S	J	L	G	F	S	A	M	A
L	M	N	F	X	Y	X	S	X	Y	Z	L	A	F	F	D	V	N	R
J	D	F	G	G	C	X	E	A	X	Y	Z	Y	I	H	F	B	G	R
M	A	X	F	G	F	I	D	A	B	C	D	F	G	F	G	N	T	A
N	V	Z	F	Q	F	U	T	H	G	F	E	U	H	D	H	M	U	B
B	G	A	D	R	H	U	F	E	F	F	H	L	J	E	J	K	I	M
V	H	Q	A	S	G	R	P	O	D	N	U	S	K	X	J	L	O	E
C	Y	E	I	T	S	S	R	U	E	F	J	M	H	A	K	O	O	Y
X	U	R	M	U	A	A	O	I	Y	A	N	N	K	L	L	P	Y	T
A	I	T	M	V	X	R	R	O	R	T	T	Y	L	E	N	O	L	U
S	O	Y	Y	W	P	C	J	D	Y	A	E	P	K	R	F	D	S	I
D	S	R	F	G	R	S	F	N	F	T	R	Q	E	T	Y	D	F	I

IT IS OKAY TO FEEL ALL EMOTIONS.

- Which emotions have you tried to bottle up and avoid feeling? Explain why.

Activity E-5: Emotions Crossword Puzzle

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
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Objective: To increase awareness of emotions

Supplies: One copy of activity found on next page and one pencil for each participant.

Group Size: 2 to 10 members

Introduction: Purpose of activity is to increase understanding of emotional vocabulary with use of crossword puzzle.

Process: Explain purpose of activity. Pass out supplies. Require participants to complete crossword puzzle independently. Answer questions aloud as part of group at end of session

1. What was purpose of activity?
2. What did you learn from activity?
3. Answer questions from crossword puzzle allowed as a group.
4. Require participants to explain times when they felt different emotions from list at bottom of page.

SPECIAL CONSIDERATIONS	ANSWERS
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- Copy activity on transparent page. Complete activity on overhead projector with group.
- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Provide younger participants with children's dictionary.
- Explain words as needed.

Across

1. *Depressed*
2. *Afraid*
3. *Ashamed*
4. *Lonely*
5. *Confident*
6. *Embarrassed*
7. *Relaxed*

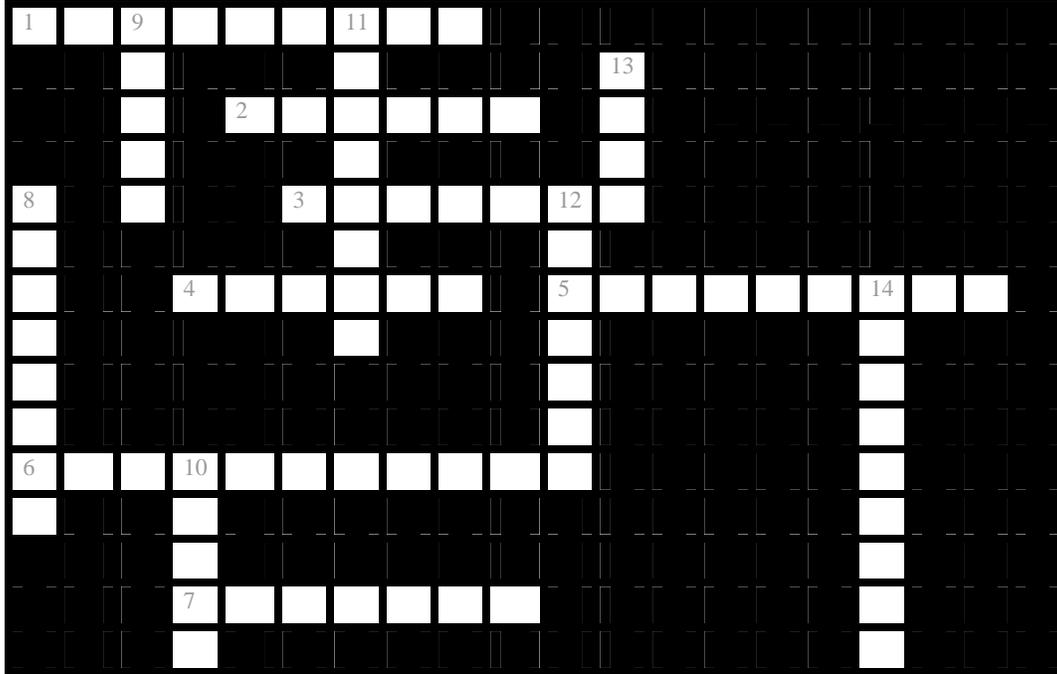
Down

8. *Confused*
9. *Proud*
10. *Angry*
11. *Stressed*
12. *Excited*
13. *Glad*
14. *Energetic*

Name: _____ Date: _____ Activity: E-5

Emotions Crossword Puzzle

Directions: *Identify correct feeling and write in spaces below.*



Across

1. Feeling sad, blue, discouraged, and unhappy
2. Feeling fear and worry
3. Feeling bad after doing wrong
4. Feeling alone and that nobody cares
5. Feeling able to do something
6. Feeling worried about what others think
7. Feeling ease and without worries, calm.

