Lesson 3

Your Emotional Black Box

Objective: Learn to identify the thoughts behind your emotions.

Group Size: Up to 30 people separated into teams of 4-8 people. Adjust the contents and items as needed for groups larger than 30 people.

Time: 50 min.

Activity Outline

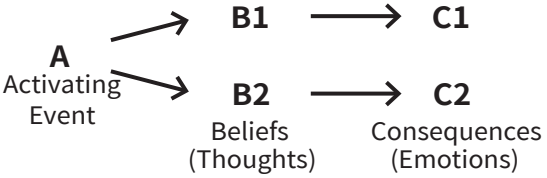
Time	Activity	Objective(s)	Items Needed
3 min.	1. Video: A-Chiao and Hsiao-Hsing's Day	Spark interest	Video: A-Chiao and Hsiao-Hsing's Day
7 min.	2. Post-Video Discussion	Focus: Identify the character's underlying thoughts following each situation.	PowerPoint, pens, paper
10 min.	3. The ABC Theory of Emotion & Practicing I-Statements	Guided reflection	PowerPoint
30 min.	4. Board Game: Guess the Emotion	Application	Board game - Guess the Emotion, game explanation video

Emotions 101

The ABC Theory of Emotion

The ABC theory was created by the American psychologist *Dr. Albert Ellis*, who believes that **Activating event (A)** is only an indirect cause of triggering emotional and behavioral **Consequence (C)**. The direct cause of eliciting result is the individual's cognition of **Activating event (A)**. The cognition is called **Beliefs (B)**.

Most people assume that an activating event (**A**) directly leads to a consequence (emotion) (**C**). In other words, when something happens, the situation will cause certain feelings to form. In reality, a single activating event (**A**) can lead to many different consequences (**C**), as seen by **C1** and **C2** in the diagram below. This is because of our individual beliefs (thoughts)(**B**). Our beliefs act as a bridge between an activating event and a consequence. These beliefs and thoughts are formed by how we label and interpret an event. As such, different people may hold different beliefs about the same activating event, as shown by **B1** and **B2** below. These different beliefs will thereby lead to different consequences (**C1** and **C2**). For example, a low midterm score may seem unimportant to some people. To others, it may be a cause for sadness or despair. We can therefore say that the way we perceive an event stems entirely from our thoughts, which are formed by our interpretations and beliefs.



1. Video: A Day with Sadness and Joy

Objective: Sadness and Joy have different personalities. Observe how the two react to some common, everyday events.

Time: 3 min.

Items Needed:

Video: A Day with Sadness and Joy

Instructions

Play the video. Afterwards, proceed to the post-video discussion section.



Video: A Day with Sadness and Joy

2. Post-Video Discussion

Objective: Identify the thoughts behind every emotion.

Time： 7 min.

Items Needed: PowerPoint, paper, pens

Instructions

Open the PowerPoint presentation and display the slide with the table shown below. After everyone in the group has formed pairs, provide each pair with a sheet of paper to record their discussion and present their conclusions. It is recommended to assign one section to each pair.

1. **Sadness and Joy Emotional Response to Each Event**

	Sadness Emotional Response	Joy Emotional Response
1.The sugar-free soy milk incident		
2.Being called to the front by the teacher		
3.Seeing a good-looking guy		
4.The dragon fruit incident		

2. **Based on the discussion above, why do you think A-Chiao and Hsiao-Hsing had different emotional responses to the same events?**

Summary

We can see that everyone can have different thoughts and interpretations of the same event. It only takes 1/5000 of a second for an event to trigger an emotional response such as anxiety or joy. But what exactly takes place during that extremely short span of time? Let's learn about the ABC model next.

3.The ABC Model and Practicing I-Statements

Objective: Observe and identify the thoughts behind different emotion(s).

Time: 10 min.

Items Needed: PowerPoint, paper, pens

Instructions

From our discussion, you may have noticed that Sadness and Joy have different reactions to the situation. Let's get acquainted with the "The ABC Theory of Emotion " to understand the reasons for these differences, and combine it with the "I-statements" to help everyone gain a clearer understanding of the relationship between events and emotions.

PowerPoint Notes

1. An activating event is always followed by a consequence or emotional response. In many cases, however, we may get caught up in our emotions before we can make sense of what has taken place. I-statements are a useful tool that can help us become more aware of our emotions. For example, "I feel angry. I invited my friend out to eat, but they were 30 minutes late."



