

EXPLAIN THAT EMOTION!

Explain the name, situation, body change, thoughts (unhelpful and helpful) and behaviors (unhelpful and helpful) of each emotion.

Situation

Emotion

Body Changes



Unhelpful

Thoughts

Helpful

Unhelpful

Behaviours

Helpful



Answers

Emotion	Sadness
Situation	Dog or someone close dying Hurting yourself Being excluded
Body Changes	Crying Head down Pouting Eyebrows up
Unhelpful Thought	Why does this always happen me I'll never be ok It's all my fault It's the worst it can be
Helpful Thought	Negative things happen I'll be ok eventually It's nobody's fault It's not the end of the world
Unhelpful Behaviour	Isolating yourself Continuously thinking about situation Not doing anything
Helpful Behaviour	Spending time with family/friends Focusing on positives Doing stuff you like to do Getting over it

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Emotion	Anger
Situation	<p>Someone hurts you</p> <p>You're not allowed do something</p> <p>Someone takes your stuff</p>
Body Changes	<p>Body temperature increases</p> <p>Fists, body and teeth clench</p> <p>Heart beat + breathing increases</p> <p>Eyebrows frown</p>
Unhelpful Thought	<p>Who do they think they are?</p> <p>I'm going to get them back</p> <p>I'm never talking to them again</p>
Helpful Thought	<p>There's a misunderstanding</p> <p>I should find out why they did that</p> <p>We can sort things out</p> <p>Negative people exist</p>
Unhelpful Behaviour	<p>Verbally or physically abusing</p> <p>Taking it out on someone else or an object</p> <p>Making the situation worse</p>
Helpful Behaviour	<p>Finding out why the person did that</p> <p>Getting their perspective</p> <p>Improving the sitaution</p>

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Emotion	Worry
Situation	Having an upcoming test Breaking something Getting in trouble When someone is sick
Body Changes	Butterflies in our stomach Sweating Shaking Hands on our head
Unhelpful Thought	I am going to fail The worst thing that can happen will happen. Thinking over and over again.
Helpful Thought	The worst thing probably won't happen. If something happens, I'll be ok. Being grateful I should prepare.
Unhelpful Behaviour	Panicking Not being able to focus. Doing things to make the situation worse.
Helpful Behaviour	Preparing appropriately. Remaining calm

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Emotion	Confusion
Situation	<p>Not understanding a problem</p> <p>Others speaking another language</p> <p>When someone gets angry at you for no reason</p>
Body Changes	<p>Eyes open</p> <p>Eyebrows go up</p> <p>Head tilts back</p> <p>Hand on head</p>
Unhelpful Thought	<p>I can't do this.</p> <p>I am stupid.</p>
Helpful Thought	<p>I should ask for help</p> <p>I should find out more information.</p> <p>I will understand this eventually.</p>
Unhelpful Behaviour	<p>Giving up.</p> <p>Avoiding the situation.</p>
Helpful Behaviour	<p>Asking for help.</p> <p>Being patient until you understand.</p>

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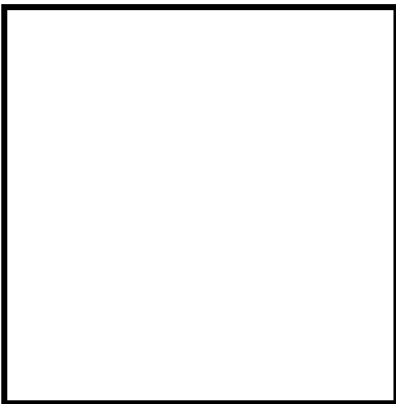


Emotion	Embarrassment
Situation	Falling over Clothes ripping Parents doing anything
Body Changes	Eyes open Eyebrows go up Cheeks go red Some people sweat or freeze
Unhelpful Thought	I am an idiot. Everyone will be talking about this forever. Everyone will think I'm an idiot.
Helpful Thought	This is kind of funny. It's not the end of the world. People will stop laughing after a few days.
Unhelpful Behaviour	Avoiding people. Not leaving your house. Constantly replaying the incident.
Helpful Behaviour	Making a joke of it. Getting on with your life.

