

Topic: Emotion Diary (情緒事件簿)

Date: 27th and 28th October, 2005

Venue: Two P4 classes

Instructor: Class Teachers

Domain: Personal Development

Objectives: To let students learn that our emotions could be at different stages. As in traffic situations, red means dangerous, yellow means ready, and green means safe. By recognizing these stages, students could observe their own emotions and the possible influence they had on others.

My Observations:

- I observed two different classes in P4. I found that teachers' attitudes created different classroom atmospheres and affected the expressions of children a lot. In Class X, the teacher was so involved and open for discussion that the atmosphere was warm, with laughter and smiling; students were keen to raise their hands and expressed their feelings continuously. In Class Y, the teacher was strict in classroom discipline, with a stern face and no smile, so the classroom atmosphere was quite cool, silent, and dull. Nobody dared to raise their hands and it seemed that everyone would be sentenced to death after class ended. The classroom had a serious atmosphere and dead air in it.
- During the sharing and debriefing time, some students liked to give the standard answers; some said they would get revenge on those who behaved badly toward them. I was glad to hear the latter, because what they say should be truly from their hearts. If teachers could make use of that chance and discuss it with the class, it would benefit the students by preventing violence on campus.
- Sometimes, teachers could use an in-situ situation for discussion, such as waiting to share or conflicts in the group activities. Teachers are not sensitive in picking up the ad hoc examples to share with their students.
- In spite of the high involvement of the classes in this lesson, I found that not all students understood the implication of this lesson, i.e., to control their emotion in the 'dangerous' states and calm down first before taking any further actions. Some showed that they would use a 'tooth for a tooth' method to solve the problem.

Reflection:

- Inevitably, discipline is important in any lesson. However, in the PGE, if teachers are so strict about discipline in the classroom, it affects the involvement of students. Students were likely to give teachers the model answers. It will be hard to hear the students' actual views. Worksheets of the PGE will be well done too if children think that it is a lesson and correct answers must be required.
- Without counselling training, teachers usually stick to the given lesson plan; they seldom pick up the ad hoc cases for discussion. More teacher training and sharing must be rendered to teachers later.
- To the negative responses from students, teachers must be open to accept their feelings but must take a serious attitude towards their violent behaviour. However, could teachers be sensitive enough to discuss the worksheet with their class? This is another question.