









Feel the feeling

	<p><u>time frame:</u> ~ 20 min</p>
	<p><u>location:</u> in- or outdoors</p>
	<p><u>participants:</u> 2 – 20 participants;</p>
	<p><u>material:</u> short descriptions of situation (two copies for each situation)</p>
	<p><u>procedure:</u> Each participant gets a short description of a situation e.g.</p> <ul style="list-style-type: none"> - a person has an important date in the morning and she/he wakes up too late - a person has a new job and is criticised at the first day by the boss - etc. <p>Each situation is given to two participants; the participants read the description and imagine they would be in this situation; they reflect what they would feel, how they probably will be influenced by this feeling, what will be their reactions.</p> <p>After some minutes of self-reflection, the two participants who got the same description build a team and discuss their feelings in this situation.</p> <p>If there's more time, the couples can present the situation to the group and discuss potential differences in their feelings.</p>
	<p><u>goal / purpose:</u></p> <ul style="list-style-type: none"> - sensitization for one's own feelings and reactions; become aware of critical situations; - identify and understand other persons feelings; train to change the point of view and have a look from other persons position;
	<p><u>Questions for discussion:</u></p> <ul style="list-style-type: none"> - Could you imagine you would be in this situation? - How would you probably feel? <p>For the couples:</p> <ul style="list-style-type: none"> - Did you have the same point of view and interpretation on the situation? - Are there differences in the feelings you imagined to have? For what reason?
	<p><u>Source:</u> According to Jugert, Rehder, Notz & Petermann (2006). <i>Fit for life. Module und Arbeitsblätter zum Training sozialer Kompetenz für Jugendliche</i>. Weinheim: Juventa.</p>