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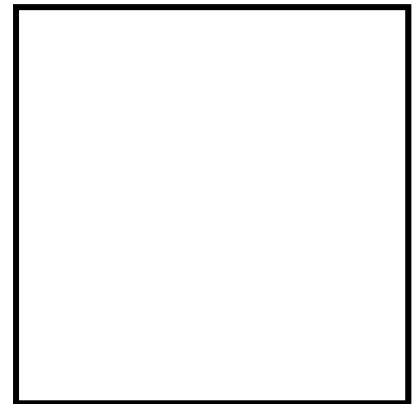
Situation



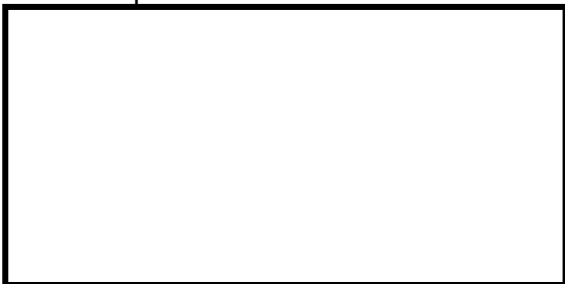
Emotion



Body Changes

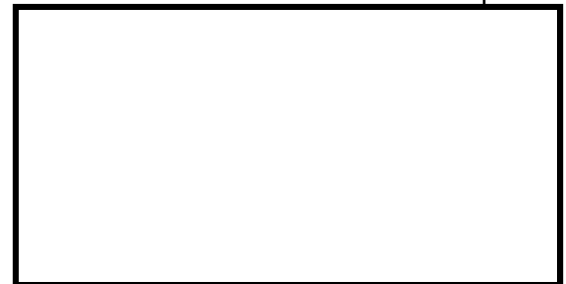


Unhelpful



Thoughts


Unhelpful



Behaviours



Helpful



Helpful

Emotion	Guilt
Situation	Breaking any rule Stealing something Not doing homework
Body Changes	Head down Looking at others for pity Frowning
Unhelpful Thought	I should avoid everyone. Telling yourself that you're not wrong. I'm not apologising.
Helpful Thought	I should apologise. If I apologise, people will forgive me. I was in the wrong.
Unhelpful Behaviour	Avoiding everyone. Holding grudges.
Helpful Behaviour	Apologising. Asking for forgiveness.

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Emotion	Shame
Situation	<p>Hurting someone</p> <p>Eating junk when on a diet</p> <p>Letting down someone.</p> <p>Not being who you want to be.</p>
Body Changes	<p>Head down</p> <p>Eyes down</p>
Unhelpful Thought	<p>Everyone hates me.</p> <p>I'm such a loser.</p> <p>I'm a bad person.</p>
Helpful Thought	<p>Everyone makes mistakes.</p> <p>Some people like me and others don't.</p> <p>I'm not a bad person.</p>
Unhelpful Behaviour	<p>Avoiding people.</p> <p>Punishing yourself.</p> <p>Giving up on who you're trying to be.</p>
Helpful Behaviour	<p>Treating yourself.</p> <p>Apologising to the person.</p> <p>Showing self-compassion.</p> <p>Sticking to the original plan such as sticking to the diet.</p>

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Helpful



Emotion	Jealousy
Situation	Your best friend getting a new friend.
Body Changes	Teeth grinding Sick feeling in stomach.
Unhelpful Thought	They hate me. I hate that new friend. It's my fault.
Helpful Thought	People can have other friends. I should be happy for my friend.
Unhelpful Behaviour	Avoiding your friend. Ignoring your friend. Hating the new friend. Fighting with your friend.
Helpful Behaviour	Treating your friend the same way. Talking about it if it continues to bother you. Make new friends yourself.

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Emotion	Envy
Situation	Someone having a new iphone/runners/bike/being better at sports/school
Body Changes	Sick stomach Eyes open Frowning
Unhelpful Thought	Only thinking about what you want. Telling yourself you'll never be able to get it.
Helpful Thought	If I try harder or save up, I can get what I want. Being grateful for what I have already.
Unhelpful Behaviour	Obsessing about what you want. Giving up on what you want. Getting angry at others such as parents.
Helpful Behaviour	Saving up Training harder Showing appreciation of what I have already.



Facts and Opinions

Q:WHAT IS A FACT?

Q:WHAT IS AN
OPINION?

State if the following are facts or opinions by writing F for fact or O for opinion in the provided circles.