Down

8. Feeling unable to think clear
9. Feeling pleasure for doing well
10. Feeling mad with a person, act, or idea
11. Feeling tense, tired, uneasy, and overwhelmed.
12. Feeling happy and aroused
13. Feeling joy and pleasure
14. Feeling full of energy

Afraid	Angry	Ashamed	Confident	Confused	Depressed	Embarrassed
Energetic	Excited	Glad	Lonely	Proud	Relaxed	Stressed

Activity E-6: Emotions Matching Activity

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase awareness of emotions</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to increase awareness of emotions</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to independently complete matching activity. Answer questions aloud as part of group at end of session</p>	<ol style="list-style-type: none"> 1. What was purpose of activity? 2. Is it okay to feel all emotions? <i>Yes.</i> Explain why. 3. Require participants to explain times when they felt different emotions. 4. What did you learn from this activity?

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed. • Provide younger participants with children's dictionary. • Explain words as needed. • Allow participants to use activity sheet E-1 for assistance. 	<ol style="list-style-type: none"> 1. <i>F. Depressed</i> 2. <i>C. Ashamed</i> 3. <i>L. Lonely</i> 4. <i>H. Energetic</i> 5. <i>G. Embarrassed</i> 6. <i>N. Relaxed</i> 7. <i>E. Confused</i> 8. <i>M. Proud</i> 9. <i>B. Angry</i> 10. <i>O. Stressed</i> 11. <i>J. Glad</i> 12. <i>D. Confident</i> 13. <i>A. Angry</i> 14. <i>I. Excited</i> 15. <i>K. Jealous</i>

Name: _____ Date: _____ Activity: E-6

Emotions Matching Activity

Directions: Write the letter of the feeling for each definition.
Use a dictionary if you need help.

Definition	Emotion
1. ____ Feeling sad, blue, discouraged, and unhappy	a. Afraid
2. ____ Feeling guilty after doing wrong	b. Angry
3. ____ Feeling alone and that nobody cares	c. Ashamed
4. ____ Feeling full of energy	d. Confident
5. ____ Feeling uncomfortable because of shame	e. Confused
6. ____ Feeling at ease and without worries	f. Depressed
7. ____ Feeling unable to think clear	g. Embarrassed
8. ____ Feeling pleasure from doing well	h. Energetic
9. ____ Feeling upset with a person, act, or idea	i. Excited
10. ____ Feeling tense, tired, and uneasy	j. Glad
11. ____ Feeling joy and pleasure	k. Jealous
12. ____ Feeling able to do something	l. Lonely
13. ____ Feeling fear and worry	m. Proud
14. ____ Feeling happy and aroused	n. Relaxed
15. ____ Feeling displeased when rival does well	o. Stressed

Activity E-7: Emotions Collage**Instructor's Guide****ACTIVITY**

Objective: To identify emotions in others

Supplies: One copy of activity found on next page and one pencil for each participant. Provide participants with scissors, paste, magazines, colored pencils, markers, and crayons.

Group Size: 2 to 10 members

Introduction: Purpose of activity is to increase awareness of emotions in others and to be aware of facial expressions and body language.

Process: Explain purpose of activity. Pass out supplies. Require participants to cut out pictures from magazines as described on activity page. Paste pictures in appropriate space. Draw pictures if none can be found or if magazines not available.

DISCUSSION QUESTIONS

1. What was the purpose of this activity?
2. What did you learn about yourself?
3. How could you tell what a person was feeling?
4. What facial expressions did you notice in pictures?
5. What types of body postures did you notice in pictures?
6. Why is it important to recognize body language?

SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Explain words as needed.
- Require participants to complete two; one for self and one for others and compare difference.
- Inform participants that acting happy can actually produce positive feelings. Require everyone in the group to show their best smile one at a time.

Name: _____ Date: _____ Activity: E-7

Emotions Collage

Directions: *Cut out pictures from magazines that show a person with the feeling listed and paste on shapes below. Draw pictures if you can't find any in magazines.*

Feeling Angry

Feeling Excited

Feeling Loved

Feeling Sad

Feeling Silly

Feeling Relaxed

Feeling Lonely

Feeling Embarrassed

Activity E-8: Emotions Bingo

Instructor's Guide

ACTIVITY

Objective: To verbalize emotions.

Supplies: One copy of activity found on next page, one pencil, and Bingo marker chips for each participant. Activity also requires note cards, and a hat, cup or bag.

