

# Emotion Pie

## FILM

- ▶ Ellie's Little Corona Lessons
- ▶ Knietsche Puberty
- ▶ What Body is This? Bullying Episode

## KEY OBJECTIVES

- 1 Participants will be able to learn about 5 basic and prominent emotional states.
- 2 Participants will be able to differentiate between positive and difficult emotional states.
- 3 Participants will be able to identify the overwhelming emotions like anger, nervousness, fear and sadness.
- 4 Participants will be able to identify their own coping strategies to deal with the emotions
- 5 Participants will be able to create their own personalized emotion pie
- 6 Participants will be able to demonstrate the necessities to use the emotion pie to cope with challenging emotions

In the wheel for each emotion, there are 3 activities like walking certain steps, drinking, breathing and counting something around that the child can do by himself/herself.

### TOPICS

Emotions mental health well-being  
happiness sadness anger fear  
nervousness

### KEYWORDS

Emotions mental health  
coping mechanism  
challenging emotion

### LEVEL

Early Learners Primary School

### RESOURCE TYPE

Demonstration

material creation with guided activities

### INTENDED AUDIENCE SIZE

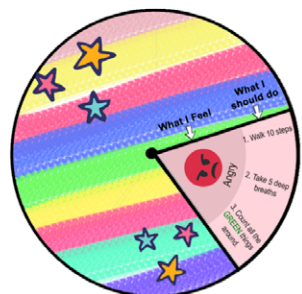
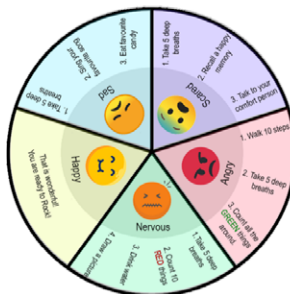
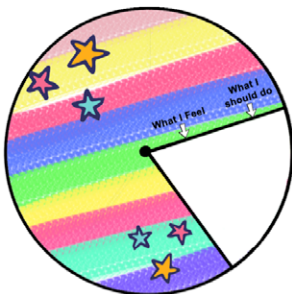
20-30 participants

### MODE OF DELIVERY

It will be easier to execute within a physical group and online session if the participants are aware of the learning materials needed.

### TIME FOR ACTIVITY

40 min.



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## INTRODUCTION

Every day we experience different positive and difficult emotions. The strong feelings that we encounter due to our surroundings and interaction are our emotions. It is the way our brain gives meaning to different experiences. We get affected by these emotions despite their gravity. Our mental health is connected with our physical health as well as our wellbeing. The knowledge and understanding of these emotions will give us more control over our mental health. We need to have a deeper understanding of the negative emotions which cause depression, anxiety, mood disorder and many mental illnesses. As more and more students are going through a diverse experience stuck home in isolation, this is high time we help our children address the difficult emotions that they go through and discover ways to manage them.

This self-care tool will help as an emotion identifier. The knowledge of emotion identifiers with guiding questions will be shared with the students to connect their day to day experience with the worksheet. Ideas will be discussed to manage certain difficult emotions that they feel. In the second phase, students will identify their emotions through the emotion pie and get basic ideas to manage that emotion. Activities linked to the emotions will be the starting point for coping methods that each student follows. The emotion pie will be a tool to use when students feel a negative emotion and don't know how to manage that. The students will have a discussion time to share how they experience certain negative emotions and spark brilliant discussions to manage those. At the end of the activity, students will have a deeper understanding of themselves and their emotions. The students will feel empowered as they hold a valuable tool to manage different difficult emotions.

## GUIDING QUESTIONS

- What is emotion?
- Where do they come from and where do they go?
- What are positive and difficult emotions?

- How to identify different emotions?
- What are the most frequent emotions we feel?
- Can you think of any linkage between incidents happening around and emotions that you feel?
- How do difficult do emotions affect our daily life?
- What can we do to cope with difficult emotions?

