ACTIVITY 1

EXTRACTING NEEDS FROM EMOTIONS

SKILL/S COVERED: Empathy
APPROXIMATE TIME NEEDED: 50 minutes
AGE GROUP: 10-14 years old

BRIEF INTRODUCTION

Emotions have long been recognized to communicate information to oneself. Emotions provide feedback about whether personal needs are met or not. Simply put, a need is something that is necessary for an individual to live a healthy and happy life. In general, negative emotions indicate that a certain need is not being satisfied. Negative emotions signal to a person that it is necessary to pause and attend to this need. Positive emotions, on the other hand, signal that one's needs have been met and that an activity ought to be continued. Understanding what the other people need is the key to mastering empathy.

AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK

This activity is adapted by "Prof. Ivan Apostolov" high school, origianlly created by Hugo Alberts (Ph.D).

GOAL

To identify the other students' needs that are satisfied as indicated by the experience of positive emotions. To identify the others' needs that are not satisfied as indicated by the experience of negative emotions.

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NUMBER OF PARTICIPANTS

This activity can be done in pairs and in a group for the debriefing questions and the discussion for reflections.

NECESSARY MATERIALS

- Templates of the below two tables with two columns for comparison between needs and emotions
- Crayons, pencils, pens and any other colourful tools for writing
- Sticky notes
- Templates as shown below:

POSITIVE EXPERIENCE	NEED THAT IS SATISFIED

NEGATIVE EXPERIENCE	NEED THAT IS NOT SATISFIED

DETAILED DESCRIPTION

INSTRUCTIONS

Step 1: Clarifying the relationship between emotions and needs

Guide students to identify their emotions:

Emotions tell us something about ourselves. They can provide valuable information about our needs. A need is something necessary for an individual to live a healthy and happy life (see Appendix A for an overview of common needs).

Negative emotions tell us that a certain need is not being satisfied. For instance, a person who is unexpectedly not invited to a dinner party may feel excluded. This feeling may be a signal that he or she needs connectedness, a need to belong.

Positive emotions, on the other hand, signal that our needs have been met and that an activity ought to be continued. For instance, a person who can complete a complex task without help from others may experience pride. The pride signals that one's need for autonomy and competence is being satisfied.

Step 2: Daily need analysis

Ask students to make a list in both tables for needs and emotions by analyzing their day/or the previous days and ask them:

- Whenever you experience an emotion, try to identify the emotion.
- Do you feel joy or relief?
- Do you feel anger, confusion, disappointment or simply sadness? Don't worry about labelling it 'correctly' – go with your instinct about what you're experiencing.

If the emotion is positive, list the emotion under the first column of Table 1. List negative emotions under the first column of Table 2. Next, ask students what the emotion is telling them about their needs: simply put: are they happy or not Ask them to list the need(s) under the second column of Table 1.

If they experience a negative emotion, which needs (s) may not be satisfied as indicated by this emotion? List the need(s) under the second column of Table 2. Ask students to work in pairs explain their needs and show emotions so that the other students can guess it.

DETAILED DESCRIPTION

DEBRIEFING QUESTIONS:

1. What stood out most for you from this exercise?
2. What did you learn about yourself?
3. What might you do with what you have learned?
4. How can you use this exercise in the future?

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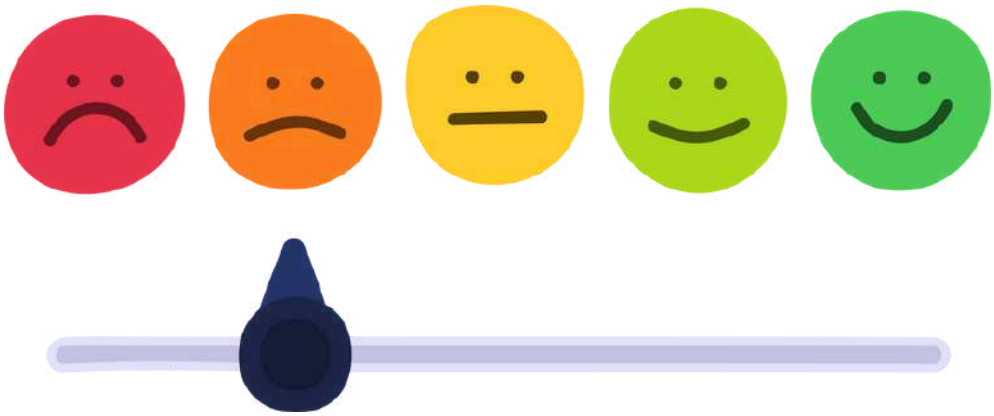
OTHER USEFUL INFORMATION

Students can do this exercise by reflecting on personal needs when emotions are actually experienced, it is also possible to reflect on past emotions.



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