Nobody laughed at my joke.

☐

I am not good at school

☐

I am a bad person

☐

The teacher gave out to me

☐

I failed the test

☐

This will be a disaster

☐

Sam hates me

☐

We have failed the match by 3 points

☐

I am not attractive.

☐



Answers:

A:WHAT IS A
FACT?

Something that has been
proven to be true.

A:WHAT IS AN
OPINION?

An opinion or judgement that
has not been proven to be true.

Nobody laughed at my joke

F

I am not good at school

O

I am a bad person

O

The teacher gave out to me

F

I failed the test

F

This will be a disaster

O

Sam hates me

O

We failed the match by 3 points

F

I am not attractive

O

*Remember: We have lots and lots of thoughts each day. It's important to pay attention to what kind of thoughts we are having, by asking ourselves 'is this a fact or an opinion?'.

For example: 'I am not funny' or 'I am not skilled enough to make the football team'. These are opinions. We must try to recognize when our thoughts are opinions, so that we can challenge them and not believe every thought we have to be true.

3) My Brain



1) John was in the queue for lunch and he gets skipped by two boys older than him.

What is John's emotional brain saying? What is John's thinking brain saying?



Emotional brain:

Thinking brain:



2) Sarah's sister is singing really loudly while she is trying to watch the television.

What is Sarah's emotional brain saying? What is Sarah's thinking brain saying?



Emotional brain:

Thinking brain:



3) My Brain



3) Zoe has just lost her match because the referee gave a penalty that should not have been a penalty

What is Zoe's emotional brain saying? What is Zoe's thinking brain saying?



Emotional brain:

Thinking brain:



4) James has exams coming up and he feels unprepared.

What is James' emotional brain saying? What is James' thinking brain saying?



Emotional brain:

Thinking brain:



The 5 ways of well-being



1) Stay Connected

Make sure to mix and match students as much as possible.
Get them to work and help younger children in the school.
Get them to list people who they could connect with.
Ask them how they could connect with people.
Talk about social media and while it is a form of connection, it does not connect people as well as real life interactions.



2) Stay Active

One day a week, try some of these six minute workouts (five one minute exercises with 15 second breaks in between), also known as brain breaks. They are short so children shouldn't complain.



3) Learn

Get the children to note ways they can exercise their brains such as reading, musical instruments or new languages. Get students to list one new thing they learned each day. Get students to go back over the emotional learning they received in the workshop and how they can use that to make better decisions.



4) Take notice

Mindfulness Meditation

Intro

We are going to bring our attention to ourselves and to our own body. Thoughts will enter our head and we don't need to fight them, we just need to be aware of them and then let them go. If we find the meditation difficult, don't ruin it for others. If you feel you are being distracted by others, just bring your focus back to yourself.

Breathing:

Ok so first, we're just going to focus on getting our breathing right, because we normally don't breathe correctly. Please don't over-exaggerate it.

When you breathe in, breathe in through your nose and your stomach should go out the way. When you breathe out, breathe out through your mouth and your stomach should go in. Now we are going to do this five times so close your eyes, and place a hand on your stomach. [say breath in, and breathe out five times and also include messages to clear your mind of thoughts and focus on breath eg: 'noticing any thoughts that come to your mind, and gently return your attention to your breath..']



Focusing on Senses:

Firstly, I want you to really concentrate on your listening. Just really listen to the sounds around you and notice those sounds you wouldn't usually notice. Now slowly rub the palm of your hands together in a circular motion and really feel how your hands' texture against each other. Now smell. Can you smell anything? Now I want you to take a drink of water and really feel the water swish around your mouth and taste how refreshing it is as it travels to the back of your mouth and you swallow. Now finally, I want you to slowly open your eyes and while you open them, I want you to spot 10 different colours or shades of colours in front of you and notice the difference between these colours and textures.



5) Gratitude/Give

Practicing gratitude has been scientifically proven to benefit mental health. Once a week at the end/start of the day, go around the class and get each person to name one thing they are grateful for. Remind children to practice gratitude for seemingly simple things like fresh air and clean water.





EMPATHY WORKSHEET

What emotion/emotions is each character feeling?

1) Felix has worked very hard on his art project. While out, he comes home to find his dog has jumped on the art project and it is completely destroyed. How does Felix feel?

