



# TEACHING EMOTIONAL EDUCATION IN PRIMARY SCHOOLS



#### **GUIDE FOR TEACHERS**















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#### Welcome to the teacher's guide!

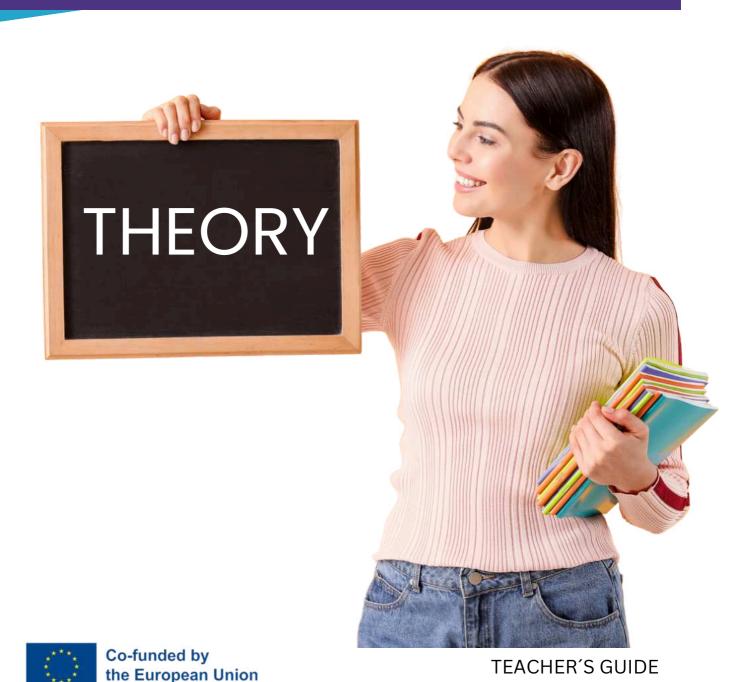
In recognition of the critical role educators play in nurturing the mental well-being of primary school students, SEED endeavours to equip primary school teachers with the most effective resources. Through a blend of modern methodologies and targeted activities rooted in Emotional Education (EE) and Emotional Intelligence (EI), this guide aims to empower teachers to enhance the mental resilience and emotional intelligence of their students. Aligned with the European Framework "LifeComp," the strategies outlined here offer educators a comprehensive approach to fostering positive emotional development in their classrooms.

- 1. The first part of this guide will focus on theory, providing a solid knowledge base on the history of emotional intelligence and emotional education. We will explore this field's main theories, approaches, and methodologies to delve deeper into the subject and understand its practical application in the classroom.
- **2.** The second part of the guide offers practical examples for teachers to implement in their classrooms to effectively work with students' emotions. These activities provide tangible benefits, enhancing teachers' ability to teach emotional education effectively.

"Emotional intelligence is the language of the heart, allowing us to understand ourselves and others with kindness, compassion, and empathy."



## FIRST PART



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## CHAPTER 1

### INTRODUCTION





#### INTRODUCTION

#### 1.1. PURPOSE AND OBJECTIVES

When considering the typical responsibilities of a teacher, one might often focus on tasks such as planning lessons, delivering classroom instruction, and grading assignments. However, it is important to recognise the existence of a "hidden curriculum," which encompasses the unwritten and often unintended lessons that contribute to emotional education.

Emotional education is a crucial aspect of a child's development, yet it is often underestimated in education. Children with underdeveloped social-emotional skills tend to face greater difficulties than their peers when dealing with change, challenges, and conflicts.

As a teacher, you are already instrumental in guiding your students through developing these skills. However, there is always room for growth and improvement. This guide aims to show you how to enhance your role by incorporating emotional competence development as a key component in fostering your students' overall growth.

Below, we explore the historical background of emotional education and the evolution of emotional intelligence, reviewing the major theories, methodologies, and approaches from various authors. We also highlight the studies in neuroscience and neuropedagogy that play a crucial role in shaping these skills and competences.

We outline the specific competencies that were selected by the project consortium after conducting national surveys among the students in participating schools.

This process allowed us to identify which areas needed particular emphasis, ensuring our approach was tailored to the students.



We have designed this guide to support your teacher's journey!



#### 1.2 IMPORTANCE OF EMOTIONAL EDUCATION IN PRIMARY EDUCATION

The key to achieving holistic personal development is to harmonise thoughts and emotions. Education serves as the primary means to cultivate this harmony, promoting both cognitive growth and social-emotional development.

