ACTIVITY 1

EMOTION REGULATION QUESTIONNAIRE

SKILL/S COVERED: Self-regulation
APPROXIMATE TIME NEEDED: 45-50 minutes
AGE GROUP: 9-12 years old

BRIEF INTRODUCTION

Self-regulation is deemed extremely important for people to be able to recognize their emotions and try to reverse them or alleviate the bad effects of negative emotions. However, people may hide their feelings during social interactions, while this expressive repression can lead to decreased communication and increased stress. The Emotion Regulation Questionnaire, or ERQ, is the most popular emotion regulation scale among psychology researchers, which helps people identify their reactions to various situations and be able to positively regulate them.

AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK

Activity-based on the most popular emotion regulation scale among psychology researchers developed by Gross J.J., & John, O.P. (2003) / https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Personal_Growth_and_Positive_Emotions_EMOTION_REGULATION.pdf

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GOAL

To help students identify their reactions to various emotional situations and be able to positively reverse, alleviate, or regulate them.

NUMBER OF PARTICIPANTS

All the class members.

NECESSARY MATERIALS

- Copies of the questionnaire to be distributed
- Pens or pencils
- Sheets of paper.

DETAILED DESCRIPTION

INSTRUCTIONS:

- A copy of the questionnaire is distributed to the students and they are asked to fill it in. The scale is composed of 10 items, rated on a scale from 1 (strongly disagree) to 7 (strongly agree). The scale covers two facets, the Cognitive Reappraisal facet and the Expressive Suppression facet, and produces a separate score for each facet.

The six items that make up the **Cognitive Reappraisal facet** are as follows:

1. When I want to feel more positive emotions (such as joy or amusement), I change what I'm thinking about;
2. When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about;
3. When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm;
4. When I want to feel more positive emotions, I change the way I'm thinking about the situation;
5. I control my emotions by changing the way I think about the situation I'm in;
6. When I want to feel less negative emotion, I change the way I think about the situation.

The four items that make up the **Expressive Suppression facet** include:

1. I keep my emotions to myself;
2. When I am feeling positive emotions, I am careful not to express them;
3. I control my emotions by not expressing them;
4. When I am feeling negative emotions, I make sure not to express them.

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