## MATERIALS/PREPARATION

- Pen
- Pencil
- Eraser
- Pencil compass
- Scale
- Cutter / Scissors
- Pin
- Glue
- A worksheet
- Two white pages
- A board / clipboard

## TASKS/PROCEDURE

- 1) At first, the facilitator will interact with the students, asking guiding questions to get them thinking and discussing ideas amongst their peers and with the facilitator. The facilitator will also explain what is emotion and what are positive and difficult emotions. The reality of the effect of different emotions (happiness, anger, nervousness, fear and sadness) on our mental state and what should be the coping mechanisms will also be briefly discussed in an en-

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gaging manner. Each of the students will be asked to tell or write about one real incident that made them happy, sad, nervous, scared and angry. The facilitator will keep note of the incidents.

- 2 In the second part the students will make 5 columns in the worksheet for the 5 emotional states (happiness, anger, nervousness, fear and sadness). The facilitator will give them a list of coping activities. The effect of each activity will be discussed shortly. The students will choose 3 activities for each difficult emotion and write them in the particular column in their worksheets.

The proposed activities might be:

- a Taking 5-10 deep breathes
- b Drinking a glass of water/juice/other healthy drink
- c Eating something sweet/chocolate
- d Walking 5-10 steps
- e Counting 3-5 green /red/yellow things around
- f Singing a song
- g Recalling a happy memory
- h Talking to a comfort person
- i Hugging a comfort person etc.

- 3 In the third part, the facilitator will show a pre-made emotion pie and demonstrate how to use the tool with examples of real-life scenarios.

- 4 In the fourth part, the students will be given instructions to create the tool. The safety measures will be announced. The students will do the activity on their own. Parental guidance will be necessary while using the scissors and pin.

- 5 The students will take a scale and draw a 10 cm line on the paper. Then they will take a pencil compass and stretch it to the equal length of the 10 cm line. Then the students will take two papers. In the first paper, the needle of the compass will be pointed in the middle of the paper and a circle will be created. The radius of the circle will be 20 cm.

- 6 Then using a pencil and a scale five equal lines will be drawn from the center of the circle dividing it into five parts like a pie. Then in each part name of an emotion and relevant identifying face will be drawn by the students following the demonstration of the facilitator. For each emotion, the coping activities will be written vertically in each section of the circle. At last, the circle will be cut out of the paper in a circular shape using a cutter or scissors. Thus the base paper is prepared.

- 7 Now the second paper will be the cover paper. In this one, a similar circle will be drawn and will be divided into five parts equal to the first circle. Then the circle will be cut out of the paper in a circular shape similarly using a cutter or a scissor as well as a section will be cut out making it look as if a piece of the pie has been removed. Then in the opposite white part of the cover paper name of the user will be written.

- 8 At last the base paper will be attached to a board or a clipboard using glue. Then the cover paper will be placed on the base paper using a pin in a way so that, the cover paper can move in a circular motion.

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## FOSTERING DISCUSSIONS

In the third part of our activity, the facilitator and the students will be having the fostering discussions. The students will get the science behind the activity, ask questions and get relevant answers.

As a part of making them understand better an individual activity will then take place. The facilitator will demonstrate to the students five different real-life scenarios where they will be asked to choose an emotion in the pie individually and act out the activities written by them. The scenarios will be chosen from the incidents the students have described initially.

They will give feedback to one another's activities and get ideas to explore better ways of coping while having difficult emotions. This will allow them to think more about the emotional challenges and come up with solutions that they can perform for themselves and others in future. If there are any misconceptions about the idea, the facilitator will clear that up as well.

## SAFETY INSTRUCTIONS

**When a student uses a cutter, scissors, pin and glue (for early learners), a guardian should be there to help him or her.**

## POSSIBLE EXTENSIONS

The demonstration mentioned in the activity can be a possible extension for the total activity where everyone will enlist more emotions and coping activities by themselves. As a part of the activity, interested participants can form a club among themselves to raise awareness about mental health and emotional wellbeing. As a part, they can demonstrate the activity they learnt in larger groups and among their friends while mentioning what to do to take action to cope with difficult emotions.

## AUTHORS AND SOURCES

Zobaida Nowshin, Educator, HerStory Foundation Bangladesh