Given the current demands, there is a need to reshape educational paradigms to incorporate emotional education into formal curricula. A key aim of education should be to cultivate emotionally intelligent students, with emotional intelligence defined as "the ability to access and generate feelings that facilitate thought" (Mayer & Salovey, 1997, p. 10).

Emotions are central to how we interact with our environment and shape our experiences. According to Rafael Bisquerra in "Emotional Education and Wellbeing," emotions:

are reactions to the information we receive in our interactions with the environment. The intensity of the reaction depends on our subjective evaluations of how the information received will impact our well-being. These subjective evaluations involve previous knowledge, beliefs, personal goals, perception of a provocative environment, etc.

This illustrates the dynamic nature of emotions and their significant impact on our thoughts, decisions, and actions. In the past, emotions were often overlooked, with society primarily viewing humans as rational beings. Schools and traditional systems associated intelligence with high academic achievement and intelligence quotient (IQ), seeing children as smart if they excelled in their studies. However, this limited perspective on intelligence has changed as emotions are now recognized as central to personal growth and skill development.

The conventional reliance on high IQ scores as indicators of success has diminished, replaced by a broader understanding that social, emotional, and affective factors are crucial to personal and professional achievement. This shift emphasizes the importance of fostering these skills, acknowledging that students learn better when they are motivated, show initiative, and feel confident.

As García, Valenzuela, and Miranda noted, "Emotions are a fundamental part of who we are, what we do, and how we relate to others" (2012, p. 9). Moreover, "emotional intelligence comprises personal and social skills that help individuals understand themselves and interact better with others. If we cultivate this type of intelligence and encourage it in children, we are developing well-rounded human beings" (García et al., 2012, p. 8).

From an emotional education perspective, engaging in intentional, systematic, and effective work is essential, rather than just sporadic activities. This approach requires a well-organized, coherent, and integrated set of activities with a common purpose.

Emotional education goes beyond emotional intelligence and incorporates insights from neuroscience, positive psychology, subjective well-being, and flow. While rooted in emotional intelligence, it is open to integrating new developments and has a holistic approach.

Emotional education should be integrated into the academic curriculum at all stages of education, from early childhood to adulthood, and should extend to lifelong learning. It serves as a form of non-specific primary prevention, aiming to minimize vulnerability to dysfunctions and prevent their occurrence (Bisquerra, 2009a, 2011, 2016).

As a result, the focus should be on nurturing emotional competences that facilitate personal growth and, in turn, happiness. This enables children to acquire the skills needed to enhance various aspects of their lives, including their behaviour, motivation to learn, and self-esteem.

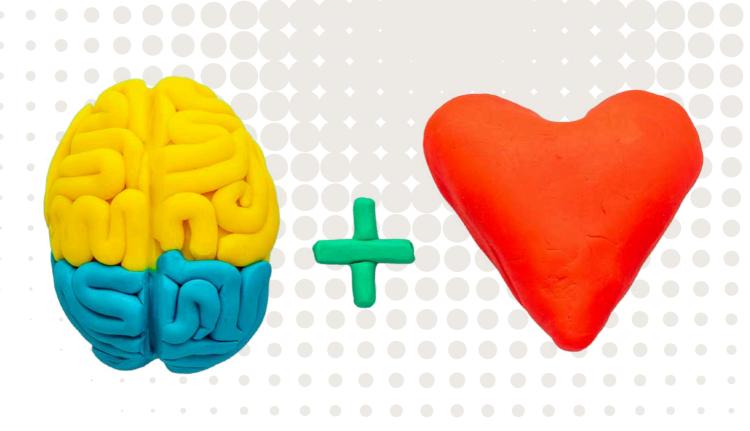
For these reasons, emotional education in Primary School:

- Contributes to the holistic development of students.
- Cultivates children's self-esteem and aids in their comprehension and regulation of their own emotions.
- Enhances students' conduct and interactions with others, fostering attitudes of respect and tolerance.
- Fosters motivation to learn and the ability to exert effort, leading to significant improvements in academic performance.
- It builds resilience and nurtures their self-control.