2) While playing football, David has come in late on a tackle and he has really injured a player on the opposite team. David knows it was an accident but he feels bad because everyone is judging him. What emotions does David feel?

3) Chelsea has accidentally broken her Dad's favourite mug and he is returning home in an hour. How does Chelsea feel?

4) Joanne has finished second in her school tennis championship and as she looks at the winner, she has a negative feeling. What emotions does Joanne have?

5) Frank always tries to eat healthy but today, he ate two chocolate bars, two pieces of cake and ice cream. He starts to have negative thoughts about himself. How does Frank feel?

6) Martha has heard about a wild dog that is biting people in town. When walking home alone, she hears something moving in the bushes. What emotions is Martha feeling?

7) When talking to a boy that Ava likes, Ava accidentally burps. Her cheeks go red and she looks to the ground. What emotions is Ava feeling?

8) While doing a football trick in front of everyone, Andy has fallen over and dirtied his brand new school uniform. How is Andy feeling?



EMPATHY WORKSHEET ANSWERS

1) Felix is probably feeling very angry, if not furious at the situation, along with some sadness, disappointment and worry.

2) David is feeling guilt. He is not feeling ashamed because he knows it was an accident but other people are judging him because they think he did it on purpose.

3) Chelsea is feeling very worried. She is also feeling ashamed and guilty.

4) Joanne is envious of the winner's position and also jealous because she feels the winner has taken something that is hers. She is also sad and disappointed.

5) Frank is feeling shame for eating all the junk food. He is judging himself for not sticking to his regular healthy eating.

6) Martha is feeling fear and also worry.

7) Ava is feeling embarrassed, shame, and uncomfortable.

8) Andy is feeling embarrassed because everyone saw him fail the trick and he is also worried that his mother will be angry at him.

Remember !

Empathy is a skill that comes from the thinking brain. This means we can work on improving our empathy skills. Developing empathy is really important for our friendships. If we can recognize and understand how somebody else feels, then we can support them when they need us, and they can do the same for us when we need them.



Revising the three superpowers (and some revision Q's).



Superpower 1:

I can manage how I feel by managing how I think.

Q. How do I identify my emotions?

Q. I can choose to think in two ways. Helpful or unhelpful. If I choose helpful thoughts, it's likely that I will carry out _____, If I choose unhelpful thoughts, it's likely I will carry out _____.



Superpower 2:

I can focus on one thing through mindfulness.

Q. By practicing mindfulness, I train my brain to focus on the _____.

Q. If I am always thinking about the future, what emotion will I likely feel?



Superpower 3:

I can help myself by helping others.

Q. What is empathy?

Q. Can you name the three ingredients in the secret recipe for good social skills?

The three superpowers answer sheet.



Superpower 1:

I can manage how I feel by managing how I think.

Q) How do I identify my emotions?

I identify my emotions by looking at the situation that has happened, and the changes I feel in my body.

Q) I can choose to think in two ways. Helpful or unhelpful. If I choose helpful thoughts, it's likely that I will carry out helpful behaviors. If I choose unhelpful thoughts, it's likely I will carry out unhelpful behaviors.



Superpower 2:

I can focus on one thing through mindfulness.

Q) By practicing mindfulness, I train my brain to focus on the present.

Q) If I am always thinking about the future, what emotion will I likely feel?

-Worry



Superpower 3:

I can help myself by helping others.

Q) What is empathy?

Empathy is understanding how somebody else feels

Q) Can you name the three ingredients in the secret recipe for good social skills?

1) Thinking brain 2) Active listening 3) Kindness/compassion

Inside Out Worksheet (For Teacher)



Inside out is a phenomenal teaching material that bridges the gap between science and common knowledge. It gives children a medium to understand their minds. "Have you ever wondered what's going on inside someone's head?". It breaks down several complicated concepts into easy to understand visual categorisations. It's an incredible learning tool and more importantly, it is a fun way for children to learn. This movie compliments what they learned in the workshop and it acts as a foundational base for understanding their minds.

The movie starts with Riley as joy appears in her head. A core memory then appears, showing how emotions influence memories and visa versa.

Lesson 1



Q1:

What emotion does Riley express when she is first born?

Joy

Q2:

How is Joy expressed by Riley?

