

Conflicting Feelings/Mixed Emotions Learning Experience 25

Self-Awareness Module

Grade Level Range: Middle School - Adult

To Teachers:

If you have not already done so, please review the [Introduction to Teaching Self-Awareness](#) for suggestions on teaching SES, processing learning experiences, applying skills in real-life situations, and assessing, evaluating, and grading SES..

This learning experience is best done after completing the [Feelings Change Learning Experience](#), although it can be a standalone. The purpose of this learning experience is to help students understand that we can have conflicting feelings/mixed emotions about the same experience, event, situation, environment, or relationship. It can also be used as another example of how our feelings can change from pleasant to unpleasant and back again over a short period of time around the same experience. In addition, it can be used as an introductory learning experience to how our thinking affects our feelings.

Procedure/Directions:

Discuss how it is possible to have conflicting feelings/mixed emotions about the same experience, event, and situation. Conflicting feelings/mixed emotions often happen in relationships. Use the [Conflicting Feelings/Mixed Emotions Example](#) to illustrate how we can have conflicting feelings/mixed emotions about the same situation. In this example of thinking about an upcoming tryout, the student felt hopeful that they would be successful and scared they wouldn't do well. Right before the tryout, they felt nervous (like they do before all performances) but felt relaxed once they started to perform (like they usually do). Immediately after the tryout, they felt confident in their performance. After seeing the others perform, they felt nervous and doubtful that their performance was good enough. Later that evening, they felt elated after receiving a text that they had passed the tryout. Later the next day, they felt nervous as they headed to practice and were concerned about whether they would fit in.

Processing the Learning Experience:

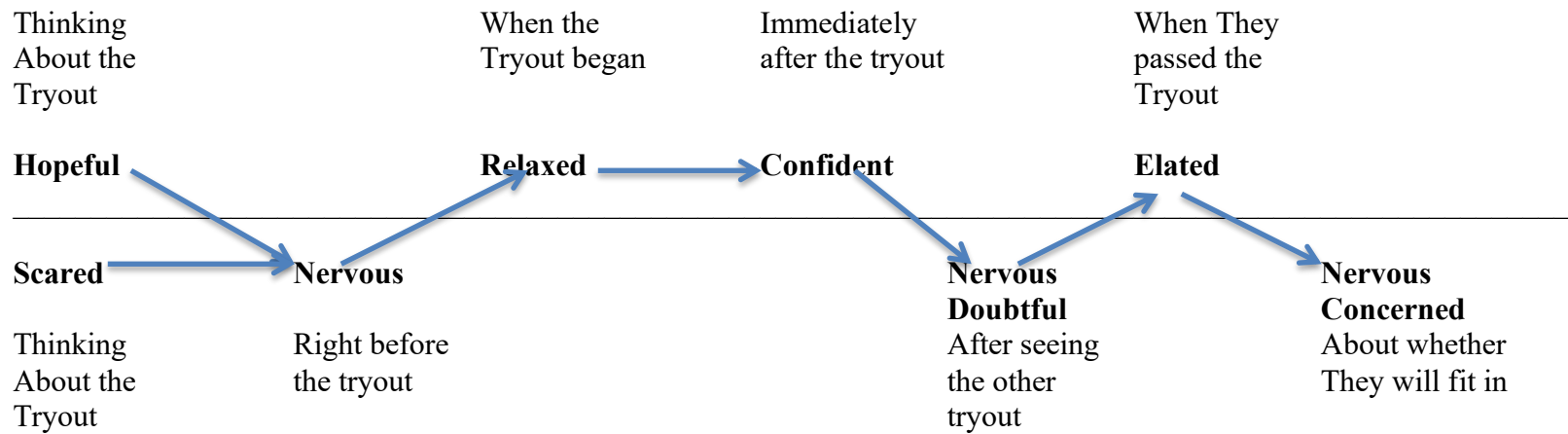
Ask students to first write about 1-2 experiences or a relationship where they had conflicting feelings/mixed emotions (e.g., in their [Feelings Log](#)). Examples you could suggest include a relationship they are in, moving to a different town, changing schools, parents getting a divorce, a sibling going to college, getting good at something, doing something new, meeting people for the first time, going on a first date, doing something adventurous or risky, etc. Have several students share the situation where they had conflicting feelings/mixed emotions, what they felt, and why. Also, ask them how it feels to have conflicting feelings/mixed emotions about the same situation or relationship, especially when the feelings are pleasant and unpleasant.

Additional Suggestions:

The Conflicting Feelings/Mixed Emotions chart and their examples can also be used as another introductory learning experience (along with Feelings Change) to illustrate how our thinking can affect our feelings. In this example, their thinking about something in the future (the tryout and whether they would be successful) caused them to feel the way they did. See the **Reality Checking** learning experiences for ways to manage and cope with our thinking.

Conflicting Feelings/Mixed Emotions Example

Pleasant Feelings



Unpleasant Feelings