Group Size: 2 to 10 members

Introduction: Purpose of activity is to verbalize emotions with use of Bingo game.

Process: Explain purpose of activity. Pass out supplies. Require participants to write one emotion in each box and do not write emotions more than once. Write one emotion on each note card from bottom of page. Place note cards in hat, cup, or bag. Pull out one note card at a time and read emotion to group. Require participants to mark emotion with Bingo chip if they have it written on their board. First participant to get five in a row must reach each emotion and tell a time when he or she felt that emotion.

DISCUSSION QUESTIONS

1. What was the purpose of this activity?
2. What did you learn about emotions?
3. What did you learn about yourself?
4. What did you learn about others?
5. Why do you feel it is important to understand emotions?

SPECIAL CONSIDERATIONS

- Make copies on bright colored sheets to enhance creativity
- Allow use of colored pencils for creativity.
- Provide one-on-one assistance to help participants as needed.

Name: _____ Date: _____ Activity: E-8

Emotions Bingo

Directions: Write one emotion in each box below from list at bottom of page. Do not write words twice.

		FREE SPACE		

- | | | | | |
|---------|-----------|-------------|----------|----------|
| Active | Bright | Embarrassed | Joyful | Relaxed |
| Afraid | Cautious | Excited | Lonely | Sad |
| Alert | Confident | Glad | Peaceful | Silly |
| Angry | Confused | Happy | Playful | Stressed |
| Ashamed | Depressed | Hurt | Proud | Weak |

Activity E-9: Life’s Blessings

Instructor’s Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To identify positives in life</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to increase awareness of positives in life. “Positives” are thoughts that we consider to be good, pleasurable, and enjoyable.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to list as many activities as they can think of on the swirl.</p>	<ol style="list-style-type: none"> 1. What was the purpose of this activity? 2. Do you think it is important to focus on the positives in life? Explain why. 3. What did you learn about yourself? 4. How does thinking of these “life blessings” affect your mood? 5. How can you go about doing these activities if you don’t do them already? 6. Explain why it is good to focus on the positive instead of the negative?

SPECIAL CONSIDERATIONS	RECOMMENDATION
<ul style="list-style-type: none"> • Make copies on bright colored sheets to enhance creativity • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed. • Explain words as needed. • Inform participants that focusing on positive means to not <i>dwell on the negative</i>, but this does not mean to <i>avoid or ignore</i> facing life’s problems. 	<ul style="list-style-type: none"> • Collect all activity sheets after participants have completed them. Read answers allowed and have the group participant’s guess which individual completed the activity sheet. Be sure to gain all individuals consent to read their answers aloud prior to sharing them to avoid embarrassing anybody.

Name: _____ Date: _____ Activity: E-9

Life's Blessings

1. Best things that have happened to me:

2. Most prized possession:

3. Best things about life:

4. Favorite food:

5. Favorite drink:

6. Favorite place to be:

7. Places I want to go:

8. Hobbies:

9. Favorite sports:

10. Favorite television show/ movie:

11. Favorite book/ magazine:

12. Best physical feature:

13. Best memory:

14. Past achievement:

15. Best talent:

16. Best friend/ family member:

17. Why is it important to focus on the positives?

18. What did you learn about yourself from this activity?

Activity E-10: Activities That Make Me Happy

Instructor’s Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To identify positives in self and to understand how activities influenced mood</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to increase awareness of positives in self by focusing on enjoyable activities.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to list as many activities as they can think of on the swirl.</p>	<ol style="list-style-type: none"> 1. What was the purpose of this activity? 2. What did you learn about yourself? 3. How do these activities influence your mood? 4. What prevents you from doing these activities? 5. How can you go about doing these activities if you don’t do them already? 6. Why is it important for you to do these activities?

SPECIAL CONSIDERATIONS	RECOMMENDED RESOURCE
<ul style="list-style-type: none"> • Make copies on bright colored sheets to enhance creativity? • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed. • Explain words as needed. • Read <i>Blue Day Book</i> to participants. Focus discussion questions on how leisure activities discussed in book could improve mood. 	<p>These picture books focuses on the positives in life and it discusses many enjoyable activities that can promote happiness.</p> <p style="text-align: center;">Greive, B. T. <i>The blue day book.</i></p> <p>Use this book for younger participants.</p> <p style="text-align: center;">Greive, B. T. <i>The blue day book for kids: a lesson in cheering yourself up.</i></p> <p>Require participants to state activities that were discussed in the book and how they can help a person feel cheerful for group discussion.</p>

Name: _____ Date: _____ Activity: E-10

Activities That Make Me Happy

This activity can help you focus on positives.

Directions: *List activities that make you happy, starting at the center of the swirl. Activities could be simple as looking out the window, smelling a flower, or singing.*



- Do activities listed above when you feeling down. Try smiling.
- How do you feel about the activities you listed above?

