

Your Feelings Matter



Sample Pages

Name _____

Age (as of January 1 of the current year) _____

County _____

Club or group name _____

Project helper _____



THE OHIO STATE UNIVERSITY

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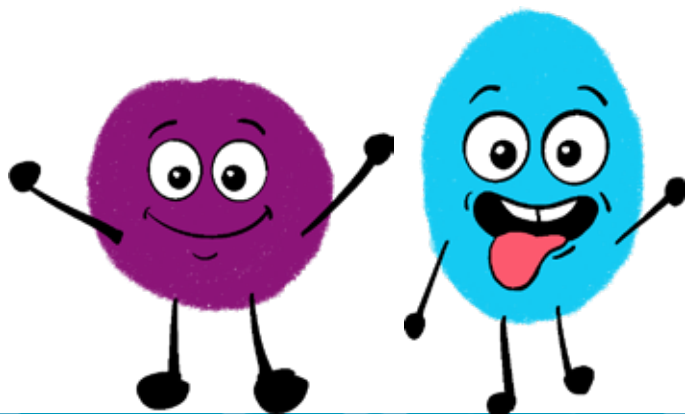
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NOTE TO THE PROJECT HELPER

Congratulations! A 4-H member or other youth has asked you to serve as a project helper. You may be a parent, relative, project leader, friend, club advisor, or another important person. As a project helper, it is up to you to encourage, guide, and assist. How you choose to be involved helps to shape the learner's life skills and knowledge.

Your Role as Project Helper

Your contribution is critical to delivery of the 4-H program, which is committed to positive youth development (PYD). The 4-H Thriving Model, the theory of change for positive youth development, connects high-quality program settings to the promotion of youth thriving. That's where you come in.

High-quality 4-H program settings provide youth a place to belong, matter, and explore their personal spark. These components, along with strong relationships with caring adults and supportive peers, help ensure that 4H programs provide a nourishing **developmental context**—a place where youth feel a sense of belonging and can grow.

LONG-TERM OUTCOMES

- Academic or Vocational Success
- Civic Engagement
- Employability & Economic Stability
- Happiness & Wellbeing

DEVELOPMENTAL OUTCOMES (Positive Youth Development)

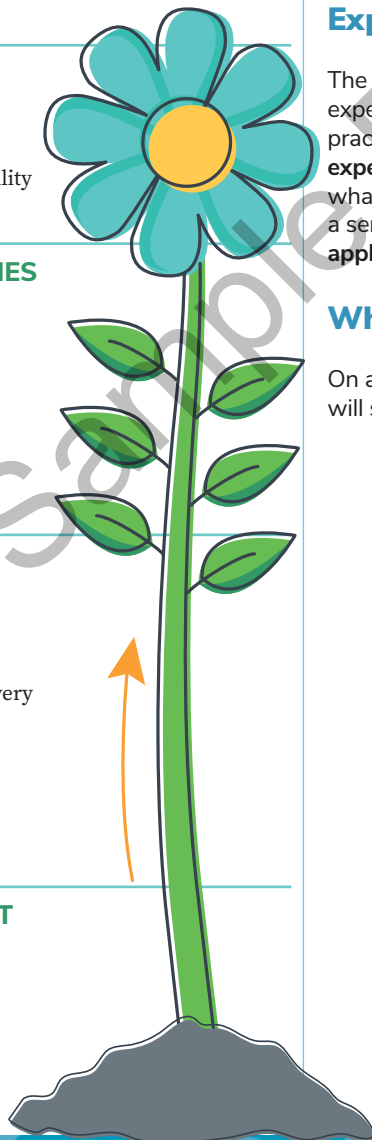
- Positive Academic Attitude
- Social Competence
- Personal Standards
- Connection with Others
- Personal Responsibility
- Contribution

YOUTH THRIVING (Social, Emotional & Cognitive Learning)

- Growth Mindset
- Openness to Challenge & Discovery
- Hopeful Purpose
- Prosocial Orientation
- Transcendent Awareness
- Positive Emotions
- Goal Setting & Management

DEVELOPMENTAL CONTEXT (4-H Programs)

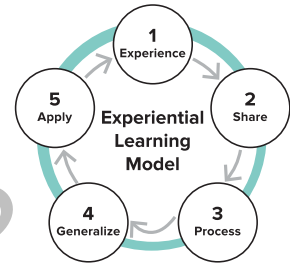
- Sparks
- Belonging
- Relationships
- Engagement



High-quality 4-H programs contribute to PYD through the intentional promotion of social, emotional, and cognitive learning. This process is described by seven indicators of **youth thriving** (see model).

Youth who experience program settings with these intentional social, emotional, and cognitive indicators achieve key positive youth **developmental outcomes**. They are then also more likely to achieve **long-term outcomes** marked by academic or vocational success, civic engagement, employability and economic stability, and happiness and well-being.

For more information on the 4-H Thriving Model of Positive Youth Development, please go to **helping-youth-thrive.extension.org**.



