



MANAGING EMOTION WORKSHEETS (Modules 1 to 4)





MODULE 1 WORKSHEET | INTRODUCTION TO EMOTION REGULATION

Regulating emotions can be hard. Sometimes we don't know what we are feeling, and sometimes we don't know if we want to change it, let alone how to go about changing it. To make it more complicated, sometimes the same emotion can be both helpful and harmful. For example, we may feel anxious when we have an exam coming up – This feeling can help motivate us to study harder so that we perform well in the exam, or sometimes this feeling can become overwhelming and hamper our ability to study effectively. With practice, you can get better at identifying and regulating your emotions.

1. Which of the following is not a stage of the Emotion Regulation Model?

- a. Situation Modification
- b. Memory Consolidation
- c. Appraisal
- d. Response Modulation

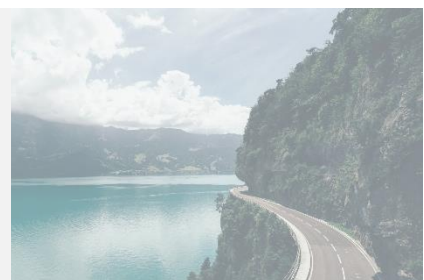
2. List three situations which make you feel distressed or overwhelmed.



3. For each of these situations, how would you have liked to feel?

4. For each of these situations, describe how you could modify the situation to make you feel less like your initially stated emotion, and more like your preferred emotion.

By considering how we can modify what happens in a situation, we can regulate our emotions.





MODULE 2 WORKSHEET | DRAWING YOUR ATTENTION

Many people believe that there is nothing they can do about their emotional responses particularly during a challenging situation. This belief can leave you feeling powerless and can make motivating yourself to tackle an unhelpful emotion much harder. Challenging situations can often bring about negative emotions or reactions. However, this does not mean that your emotional responses cannot be redirected. It is important to know that we can learn to attend to our emotions in more helpful ways – you just need a little time and the right tools to help you learn how to manage it.

1. You are in a traffic jam. You are irritable and feel yourself getting angry. Based on the attention stage of emotion regulation, what could you do to make yourself less angry?

- a. By focusing on specifically how your body feels when irritable.
- b. By finding something positive or calming around you to focus on.
- c. By engaging in a few minutes of slow controlled breathing.
- d. Both b and c.
- e. By road raging at the next person to merge in front of you.

2. List three situations which make you feel distressed or overwhelmed.

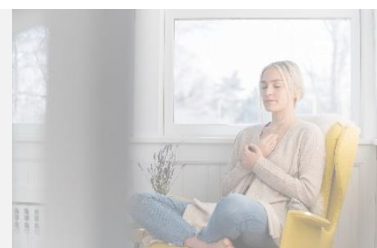


3. For each of these situations, how would you have liked to feel?

4. For each of these situations, identify a helpful way in which you could redirect your attention to make you feel less like your initially stated emotion, and more like your preferred emotion.

5. Find a spare five minutes in your day to practice the [attention training activity](#) in Part 2.4. What did you think of this activity?

When distressed, gently redirecting your attention to the task at hand can often get you back on track.





MODULE 3 WORKSHEET | HOW WE THINK IS HOW WE FEEL

The benefit of learning that appraisals (thoughts), generate emotional responses is that it is possible to manage our feelings by changing our thoughts. Addressing appraisals can be challenging at first, especially as thoughts can happen very quickly (in fact, we go through thousands of thoughts a day!). Sometimes it is difficult to notice our unhelpful appraisals or conjure a more helpful appraisal in the precise moment. Remember this is all a part of the learning process and will get easier with practice over time. Sometimes it can even be helpful to talk to others who can offer alternate appraisals that support your goals and wellbeing and help defuse the situation.

1. You wave “hello” to a passing friend while on campus, but they walk right past you. Which of the following appraisals might be considered helpful here?

- a. “They’re probably just busy or in a rush.”
- b. “Maybe I did something to annoy them.”
- c. “I’m not good enough for them to stop and acknowledge me.”
- d. “They probably just didn’t see me.”
- e. Both a and d.

2. List three situations which make you feel distressed or overwhelmed.

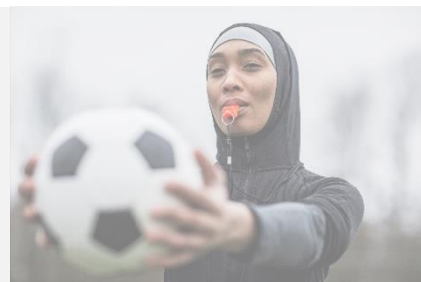


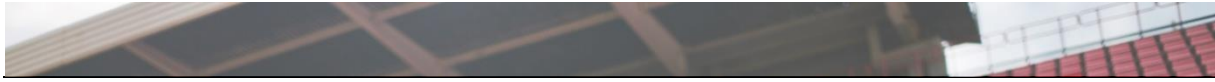
3. For each of these situations, identify an unhelpful thought which may make you feel this way.

4. For each of these situations, identify an alternate helpful thought or strategy which aligns more with how you would prefer to feel (Refer to the [Table of Unhelpful Thinking Styles](#)).

5. Find a spare five minutes in your day to practice the [attention training activity](#) from Module 2 (Part 2.4). How did you find the activity?

For many important situations we find ourselves in, there are often “helpful” ways of thinking and responding which will help support us in achieving our goals.





MODULE 4 WORKSHEET | TAKING ACTION AND PUTTING IT ALL TOGETHER

Success with pursuing our goals typically follows a pattern with lots of ups and downs, but a gradual improvement over time. A good way to reduce the impact of setbacks on our emotional experiences is to have a back-up plan of strategies to use when they occur. There are many different strategies we have been learning to help manage our emotions. Setbacks can serve as an opportunity to put the skills that you have learned into practice, learn new skills, or adjust your goals. It is also important in these times to remind yourself of the positive qualities you have built, and to celebrate your wins.

1. Which of the following is not a quality typically associated with high self-efficacy?

- a. Being willing to tackle new challenges.
- b. Being able to “bounce back” relatively quickly after failing at something.
- c. Dwelling on your negative personal qualities.
- d. Having confidence in yourself to complete a given task.

2. Describe three attributes that you like in other people, but also have yourself.



3. Describe a time when you overcame a tough situation or challenge. What positive quality or qualities does this convey about you?

4. Identify a goal you currently have. Using SMART principles, describe how you could approach this goal by breaking it up into smaller goals.

Specific, Measurable, Achievable, Realistic, and Time-Bound

*The way we respond in a given situation
can change the emotions we experience.*