Activity E-11: Emotions and Music

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To understand how music influences mood and emotions</p>	<p>1. What was the purpose of this activity?</p>
	<p>2. What did you learn about yourself?</p>
<p>Supplies: One copy of activity found on next page and one pencil for each participant. One C.D. player and various types of music on C.D. for group activity.</p>	<p>3. How do these songs influence your mood?</p>
	<p>4. What songs help you to feel relaxed?</p>
	<p>5. What songs help you to feel active?</p>
	<p>6. How could music help you?</p>

Group Size: 2 to 10 members

Introduction: Purpose of activity is to understand how music influences mood.

Process: Explain purpose of activity. Pass out supplies. Require participants to write answers to questions. Ask discuss questions. Play different types of music for participants, i.e., silly tunes, holiday music, etc. Ask how they felt about each type of music.

SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Explain words as needed.
- Provide different types of music for participants to listen, i.e., relaxation C.D., holiday music, silly songs, patriotic songs, and sound tracks from scary or funny movies.
- Allow participants to paint abstract pictures of their emotions while listening to music.

Name: _____ Date: _____ Activity: E-11

Emotions and Music

Directions: List songs that cause the emotions listed below. For example active emotions could be caused from dance music, festive emotions could be caused from holiday music. Different people may feel different about the same type of music. Consider drums, piano, guitar, and even cartoon or various theme songs when completing this activity sheet.

Emotion	Song/Music
Active	
Alert	
Depressed	
Excited	
Festive	
Glad	
Happy	
Joyful	
Mad	
Patriotic	
Peaceful	
Relaxed	
Sad	
Scared	
Silly	

Directions: Write your answer in spaces provided below.

1. Do you think music influences mood? Explain why or how.

2. What songs could help you relax when feeling stressed?

3. What songs could help motivate you when feeling sluggish?

4. What is your favorite type of music?

5. What did you learn about yourself from this activity?

6. How could you use music help you?

Activity E-12: Emotions and Movies

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To understand how movies influence mood</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to identify how movies influences mood and behavior.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to write answers to questions.</p>	<ol style="list-style-type: none"> 1. What was the purpose of this activity? 2. What did you learn about self? 3. How do these movies influence your mood? 4. How does your mood influence your behaviors? 5. What movies help you to feel relaxed? 6. What feelings arise from watching violent movies? 7. What are the consequences for watching violent movies?

SPECIAL CONSIDERATIONS	RECOMMENDED RESOURCES
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed. • Explain words as needed • This activity may be too difficult for younger participants. Instructor may want to select movie and then ask discussion questions. See recommended resources in the next column. • Cinema therapy could be a valuable tool for personal growth and development. 	<p>These books identify movies for a variety of age groups and needs.</p> <ul style="list-style-type: none"> • Solomon, G. (1995). <i>The motion picture prescription</i>. Santa Rosa, CA: Aslan Publishing. • Madison, R.J. & Corey, S. (2001). <i>Talking pictures</i>. Philadelphia, PA: Running Press.

Name: _____ Date: _____ Activity: E-12

Emotions and Movies

Directions: List movie titles that cause emotions below. Different people may feel different about the same movies. For example cartoons may cause you to feel silly, action movies may cause you to feel alert. The same movies could make someone else feel bored.

Emotion	Movie
Active	
Alert	
Depressed	
Excited	
Festive	
Happy	
Joyful	
Mad	
Pleased	
Relaxed	
Sad	
Silly	

Movies can also teach us valuable lessons.

Directions: List five of your favorite movies in column one. Concentrate on the movie and list lessons learned from it in column two.

Favorite Movies	Lessons from Movie

Activity E-13: Emotions and Writing

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To cope with emotions by writing and to demonstrate emotional growth through journaling</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of this activity is to express emotions in appropriate, calm manner by writing them. Maintaining a journal is a good way to measure emotional growth and development.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to write answers to questions.</p>	<ol style="list-style-type: none"> 1. What was the purpose of this activity? 2. What did you learn about yourself? 3. How does writing influence your mood? 4. How could you use journaling to help you? 5. What are the benefits for journaling?