Source: Pfeiffer, J.W., and J.E. Jones, *Reference Guide to Handbooks and Annuals*. © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

What You Should Know About Experiential Learning

The activities in this book are arranged in a unique, experiential fashion. A youth is introduced to a particular practice, idea, or piece of information through an opening **experience** (1). The learner **shares** (2) with the project helper what was done and **processes** (3) the experience through a series of questions that allow for **generalizing** (4) and **applying** (5) the new knowledge and skill.

What You Can Do

On a practical level, your role as a project helper means you will strive to do the following:

- Review the Learning Outcomes for each activity to understand the learning taking place. See page 36 for the Summary of Learning Outcomes.
- Become familiar with each activity, including the background information. Stay ahead of the learner by trying out activities beforehand.
- Help the learner establish a plan by reviewing the Project Guide. As a resource person, limit your involvement to providing support.
- As activities are completed, conduct debriefing sessions that allow the learner to share results and answer questions. This important step improves understanding. In the Project Guide, date and initial completed activities.
- Help the learner celebrate what was done well and see what could be done differently. Allow the learner to become better at assessing their own work. Encourage exploration of the topic beyond the scope of this project book.



PROJECT GUIDE

Welcome to *Your Feelings Matter*. You are about to learn what emotions are, how to express them, and how to react to them positively. At the end of this project, you'll have tools and techniques to help you through any emotional situation.

This project book is designed for beginning-level youth who have little or no experience in healthy living topics.

Check your county's project guidelines (if any) for completion requirements in addition to the ones below, especially if you plan to prepare an exhibit for the fair.

The amount of time for each activity varies, but the project is easily completed within one year.

The Crisis Hotline helps with any mental health situation, including thoughts of suicide. If you are concerned about a friend or loved one, call **1-800-273-TALK** (8255). You can also text **4hope** to **741 741** to talk with a trained crisis counselor.

Project Guidelines

Step 1: Complete **all seven** activities and **all** the Talking It Over questions.

Step 2: Take part in **at least two** learning experiences.

Step 3: Become involved in **at least two** leadership/citizenship activities.

Step 4: Complete a project review.

Step 1: Project Activities

Complete **all seven** activities and **all** the Talking It Over questions. The More Challenges activities are optional. As you finish activities, review your work with your project helper. Then ask your project helper to initial and date your accomplishment.

Activity	Date Started	Date Completed	Project Helper Initials
PROJECT AREA: Connect with Your Emotions			
1. Name It!			
2. Learn Your Temperament			
3. Understand Your Reactions			
4. Use Your Words			
Talking It Over			
PROJECT AREA: Support Your Emotions			
5. When Feelings Get Hurt			
6. Calm Your Mind and Body			
7. Resilience Scavenger Hunt			
Talking It Over			



Step 2: Learning Experiences

Learning experiences are meant to complement project activities, providing the opportunity for you to do more in subject areas that interest you. What are some learning experiences you could do to show the interesting things you are learning about? Here are some ideas:

- Attend a clinic, workshop, demonstration, or speech related to emotional literacy.
- Help organize a club or group meeting based on this project.
- Go on a related field trip or tour.
- Prepare your own demonstration, illustrated talk, or project exhibit.
- Participate in a county fair or other judging event.
- Plan your own learning experience.

Once you have a few ideas, record them here. Complete **at least two** learning experiences. Then, describe what you did in more detail. Ask your project helper to date and initial in the appropriate spaces below.

Plan to Do	What I Did	Date Completed	Project Helper Initials
Demonstration	Led a club activity in making meditation bottles, supplying materials for everyone in the group.	4/10/yr	J. D.



Step 3: Leadership and Citizenship Activities

Use what you learn to give back to your community! Choose **at least two** leadership/citizenship activities from the list below (or create your own) and write them in the table. Record your progress by asking your project helper to initial next to the date as each one is completed. You may add to or change these activities at any time. Here are some examples of leadership/citizenship activities:

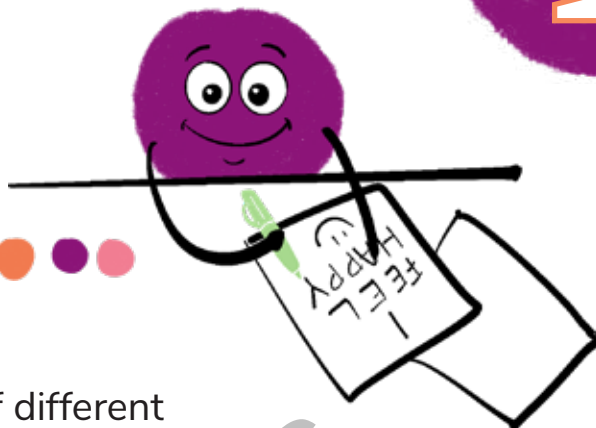
- Teach someone about emotions, mindfulness, resilience, or other related concepts.
- Help someone else prepare for project judging.
- Host a workshop to share tips about calming the mind and body.
- Encourage someone to enroll in this project.
- Arrange for a mindfulness speaker to visit your club or other group.
- Plan your own leadership/citizenship activity.

