



Activity: 7-8.1.5

Key Message

- Everyone has a right to their own feelings and everyone is responsible for their own behaviour.

Activity Details

Victorian Curriculum

Health & PE Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity VCHPEP128

Capabilities VCPSCSE034

Time 20 minutes plus homework

Levels 7 & 8

Equipment • a class set of *Thinking, feeling, acting* handouts

Thinking, feeling, acting

Purpose

This activity is to encourage students to identify the range of different feelings people experience and to help identify the range of their own feelings.

Teaching notes

This is a simple worksheet activity. Some students may not want to share their answers if they are very personal. Inform students that sharing their answers is optional. It is helpful if the teacher fills out a worksheet and shares his/her answers as well as long as the answers are appropriate for students to hear.

Procedure

1. Hand out the *Thinking, feeling, acting* worksheet to students and inform them that it is for homework.
2. Explain that they are to fill in their sheets as honestly as possible bearing in mind that they do not need to share their answers with the class if they choose not to.
3. Review completed sheets the following session. Ask if anyone would like to share their answers.
4. Discuss the final statement on the worksheet in some detail. (Who is responsible for my behaviour?)

Adapted from Gourlay, P, White, W and Walsh, R 2001, *Growing up and feeling good: strategies for teaching and learning about puberty*, Family Planning Victoria, Box Hill, Vic.



Thinking, feeling, acting

I feel happy when _____

People know when I'm happy because _____

I feel angry when _____

People know when I'm angry because _____

I feel embarrassed when _____

People know when I'm embarrassed because _____

Sometimes I'm in a bad mood because _____

People know when I'm in a bad mood because _____

To improve my mood, I _____

Who is responsible for my behaviour? _____

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