## **CHAPTER 2**

## HISTORICAL BACKGROUND



### HISTORICAL BACKGROUND

#### 2.1 ORIGINS OF EMOTIONAL EDUCATION

Emotional education has its roots in various theories of emotional intelligence and is based on the growing need in human society to measure, develop, and improve emotional regulation. According to Sánchez, Montero, and Fuentes (2019), "emotional education" first appeared in the educational psychology literature in 1966 in the Journal of Emotional Education. Since the 1980s, the emphasis on emotional intelligence and fostering emotional development has grown significantly. The goal of emotional education is to enhance both intrapersonal and interpersonal emotional competences.

What is emotional education? Bisquerra (2000) defines emotional education as: "An educational process, continuous and permanent, aiming to foster emotional development as an essential complement to cognitive development, both being key components of comprehensive personality development. This involves promoting knowledge and skills related to emotions, enabling individuals to better handle the challenges that arise in everyday life. Ultimately, the goal is to enhance personal and social well-being."



Discussing emotional education requires a clear understanding of emotional intelligence and emotional competences. This field has emerged as an educational approach to help individuals manage irrational thoughts leading to poor decision-making. However, the foundation of this competence lies in the concept of emotional intelligence, along with emotional and socio-emotional competences.

Today, emotional education is viewed as an educational process to develop emotional intelligence and related competences, allowing individuals to control their emotions and feelings better. With this understanding of the origins and objectives of emotional education, we can delve deeper into emotional intelligence and the competences it encompasses.

#### 2.2 EVOLUTION OF EMOTIONAL INTELLIGENCE

Early research on emotions and the importance of learning to understand and regulate them highlighted the positive influence that emotional intelligence (EI) can have in the classroom. Since the 1990s, multiple studies have demonstrated that our emotions have a direct impact on our thought processes.

To trace the evolution of Emotional Intelligence, we have to go back to 1986 when the concept of Multiple Intelligence was introduced by Harvard University psychologist Howard Gardner. Following this, in 1990, Peter Salovey, professor and president of Yale University, along with John Mayer, a professor at the University of New Hampshire, coined the term "Emotional Intelligence."

This term gained global recognition with the publication of Daniel Goleman's book "Emotional Intelligence" in 1995, which brought the concept into the mainstream. Within the field of Emotional Intelligence, Salovey and Mayer's research team has made significant strides in building a scientific framework around the concept and has worked systematically to address the inevitable questions that arise with any new research approach.

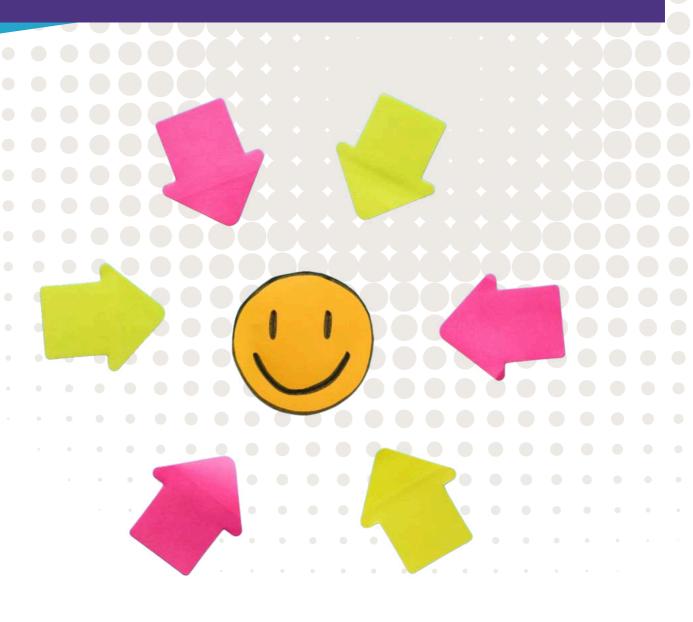
In recent years, the concept of Emotional Intelligence (EI) has gained recognition as an important soft skill across various sectors, with education being one of them. According to Daniel Goleman (1995), emotional intelligence is defined as "the capacity to recognize our own feelings and those of others, to motivate ourselves, and to manage our relationships effectively." El impacts how we view ourselves and those around us, and it plays a significant role in interpersonal relationships.