2. Have you noticed that the same event may trigger a different emotional response in different people? Why is this the case? This is because everyone's understanding or interpretation of a single event may not be the same. Activating events are actually inherently neutral. What really affects our emotions are our beliefs.





Practicing I-Statements

C. I feel_____(emotion)

A. because _____(event)

B. I_____(belief/thought)

Example:

C. I feel angry (emotion)

A. because my friend was 30 minutes late after I invited them out to eat. (event)

B. I feel disrespected and uncared-for. (belief/thought)

Conclusion

Taking the time to calm down and think about the thoughts behind your emotions can help you express your thoughts more clearly.

Example:

1. Event:
   My dad won't let me go to the movies with my classmates.
2. Emotion: Anger
   I feel angry that my dad didn't let me go to the movies with my classmates.
3. Thought Behind the Emotion:
   I think that my dad doesn't trust me.
4. Rename Your Emotions:
   I feel sad.

Re-express Yourself:

I feel sad. I think that my dad didn't let me go to the movies with my classmates because he doesn't trust me.

4.Board Game: Guess the Emotion

Objective: Discover that everyone's emotions may have completely different underlying thoughts.

Time: 30 min.

Items Needed: 2 emotional scale, 39 event cards (there are a total of 117 events), 8 emotion dice, 120 coins to keep score (The recommended group size for one board game set is 4-8 people. Please purchase additional sets if there is more than one group.)

Game Introduction

After completing the I-statement exercise and learning about the ABC model, it is time to put I-statements into practice through the following game. In this activity, students will use event cards to guess each other's emotions and express their own emotions as well. One point will be rewarded for each correct guess. Points will be tallied after everyone has had a turn.

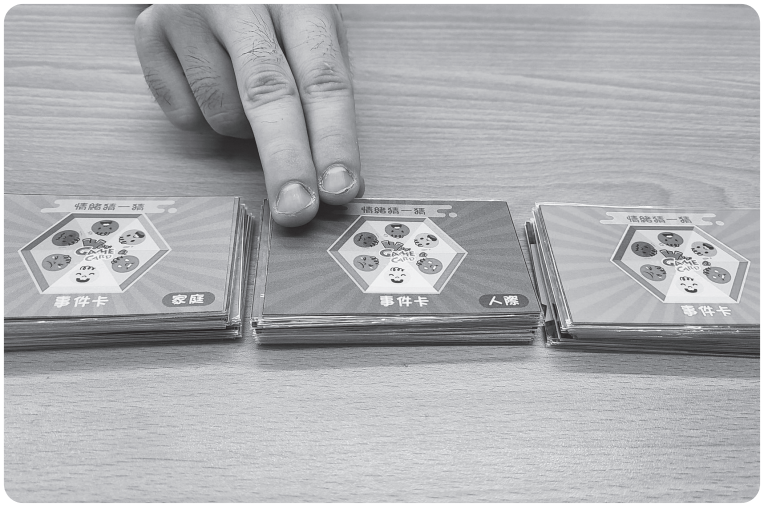
A second round can be played if there are fewer students or if there is still time remaining.

#Please follow the instructions below to lead the game. A supplementary video about the game's rules can also be played.

Game Preparation

1. Form groups of 4-6 people. Up to two rounds can be played within 30 minutes. Only one round can be played for groups of 7-8 people.
2. Pass out one emotion dice to each student.
3. Lay out the emotional scale in the middle of the table.
4. Separately shuffle the cards labeled "Family," "School," and "Interpersonal Relationships." Afterwards, place the cards face down to form three piles.
5. Draw an event card.
   During each turn, one student will draw one event card from any of the three piles. Each event card lists three scenarios. If the student does not like any of

the listed scenarios, they may draw another card from any of the piles to have more event options to choose from.



