4 Feelings and temperament

SESSION AT A GLANCE

Riddle
Recognise them ?

Discussion/ Writing
Worksheet 3
Straight from the heart

Reflection/ Writing
Worksheet 4
This is me

Home Activity
Worksheet 5
My likes and dislikes

Preparing for the session

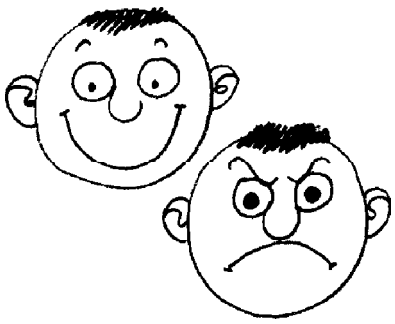
This session focuses on the emotional part of the self - one's feelings, beliefs, likes and dislikes and temperament. All the activities and the worksheets reinforce the idea that each one of us is unique in the way we feel about, and react to, different situations at different times.

Main ideas

- Our feelings, likes and dislikes make us unique. No two people feel or behave in an identical manner in all situations.

To conduct the session you will need

- Copies of Worksheets 3, 4 and 5 (one copy of each worksheet per child)



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Conducting the session

Activity 1
Riddle

Recognise them ?

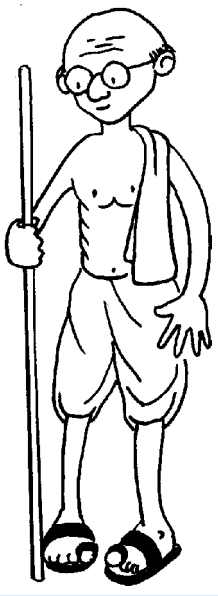
Tell the class that they will be playing a game. You will give them a few clues and they have to solve the riddle by guessing the name of the person you are describing. *(A similar game was played in an earlier session. Explain that this time the persons you are describing are well-known people and not someone from the class.)*

Read out the first description given below. Pause after each line to give the class time to guess who it is. If the class is not able to guess correctly even after you have read out the entire description, give them the answer. Make sure, though, that you reveal the answer only after the children have exhausted their guesses. Similarly, go through the next list of descriptions to identify the person described. *(We have chosen the names of people whom the class is likely to have heard about. Do use other examples or add more descriptions if you would like to.)*

Description 1

1. I was not a very clever student.
2. I am dark and of medium height.
3. I practiced law in a foreign country for several years.
4. I used to wear suits to work, but later in life I wore only a dhoti.
5. In South Africa, I noticed that all human beings were not treated equally.
6. I began a movement against this.
7. I hate violence of any kind, and I believe in Ahimsa.
8. I believe that India should be independent of foreign rule and that Hindus and Muslims should be united.
9. I am known as the Father of the Nation.

Answer : Mahatma Gandhi



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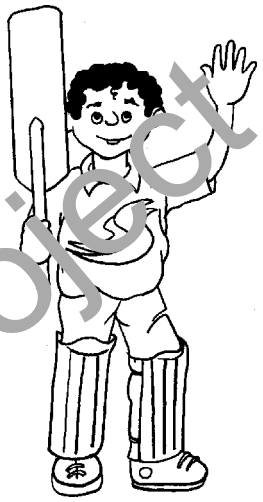
Description 2



1. I started my career when I was very young.
2. I like privacy, though I am a famous person.
3. I like spending time with my family.
4. I am short and have curly hair.
5. Since my childhood I have loved sports.
6. I model for advertisements of soft drinks and other products.
7. I travel a lot to play matches in different parts of the world.
8. I felt very proud when I broke Don Bradman's batting record.
9. My close friend, who was at school with me, is also a well-known cricketer like me.

Answer : Sachin Tendulkar

After both the persons described have been identified, ask the class how they were able to make their guesses. After the class has responded, make the following points.

It is possible to identify people not only by the way they look but also by the way they feel, that is, by finding out what their likes and dislikes are, how they feel and behave in different situations, and also by knowing about their beliefs and ideas, that is, by what they believe is right or wrong. What this means is that just as each one of us is unique physically, each one of us also has a unique emotional identity. It is this combination of our emotional and physical selves that makes up our personality.

Activity 2
Discussion/ Writing
Worksheet 3
Straight from the heart

Begin the activity by telling the class that they now have to think and write about their feelings.

Give an example of some emotion that you feel and what you do to express it. For example, you could say, "I feel happy when my daughter does well at school. And I show my happiness by giving her a hug." Or

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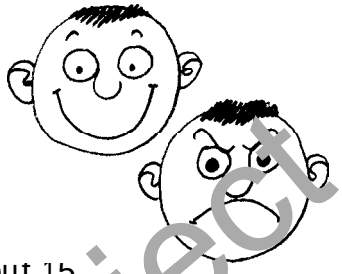
"I feel angry when I see someone throwing garbage on the road. And I show my anger by shouting at that person".



Invite two or three children to share their feelings about what makes them happy / angry and what they do to express their happiness / anger.

Distribute copies of Worksheet 3 and allow about 15 minutes for the class to complete it.

Ask a few children to share their work with the rest of the class and sum up the activity by making the following points :

AAll of us have different feelings about different things. We also have different ways of expressing these feelings. Something that makes you laugh may perhaps irritate someone else, and something that makes another person cry may not affect you very much. Not only that, we ourselves may react to the same thing differently at different times. When you are tired, a scolding from your mother might make you cry or quarrel with her, but if she scolds you when you are in a good mood you might ask her forgiveness or try to pacify her. Some of these emotions could be negative - that is, they might harm others or us. We should try to reduce or control such feelings. For example, if a friend whom we have trusted betrays us, then it is natural to feel hurt; but we must not become bitter or stop trusting everybody.

Activity 3
Reflection/ Writing
Worksheet 4

This is the

Distribute copies of Worksheet 4. Explain that a list of descriptions has been given in the worksheet and each child has to tick the personality traits that best describe him or her.

Make sure that the children understand that there are no 'right' or 'wrong' answers. Encourage them to respond honestly and assure them that the responses do not have to be shared with others. And while explaining this, ensure that you do not use the name of any child in the class as an example.

Read out the descriptions one by one. Ask the children to tick the ones that apply to them as you read them out.

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Allow about 5-10 minutes for the children to go though their worksheet and make changes if necessary, and sum up the activity by making the following points.

Your responses will tell each one of you something about yourself - about your feelings, your temperament, the kind of person you are. Of course, there are also many more things about you that have not been described in the worksheet and if you would like to, you can add those things to the list later.

If you look at the responses carefully, you are likely to find that you are happy about having some of the traits described, but not so happy about others. But remember that we are always changing. If there is something about us that we don't like it can be changed - if we want to, we can bring about a change in ourselves.

In the previous session, and in this one, the children have explored many new facets of their physical and emotional selves. Spend a few minutes getting their reactions on what they did in these two sessions.

Summing up

Conclude the session by making the following points.

Our identity does not depend only on ourselves. Different people and different circumstances influence us. These influences have an impact on our behaviour, our views on different things, our likes and dislikes, and so on. In the next few sessions we will try to find out more about these influences on us.

Home Activity

Worksheet 5

My likes and dislikes

Distribute copies of Worksheet 5 and ask the children to complete it at home. Remind them to file all the worksheets (the ones completed in class and at home) in their personal folders.

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