Smiling

The film then introduces the other universal emotions. 'Headquarters' represents the amygdala, which is the emotional brain. They also explain the use of each emotion. Disgust stops us being poisoned, anger cares about things being fair and fear makes sure that Riley is safe. There is then a confusion about why sadness is needed. Note that they do not include the universal emotion of surprise, probably because it would have been difficult to integrate into the movie. The universal emotions developed because of our ancestors.

Q3:

What are the six universal emotions?

Anger, disgust, surprise, sadness, joy and fear.

Q4:

What universal emotion is missing?

Surprise.

Q5:

What use does each anger, fear, and disgust have?

Anger wants things to be fair, fear wants safety and disgust makes sure we aren't poisoned.

Q6:
How does anger express himself?
Shouting

Q7:
What colour is anger and why?
Red and hot.

Q8
How is sadness expressed?
Crying.

The scene that explains how memories impact our emotions and this is why people have different emotions to different situations. For example, a dog can cause joy, fear or sadness. They also bring up traits, which make up personality. For example, the trait of being nice would make up friendship island as it makes you friendly. The only thing that might need to be explained is that personality is made up of traits, and these traits are different to emotions.

Riley then finds out she is moving from her home and this creates a lot of emotions. Refer this change to the transition they have coming up: year 6 to year 7.

Q9:
What type of emotions might Riley be feeling when she finds out she is moving?
Sad, excited, nervous

Q10:
Do you have any big changes coming up? What type of emotions do you have about it?
Secondary school

When she moves to San Francisco, there are lots of cars beeping (anger expressed) and then her house and room causes her to have negative emotions. However, she then uses her prefrontal cortex (thinking brain) to regulate her emotions by using her imagination to make the situation more positive (planning for the future).

Q11:
What emotions do the people in the traffic have?
Anger

Q12:
And how do they express it?
They beep.

Q13:
What helpful emotional hygiene strategy does she use to make her feel more positive at the house?
She focuses on the positives. She imagines using her thinking brain.

When she comes downstairs, her parents are arguing and she then turns the dispute into a game of hockey. Riley shows empathy by realising that her parents are feeling negative emotions, as they are arguing. Riley then feels upset that her Dad has to leave. Her mother then senses this and Riley proposes pizza. However, the pizza only has broccoli on it and this causes her to experience disgust.



Q14:

What emotions are Riley's parents feeling?
They are worried and stressed.

Q15:

Does Riley show good social skills by playing hockey?
Yes, she makes her parents feel positive emotions.

Q16:

What emotions does Riley have towards broccoli pizza?
Disgust

Q17:

Is hunger an emotion? If not, what is it?
No, it is a need.

In Riley's head, sadness and joy are fighting because sadness keeps touching the core memories. The happy memory turning sad is an example of focusing on the negatives (emotional hygiene example). Joy vs sadness is positives vs negative. Sadness also starts crying and that is very important in relation to expression.

Q18:

When the memory turns negative because sadness touches it, is this Riley focusing on the positives or the negatives?
Focusing on the positives

Q19:

Is it healthy or unhealthy that sadness is crying?
It is healthy. It is expression.

Q20:

Should Joy be ignoring sadness?
No because this is repression.

Fear says "Dad looks upset", showing empathy and all the emotions are concerned. Riley expresses her anger through a scowl. The mother responds in a loving way, as her empathy tells her that her daughter is upset.

In preparation for school, it should be noted that the emotion of worry would be planning for negative outcomes rather than fear. The thought brain represents the thinking brain (prefrontal cortex). In relation to emotional hijacking, the concepts are still relevant. When the emotions

ignore the thought train, we act impulsively. Later on, the train actually breaks and this is when Riley begins spiralling out of control. This is an example where thinking brain is not present. Joy ignoring sadness is repression, which is a negative emotional hygiene strategy.

The new experience of school causes Riley to have several emotions at once such as nervousness and excitement. She is quite lonely at first and what would be recommended here would be acting and looking to make friends because if she does not, her loneliness will not change (remember ACT – action changes things).

Q21:

What do we call the thought train?
Thinking brain.

Q22:

Joy ignoring sadness is not expressing an emotion. What unhelpful emotional hygiene strategy is this?
Repression

Q23:

If Riley is lonely, what should she do?
She should act, because action changes things.