SPECIAL CONSIDERATIONS	RECOMMENDATION
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed. • Provide each participant with several copies of next page and folder to keep them if they do not have a journal. • Require each participant to write one sentence about how they feel on a note card. Collect note cards. Group leader needs to read each sentence aloud and allow group members to give helpful feedback for each one. Inform participants that this is not a game for guessing who had written what. 	<ul style="list-style-type: none"> • This book explains the powerful benefits of writing. <p>Pennybaker, J. (1997). <i>Opening up</i>. New York: Guilford Press.</p> <ul style="list-style-type: none"> • This book provides ways to promote writing. <p>Allen, R. (2002). <i>The playful way to serious writing</i>. New York: Houghton Mifflin co.</p>

Name: _____ Date: _____ Activity: E-13

Emotions and Writing

Directions: *Make copies of this page. Bind copies in folder. Complete these journal entries at least once per week to keep track of your feelings and personal growth.*

- Today I feel _____
because: _____

- I am excited about:

- I am concerned about:

- I am hopeful for:

- I am thankful for:

- I am proud of:

- My goals are:

- Interesting things about today:

Activity E-14: Emotions and Humor

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
Objective: To understand how humor promotes a positive and happy mood	1. What was the purpose of this activity?
Supplies: One copy of activity found on next page and one pencil for each participant.	2. What did you learn about yourself?
Group Size: 2 to 10 members	3. How does humor influence your mood?
Introduction: Purpose of activity is to increase positive mood with use of humor	4. What would life be like without humor?
Process: Explain purpose of activity. Pass out supplies. Require participants to write answers to questions. Explain to participants that demeaning humor about race, gender, disability or sex is not appropriate.	5. Why is it inappropriate to make jokes about: gender, heritage, disability, orientation, age, or religion?

SPECIAL CONSIDERATIONS
<ul style="list-style-type: none">• Allow use of colored pencils for creativity.• Provide one-on-one assistance with participants as needed.• Explain words as needed.• Provide appropriate humor and joke books for participants to read and share.• Develop a Humor Therapy bulletin board with jokes, riddles and pictures. Allow all participants to contribute to the board. Instructor needs to prohibit any demeaning or inappropriate humor.

Name: _____ Date: _____ Activity: E-14

Emotions and Humor

Directions: Write your best answer in spaces provided.

- What is the best joke you have ever heard?

- List several funny movies:

- List several funny books, stories, or comics:

- List funny cartoons:

- Explain a time when something funny happened that you did not expect.

- What makes you laugh?

- What ways can you increase humor in your life?

Play, laugh, smile, and enjoy life.

Happiness is no laughing matter.

- Arch Bishop Whately
(1787-1863)

Humor is the best medicine.

(Author unknown)

Activity E-15: Self-Expression and Leisure

Instructor’s Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To understand how to appropriately express one’s self through leisure</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to learn appropriate ways to express self through active leisure activities. “Doing activities as opposed to sitting around watching television is a great way to express who you are.”</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to write answers to questions.</p>	<ol style="list-style-type: none"> 1. What was the purpose of this activity? 2. Explain how activities you chose could help you to be creative? 3. What did you learn about creativity from this activity? 4. What other activities could be creative? 5. What did you learn about yourself? 6. What would the world be like without creativity?

SPECIAL CONSIDERATIONS	RECOMMENDED RESOURCE
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed. • Explain words as needed. • Inform participants that any activity could be creative. <i>For example people have their own unique and creative styles for decorating cakes, playing golf, skateboarding, dressing, or doing any activity.</i> Inform participants to add their own personal, unique style to activities. 	<p>This book, written by an art therapist, it includes many ideas for creative activities.</p> <p>Barber, V. (2002). <i>Explore yourself through art</i>. New York: Plume.</p>

Activity E-16: Think Positive

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To increase feelings of self-worth and to feel able to accomplish things</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to plan on trying new situations. By focusing on ability and past accomplishments you can feel more confident and able to be successful at trying new things.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to write answers to questions.</p>	<ol style="list-style-type: none"> 1. What was purpose of this activity? 2. Why is it important to focus on past accomplishments? 3. Why is it important to focus on things you are able to do? 4. What did you learn about yourself? 5. How can thinking of “past accomplishments” and “things you are able to do” build your self-confidence?

SPECIAL CONSIDERATIONS	INFORMATION
<ul style="list-style-type: none"> • Make copies on bright colored sheets to enhance learning. • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed, especially with those who are depressed or have low self-esteem. • Explain words as needed. • Encourage participants to get started by asking them questions: <i>Are you able to walk? Are you able to talk? Those are accomplishments.</i> Do not ask these questions to those who have disability. Focus on even the smallest accomplishment. 	<p>People are more likely to do things if they think they are able and capable, it is a self-fulfilling prophecy. By thinking negative and hopeless, a person is less likely to attempt, try, and be successful at doing things in his or her life.</p>

Name: _____ Date: _____ Activity: E-16

Think Positive

Don't Disable Yourself.

“Dis” is a common street word that means to put-down or make someone feel bad. Able means having the skill to do something. Many people disable themselves when they are capable of doing far greater things by telling themselves they can't do something.

Directions: List ten past accomplishments in column one and ten things you are able to do in column two.

Past Accomplishments	Things I Am Able To Do
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

- Why is it important to focus on what you are able to do?

- How do you feel when you think about all of your past accomplishments and being aware of things you are able to do?

- What are some things you would like to try to do, but have not done?

- Describe something new that you want to accomplish?