Leadership/Citizenship Activity	Date Completed	Project Helper Initials
<i>Taught someone on my baseball team about how to be resilient.</i>	<i>5/5/yr</i>	<i>J. D.</i>

Sample Pages



Name It!



Throughout the day, you have lots of different feelings. Another word for feelings is **emotions**. It is not always easy to use words to describe your feelings. Sometimes what you are feeling affects how you respond in a situation or the words you say. Using words helps you explain your feelings to others so you are better understood. Naming what you are feeling also helps you become more aware of whatever is happening at the moment.

Words in **bold** throughout this book are defined in the glossary.



LEARNING OUTCOMES

Project skill: Making a list of emotions • **Life skill:** Visualizing information • **Educational standard:** NHES 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. • **Success indicator:** Shows representation of various emotions



What to Do

 Estimated time: 20–30 minutes

Supplies

- a piece of paper
- pen
- a camera, magazines, or images printed from the internet
- printed pictures from your camera (or from magazines or internet)
- sticky notes
- pencil or other tool for drawing, optional
- notebook, optional

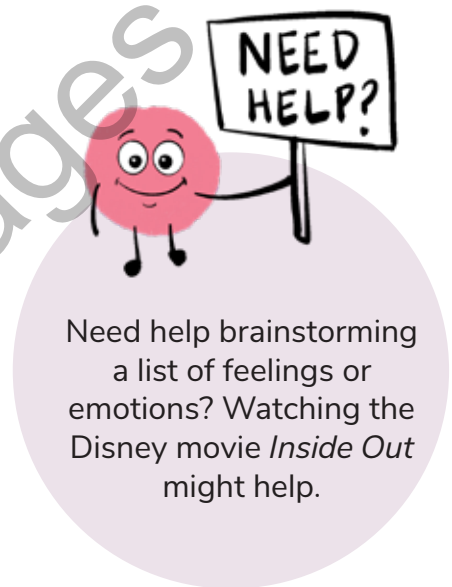
Begin by making a list of all the feelings or emotions you have had or seen. Be creative with your words. If you want, ask your family and friends to help you brainstorm. List at least ten feelings or emotions.

Next, choose four of the emotions on your list. The more different they are, the better. Use one of these methods to show what each one looks like:

- Take pictures with your camera of yourself making faces.
- Look in magazines for pictures of people showing these feelings.
- Draw the emotions in a notebook.

Pick the way that feels right for you.

In the boxes on the next page, attach your pictures or drawings and label each one. They do not have to fit into the boxes exactly.



Need help brainstorming a list of feelings or emotions? Watching the Disney movie *Inside Out* might help.



EMOTION 1:

EMOTION 2:

EMOTION 3:

EMOTION 4:

Sample Pages

More Challenges

Become a scientific observer! Keep your eyes and ears open as you interact with others throughout the day for the next week. Label the emotions you think others are experiencing and keep a tally of them. Are their emotions similar or different from yours? Share what you find with your project helper.

We can sometimes be wrong about others' emotions. The only way to know how someone is feeling is through conversation.



Background

Everyone has feelings—it’s part of what makes us human. It is healthier to express them in a positive way rather than hold them in. You can learn to identify, understand, and respond to your emotions in a healthy way. This is called **emotional literacy**.

When you hold your feelings in, it can make your stomach hurt, give you a headache, or make it hard to concentrate. This is true whether you are holding in any emotion—“good” or “bad.”

Even though emotions should not be labeled, you might think emotions are “good” (positive) or “bad” (negative). This is not true. Feelings just are. When you begin to accept your feelings just as they are, you will be able to see them as an important part of yourself. You will also begin to understand your friends and family differently because you will be able to see that sometimes they also react to situations based on their emotions.

Being able to identify your feelings can help you sleep better, be a better friend, and help you feel less stressed. Each day you (and your emotions) are being shaped by everything around you. When we “**process** our emotions,” it means to make sense of them after an event. When you process your emotions and change your actions and thoughts, it is called **self-awareness**.



Did you know?

A safe relationship is one in which both people are comfortable sharing their feelings openly. Sharing your feelings with someone you trust has positive effects on your brain and body.



Resources

Have you ever looked at artwork and wondered what it means? Your feelings can help guide you. Learn how at wosu.pbslearningmedia.org, then type “I see I think I wonder” in the search box.

Show your emotions by dancing! Go to wosu.pbslearningmedia.org, then type “express your emotions” in the search box. Give it a try by watching this video—it’s fun and easy! See how it makes you feel to move instead of talk about your emotions.

Print and cut out these cool game cards and see if you can figure out what emotion each character is showing. Visit wosu.pbslearningmedia.org and type “match it game cards” in the search box.