When the teacher calls on Riley to speak, she is subject to focusing on the negatives (represented through sadness touching the memory). She then expresses her sadness by crying. This is emotional hijacking by sadness. It makes her feel embarrassed. Her emotional brain is expressing sadness and her thinking brain is being ignored. Her thinking brain would be telling her that if she cries in front of the class, she will feel negative emotions in the future so she should hold it in. This is an opportunity to explain that it is completely ok to cry but maybe you should hold it in for after class, because then you feel other negative emotions such as embarrassment.

Joy and sadness then gets sucked away.

Q24:

What unhelpful emotional hygiene strategy does Riley use? Repression, focusing on the negatives or self-blame?
Focusing on the negatives.

Stop just before Riley begins speaking in front of class.

Lesson 2

Q25

When Riley is speaking in front of the class, what is her emotional brain saying?
That she is sad.

Q26



What would her thinking brain be saying? Does Riley listen to her thinking brain?

If I start crying, will it make me feel positive or negative emotions in the future?

Q27

How does Riley feel? And how does she express it?

She feels sad, and she expresses it by crying.

Q28

How do you think Riley feels after crying in front of the class?

Embarrassed

Dinner table scene: The situation where only disgust, anger and fear are present is when someone is in a bad mood. Riley is on edge. She wants to be alone (expression of negative emotions). She is also in a bad mood but she doesn't want to express it (repression). She firstly acts with fear, by not giving any information away. She then responds with sarcasm, which is a verbal cue of disgust. She also shows negative non-verbal cues by making no eye contact, keeping her head down and playing with her food. Mom is being empathetic. Dad is not. The emotions in Mom and Dad's head show that emotions are different for different people. Dad and Riley are both then subject to emotional hijacking by shouting at each other. Later, Dad tries to redeem himself through amusement. He shows empathy (he knows Riley is in a bad mood) and social skills (he tries to make her feel positive emotions such

as amusement and joy). Ask the children have they ever been in a situation like this because this relates the application of the film into real life.

Q29:

What verbal cues does Riley give to show disgust? Sarcasm

Q30:

What non-verbal cues tell us that Riley is not happy?

No eye contact, head down, and playing with her food.

Q31:

Who shows more empathy, Mom or Dad? Why?

Mom because she interacts with Riley.

Q32:

What does the emotional brain of Riley say when she shouts at Dad?

Shout at him. He's making me feel angry.

Q33:

What negative thing happens to Dad when he's angry? Emotional hijacking

Q34:

Do Riley and Dad have positive or negative emotions after? What types of emotions?



They feel the negative emotions of anger, guilt, sadness.

Q35:

How should Riley and dad act instead to have no negative emotions? Riley should say how she is feeling and Dad should not shout at Riley. She should talk to her.

Then, Riley is talking to her best friend. It makes her feel sad that she is not there, and then she becomes jealous when she hears about the new girl on the hockey team. She is then subject to emotionally hijacking as she says she has to go and quickly closes the laptop (Flight rather than fight).

Q36:

When Riley hears about the new girl, is she jealous or envious? Jealous because she is afraid of losing her friends.

We then meet Bing Bong. He represents Riley's childhood (related to imagination). This is the introduction of the theme of transition and growing up. Bing Bong gets sad and Joy tries to console her. She says "don't be sad". This is an example of repression. She also says "Riley needs to be happy". This is incorrect because she needs to feel all her emotions. Not just one. Riley is again lonely in school.

Q37:

When Joy says "don't be sad", is this expression or repression? Repression.

Q38:

Riley is feeling lonely. What should she do?

ACT because action changes things.

Riley then attends her first hockey training and she falls on her face. Hence, she fails. In her head, Joy consoles Bing Bong with tickles but it doesn't work. Sadness then takes over and says "I bet you and Riley had great adventures". They are reminiscing on the past (this is the emotion of nostalgia) and in relation to sadness, this is important. It explains that we need to be sad in order to reflect on things. Bing Bong then feels better after crying.

Back in headquarters, fear wants to quit (unhelpful to failure: no resilience) and disgust says "emotions can't quit". This is a good demonstration of how we can't control emotions.

Q39:

Riley fails at hockey. Should she give up or what should she do? She should see it as a learning experience (remember FAIL – first attempt in learning).