- In what ways are certain you are able to do what you plan to accomplish?

Activity E-17: Coping With Fear

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To be prepared for possible fearful situations</p>	<p>1. What was the purpose of this activity?</p>
<p>Supplies: One copy of activity found on next page and one pencil for each participant.</p>	<p>2. Why is it important to believe that you can handle anything?</p>
<p>Group Size: 2 to 10 members</p>	<p>3. What are the consequences for allowing fear to prevent you from enjoying life?</p>
<p>Introduction: Purpose of activity is change thought patterns about fear. Inform participants that feeling fear can be handled. Handling it is the only choice.</p>	<p>4. What have you learned from this activity?</p>
<p>Process: Explain purpose of activity. Pass out supplies. Require participants to write answers to questions.</p>	<p>5. How can you use this information to help you in the future?</p>

SPECIAL CONSIDERATIONS	RECOMMENDATION
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. 	<p>Jeffers, S. (1987). <i>Feel the fear and do it anyway</i>. New York: Harcourt Brace Jovanovich, Publishers.</p>
<ul style="list-style-type: none"> • Provide one-on-one assistance with participants as needed. 	
<ul style="list-style-type: none"> • Explain words as needed. 	

Name: _____ Date: _____ Activity: E-17

Coping With Fear

Directions: Place a checkmark beside your fears below.

Check	Fear
	Losing a family member
	Losing a friend
	Being hurt physically
	Being hurt emotionally
	Speaking in front of group
	Making a bad grade
	Making a mistake
	Being left out
	Being embarrassed
	Other:

You can
 handle
 anything
 that
 happens
 in life.

Directions: Chose one fear above. Explain how you could handle it effectively below.

- I can handle it by:

- Facing this fear is a chance for me to:

- What are the positive outcomes: *For example, losing a grandmother who is dying is a fear. What positives could come from this? Well... she would no longer be suffering, she would be in a better place, and she won't be hurting anymore.*

<p>What does not kill you will make you stronger.</p>	<p><i>Ships in harbor are safe, but that is not what ships are built for.</i></p> <p>- John Shedd.</p>
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Activity E-18: Coping with Depression

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To cope with depression</p>	<p>1. What was the purpose of this activity?</p>
<p>Supplies: One copy of activity found on next page and one pencil for each participant.</p>	<p>2. What are the challenges you face when feeling depressed?</p>
<p>Group Size: 2 to 10 members</p>	<p>3. How must you overcome these challenges?</p>
<p>Introduction: Purpose of activity is to cope with depression as if it were a challenging game.</p>	<p>4. How will you grow from overcoming these challenges?</p>
<p>Process: Explain purpose of activity. Pass out supplies. Require participants to write answers to questions.</p>	<p>5. What did you learn about yourself from this activity?</p>

SPECIAL CONSIDERATIONS	RECOMMENDATION
<ul style="list-style-type: none"> • Make copies on bright colored sheets to enhance creativity 	<p>Bloomfield, H. & McWilliams, P. (1996). <i>How to heal depression</i>. LA: Prelude Press.</p>
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. 	
<ul style="list-style-type: none"> • Provide one-on-one assistance with participants as needed. 	
<ul style="list-style-type: none"> • Explain words as needed. 	

Name: _____ Date: _____ Activity: E-18

Coping With Depression

Cope with depression as if it were a game.

Directions: Write best answer in spaces provided.

1. What is your favorite table game?

2. What challenges are in this game?

3. What must you do to win your favorite game?

Let's switch the focus to your life problems and overcome them in a playful way

1. What problem are you facing in life?

2. What is the major challenge to your problem?

3. What are some creative ways in which you could overcome these challenges?

4. What must you do to beat the problem?

5. What do you plan to do about your problem now?

Activity E-19: Coping with Anger

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
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Objective: To be aware of skills to cope with anger and to create own guided journey

Supplies: One copy of activity found on next page and one pencil for each participant.

Group Size: 2 to 10 members

Introduction: Purpose of activity is to teach participants how to use a guided journey as a coping skill for anger. Teach participants to use a guided journey as an alternative to using physical aggression when feeling angry.

Process: Explain purpose of activity. Pass out supplies. Dim lights. Instructor should read guided journey to participants in a low, soft voice tone. Play light music in background. Afterwards, require participants to write their guided journey on the next page.

1. What was the purpose of this activity?
2. How did you feel when you listened to the guided journey?
3. What are the benefits of a guided journey?
4. What are the consequences if you use your hands or words to hurt other people when you feel angry?
5. Allow participants to share their guided journey with group.
6. How did you feel about designing your own guided journey?

SPECIAL CONSIDERATIONS

- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Explain words as needed.