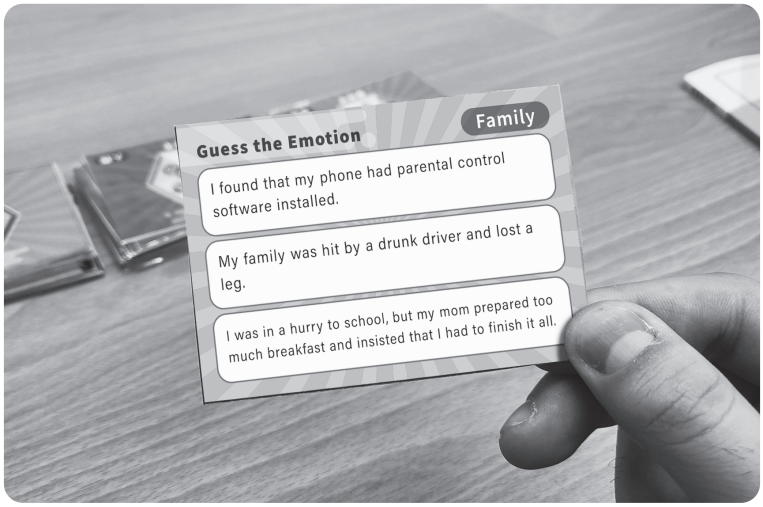
Photo/ Draw an event card from one of the piles.

6. Place the score coins to the side.
7. The tallest student in the group will go first. The game will then proceed in a clockwise manner.

Game In Progress

The game will involve multiple turns according to the number of students in the group.

1. **Guessing the Emotion**
   - The tallest student in the group will go first. The game will then proceed in a clockwise manner.



Photo/ Draw a card and read one of the scenarios out loud.

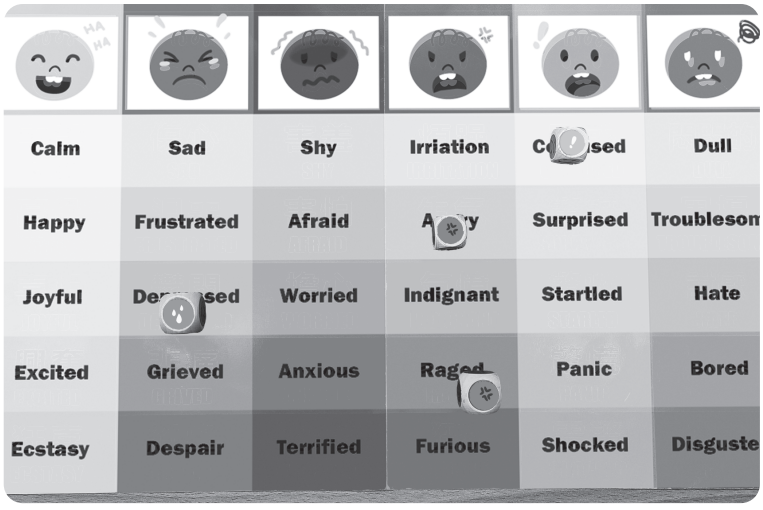
- The student will then hold an emotion dice while imagining how they would feel in that situation. They will then find a corresponding emotion on the emotion dice (Each color represents a different emotion) and place it face up while covering it with their hands to prevent the other students from seeing.
- The other students will try to guess the emotion the student would have felt by placing their choice face up for others to see.
- After everyone has set down their dice, the student will then reveal their choice.



Photo/ After everyone has laid down their dice, the student will then reveal their emotion.

- Check all the dice. Students who have placed their dice with the correct color facing up will earn one coin.

2. **Experience Sharing**



Photo/ Place your dice on one of the squares on the emotional scale.

- After tallying everyone's score, have the students take back their dice. Give the students some time to think about the chosen scenario.
- Have the students place their dice on the emotional scale based on what emotion they would feel and to what extent.
- If the students do not identify with any of the emotions listed on the emotional scale, they may place their dice in between two choices based on intensity.
- Have the student who drew the card briefly share their thoughts behind their emotion.
- **Have the students share their thoughts by using I-statements: "I feel (emotion) because (event). I (belief/thought).**

3. **Move to the next student in a clockwise manner and have them do the same. This part of the game will require more time. It is important to carefully listen to every student's thoughts. This is one of the main objectives of the game.**

The End of the Game and Scoring

- The game will end once everyone has had a turn.
- If there is time remaining, one more round can be held if needed. Everyone can be the person being guessed twice.
- The player with the most score coins is the winner!

Conclusion

Today we learned about the ABC model, and we also shared the game "Guess the Emotion" to explore the underlying thoughts behind emotions. Just like the "black box" on an airplane, the thoughts hidden behind our emotions require careful analysis to help us discover how our emotions are deeply influenced by our thoughts.