Q40:

Does sadness or joy do a better job at making Bing Bong feel better? Sadness

Joy looks back at when she missed the winning shot (self-blame). She worries that nothing will improve. She should be focusing on the



present rather than worrying about the future. Joy then begins to understand the importance of sadness. She realises that when Riley expresses sadness, it is her brain telling her that we need support. "They come to help because of sadness". This is the main theme of the movie. We need sadness to show ourselves that we are loved. Joy then says "Riley needs you".

Q41:

Joy blames herself for missing the shot. Is this helpful? Is this self-blame or realising that we cannot control everything?

Self-blame. It is not helpful.

Riley then chooses to run away from home. She is not using her thinking brain as she is not planning for the future. She is being emotionally hijacked by anger.

Q42:

What is Riley's emotional brain saying? Is she using her thinking brain? She is not using her thinking brain. She is angry that she does not like her new home.

Q43:

What emotions do her parents have when they don't know where Riley is?

They are worried and scared.

Riley expresses her sadness non-verbally (head down, crying and wanting a hug) and verbally ("I miss home"). Her parents show empathy and social support. It shows how sadness expressed gives us support.

Q44:

How does Riley feel?

Very sad.

Q45:

How does Riley express her sadness verbally?

She says she misses home.

Q46:

How does Riley express her sadness non-verbally?

She has her head down, she is crying and she wants a hug.

Q47:

Why is it ok to be sad?

Because it is our brain telling us that we need support off others.

The expanded console shows how we develop more emotions as we get older. At the hockey game, Riley gets embarrassed.

Q48:

How does Riley feel about her parents being at the game?

Embarrassed

The credits show how different people have different emotions including animals such as dogs and cats (even though their emotions are more basic).

Inside Out Worksheet (students)

Lesson 1:

1) What emotion does Riley express when she is first born?

2) How is Joy expressed by Riley?



3) What are the six universal emotions?

4) What universal emotion is missing?

5) What use does each anger, fear, and disgust have?

6) How does anger express himself?



7) What colour is anger and why?

8) How is sadness expressed?

9) What type of emotions might Riley be feeling when she finds out she is moving?





10) Do you have any big changes coming up? What type of emotions do you have when you have a big change?

11) What emotions do the people in the traffic have?

12) And how do they express it?

13) What helpful emotional hygiene strategy does she use to make her feel more positive at the house?

14) What emotions are Riley's parents feeling?

15) Does Riley show good social skills by playing hockey?

16) What emotions does Riley have towards broccoli pizza?



17) Is hunger an emotion? If not, what is it?

18) When the memory turns negative because sadness touches it, is this Riley focusing on the positives or the negatives?

19) Is it healthy or unhealthy that sadness is crying?

20) Should Joy be ignoring sadness? Why?



21) What do we call the thought train?

22) Joy ignoring sadness is not expressing an emotion. What unhelpful emotional hygiene strategy is this?

23) If Riley is lonely, what should she do?

24) What unhelpful emotional hygiene strategy does Riley use? Repression, focusing on the negatives or self-blame?



Lesson 2

25) When Riley is speaking in front of the class, what is her emotional brain saying?

26) What would her thinking brain be saying? Does Riley listen to her thinking brain?





27) How does Riley feel? And how does she express it?

28) How do you think Riley feels after crying in front of the class?

29) What verbal cues does Riley give to show disgust?

30) What non-verbal cues tell us that Riley is not happy?

31) Who shows more empathy, Mom or Dad? Why?

32) What does the emotional brain of Riley say when she shouts at Dad?

33) What negative thing happens to Dad when he's angry?

34) Do Riley and Dad have positive or negative emotions after? What types of emotions?

35) How should Riley and dad act instead to have no negative emotions?





36) When Riley hears about the new girl, is she jealous or envious?

37) When Joy says "don't be sad", is this expression or repression?

38) Riley is feeling lonely. What should she do?

39) Riley fails at hockey. Should she give up or what should she do?

40) Does sadness or joy do a better job at making Bing Bong feel better?

41) Riley blames herself for missing the shot. Is this helpful? Is this self-blame or realising that we cannot control everything?

42) What is Riley's emotional brain saying? Is she using her thinking brain?

43) What emotions do her parents have when they don't know where Riley is?

44) How does Riley feel?

45) How does Riley express her sadness verbally?

46) How does Riley express her sadness non-verbally?

47) Why is it ok to be sad?

48) How does Riley feel about her parents being at the game?