Name: _____ Date: _____ Activity: E-19

Coping With Anger

*You have the right to feel angry,
But you don't have to allow anything to make you stay angry.*

Directions: *Read guided journey below slowly. For best results have another person read it in a low, soft voice tone.*

- Dim the room lights, then sit or lay comfortably...
- Breathe air in through your nose and out your mouth
- Close your eyes and imagine being the only person in the room
- It is time to relax, it is time to lighten up, and release anger
- Imagine your feet tingling and feeling lighter
- Your legs feel the tingle too. Image your legs floating upward
- Allow the tingle to spread up your back and neck
- Say to yourself, it is time to relax
- Imagine your body floating several inches above your chair
- Allow the tingle to spread down your arms and to your head
- Imagine your arms floating up. It is time to relax
- Picture the walls and the ceiling floating away
- You can see blue skies and white clouds in the distance
- Your body is relaxed. Imagine floating up to the clouds
- Float higher and higher into the clouds
- Until you can see green fields stretching to the horizon
- Feel the wind blow across your face. Smell the fresh air
- Listen to the birds sing.
- Look down at the peaceful blue streams and rivers
- Blue streams cut across green valleys as you calmly float in the clouds
- In a sea of clouds, you are at complete relaxation.
- Enjoy it and remember what it feels like.
- Take another breath of air in through your nose and out your mouth.
- (Wait a few minutes in silence before continuing)
- At this time you must search below to find your chair again
- Spot your chair in the middle of a beautiful field of flowers
- Slowly drop back down to your chair and sit in it comfortably
- Slowly open your eyes and notice the walls in the room once again
- Focus on pictures and other objects in the room
- You have experienced a relaxing journey
- Continue your day feeling calm as you felt during this escape

Name: _____ Date: _____ Activity: E-19
Continued

Directions: Write a guided journey below.

- Where is your relaxing place? *Examples: forest, beach, park, etc.*

- What do you see? *Examples: trees, ocean, birds, mountains, animals, etc.*

- What do you smell? *Examples: fresh air, flowers, ocean air, etc.*

- What do you hear? *Examples: waves, wind, birds, quietness, etc.*

- What do you feel? *Examples: sand, blowing wind, water, grass, etc.*

- Why is this place relaxing for you?

Read your guided journey to relax when you feel angry or stressed.	Do not use your hands or words to hurt other people when you feel angry.
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Activity E-20: Expressing Empathy

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To be aware of other's emotions</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is increase aware of emotions and others.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to write answers to questions.</p>	<ol style="list-style-type: none"> 1. What was the purpose of this activity? 2. Answer questions as a group. 3. Ask participants how they would feel in each situation. 4. Ask participants what they could do to help in each situation.

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none"> • Allow use of colored pencils for creativity. • Provide one-on-one assistance with participants as needed. • Explain words as needed. • Inform participants that we all think different and have different feelings about the same events. We can't know for sure how somebody feels. 	<p><i>Answers may vary.</i></p> <ol style="list-style-type: none"> 1. Hurt, sad, or afraid 2. Excited, happy, or glad 3. Excited, happy, or glad 4. Glad for their brother or Jealous of their brother 5. Hurt, sad, mad, upset, or angry 6. Afraid, worried, or sad 7. Upset, angry, or mad 8. Upset, angry, or mad 9. Worried, sad 10. Kate: proud, Grandmother: happy, loved or excited.

Name: _____ Date: _____ Activity: E-20

Expressing Empathy

Empathy means to understand how others could feel by placing yourself in their situation

Directions: Read each situation below.

Write how a person could feel in the space provided.

1. Danny slipped on ice, fell, and broke his arm. How might he feel?

2. Carrie got a new kitten for her birthday. How might she feel?

3. Jimmy won a new bicycle for a contest. How might Jimmy feel?

4. How might Jimmy's brother and sister feel about him winning a new bike?
Explain why.

5. Somebody makes an inappropriate joke about race, age, or gender. How might someone that overheard this joke feel?

6. Jennifer's pet dog is missing. How might Jennifer feel?

7. Tom was sleeping. He woke up because his roommates were being loud. How might Tom feel after being awoken when he needed rest?

8. Somebody cheats in a card game. How might the others feel when they found out about being cheated?

9. A friend just told you that their grandfather was in the hospital and that he might not have many more hours to live. How might your friend feel?

10. Kate made her grandmother a cake? How might Kate feel? How might her grandmother feel?

Activity E-21: Emotional Well-being and Goal Planning

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: To plan a more positive and enjoyable life</p> <p>Supplies: One copy of activity found on next page and one pencil for each participant.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to focus on needs and wants from life and how to go about accomplishing these to create a more positive and enjoyable life.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to write answers to questions.</p>	<ol style="list-style-type: none"> 1. What was the purpose of this activity? 2. Why is it important to plan ahead? 3. Why is it important to visualize your hopes and dreams? 4. Could you relate your picture to a map? <i>Your picture could be a map that shows where you want to go in life.</i> 5. Why do you feel it is important to have hopes and dreams? 6. What are your hopes and dreams? 7. Discuss answers to activity sheet on next page.

SPECIAL CONSIDERATIONS

- Make copies on bright colored sheets to enhance creativity.
- Allow use of colored pencils for creativity.
- Provide one-on-one assistance with participants as needed.
- Explain words as needed.

Name: _____ Date: _____ Activity: E-21

Emotional Well-Being and Goal Planning

Directions: Read each question. Be silent for 3 minutes and think of the answer. Be realistic. Write answers in spaces provided.

1. What are your hopes and dreams in life?

2. What do you hope to accomplish this year?

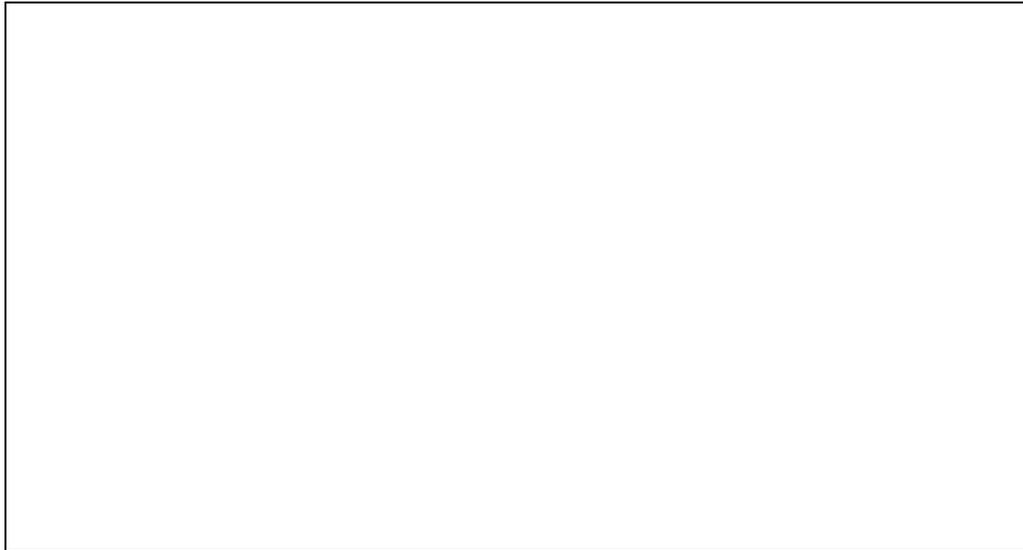
3. What do you hope to accomplish in the next five years?

4. What do you hope to accomplish in the next ten years?

5. Close your eyes and visualize yourself doing all the things you have written above for 3 minutes. What emotions did you feel?

6. Draw a picture of you succeeding below.

Visualize this picture once per day in your mind until it becomes a reality.



Activity E-22: Emotional Well-Being Evaluation

Instructor's Guide

ACTIVITY	DISCUSSION QUESTIONS
<p>Objective: to understand emotions, how leisure promotes positive emotions, and how to cope with emotions.</p> <p>Supplies: Copies of activity found on next page for each participant, one pencil for each participant and previous emotion activity sheets E-1 to E-21.</p> <p>Group Size: 2 to 10 members</p> <p>Introduction: Purpose of activity is to demonstrate awareness of emotions, how leisure influences emotions and how to cope with emotions.</p> <p>Process: Explain purpose of activity. Pass out supplies. Require participants to complete activity found on next page.</p>	<ol style="list-style-type: none">1. What was the purpose of this activity?2. Verbalize at least 10 emotions among group members.3. Explain how to identify emotions in others.4. Explain why it is important to demonstrate empathy.5. Explain how leisure influences positive mood.6. Explain how to cope with fear, depression and anger.

SPECIAL CONSIDERATIONS	ANSWERS
<ul style="list-style-type: none">• Allow use of colored pencils for creativity.• Provide one-on-one assistance to help participants as needed.• Allow participants to review their previous activity worksheets and handouts from the section on emotional well-being.	<ul style="list-style-type: none">• Answers may vary

Name: _____ Date: _____ Activity: E-22

Emotional Well-Being Evaluation

Directions: *List appropriate answers in spaces provided.*

- **List ten different emotions**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- **How can you recognize other's emotions?**

- **Explain how each leisure activity promotes positive emotions.**

○ Music: _____

○ Movies: _____

○ Writing: _____

○ Humor: _____

○ Expressive activities: _____

- **Explain how you could cope with the following:**

○ Fear: _____

○ Depression: _____

○ Anger: _____

You're Invited!

I, Danny P. am inviting you to take one of my home study continuing education courses.

Sample a course risk free because you have a 30-day money back guarantee – no questions asked. So, you have nothing to lose by sampling one of my home study continuing education courses.

Go to the link below:

http://www.dannypettry.com/main/page_courses.html