According to Fernández Berrocal and Ramos (2002:20), a concise general definition of emotional intelligence (EI) is "the ability to recognize, understand, and regulate our own emotions and those of others." From this perspective, EI is a skill that involves three processes:

- **Perceiving:** The conscious recognition of our own emotions, identifying what we are feeling, and being able to label it verbally.
- **Understanding:** Integrating what we feel into our thought processes and appreciating the complexity of emotional shifts.
- **Regulating**: Effectively directing and managing both positive and negative emotions

## **CHAPTER 3**

# THEORIES, APPROACHES AND METHODOLOGIES





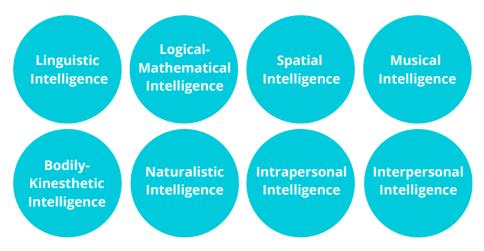
## THEORIES, APPROACHES AND METHODOLOGIES

#### 3.1. MAIN THEORIES OF EMOTIONAL INTELLIGENCE

Emotional intelligence can be understood in different ways and, therefore, there are different models to define it:

#### Theory of multiple intelligences by Howard Gardner (1986):

Gardner proposed the theory of multiple intelligences, suggesting that intelligence is not limited to a single capacity but comprises several distinct types. According to Gardner, human life requires a variety of intelligence, meaning that academic success does not necessarily guarantee social skills or other life skills. The eight intelligences Gardner identified are:



Source: Own elaboration

H. Gardner noted that each person has different levels of these intelligences and that no one type is more important than another. To navigate through life, a combination of various intelligences is needed. Gardner challenged this perspective by proposing his theory, suggesting that education should take a broader approach to develop the full potential of students.

Gardner characterizes personal intelligence as follows:

- **Intrapersonal intelligence** encompasses an individual's grasp of their emotional landscape and the skill to leverage this self-image for effective navigation through life.
- **Interpersonal intelligence** involves the ability to comprehend others, their motivations, and the aptitude to collaborate harmoniously with them.

#### Mayer & Salovey (1990):

Peter Salovey, president of Yale University, and John Mayer, professor at the University of New Hampshire, were among the first researchers to use the term "Emotional Intelligence" in 1990. They defined EI as the ability to perceive, express, understand, and regulate emotions, both in oneself and in others. They developed a four-branch model to structure Emotional Intelligence:



Source: Own elaboration

#### The Bar-On Emotional Quotient Inventory (EQ-i) model (1995):

Reuven Bar-On in 1995, stands out for five non-cognitive personality dimensions alongside emotional skills. These dimensions, including intrapersonal, interpersonal, adaptability, stress management, and general mood shape how individuals manage their emotions and interact with the world. Widely utilised across education, business, psychology, and counselling, the EQ-i has demonstrated enhancing emotional intelligence, well-being, and performance across diverse contexts.

#### Daniel Goleman (1995):

The concept of EI was made popular when Daniel Goleman's book "Emotional Intelligence" was published in 1995. He made many profound statements on the influence of EI on many aspects of human life, including general well-being. Goleman (2002) outlines the **five fundamental skills** that make up the concept of Emotional Intelligence in his Emotional Competencies Model. These include:

- **Self-awareness** involves understanding one's preferences, sensations, states, and internal resources.
- **Self-regulation** is the management of one's thoughts and emotions
- Motivation is the ability to inspire oneself.
- **Empathy** involves developing social awareness and recognizing the feelings, concerns, and needs of others.
- **Social skills** involves building social support networks and managing relationships with others (Goleman, 1995).



#### 3.2 EDUCATIONAL APPROACHES TO EMOTIONAL EDUCATION

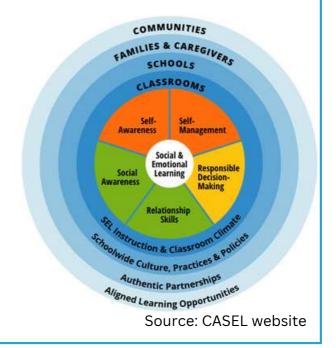
Emotions and learning are inextricably linked because our emotional systems greatly influence our behaviour and information processing. As a teacher, you can improve learning experiences and provide lessons with greater significance and engagement for your students by skillfully tying emotions and learning together. We can assist students in realising their full potential in both the classroom and the emotional domain by comprehending and utilising the impact of the emotional system on the learning process.

The emotional educational approach integrates emotional and social competences into the learning process, emphasizing the importance of managing emotions, establishing healthy relationships, and making responsible decisions. This approach enhances cognitive processes, improves academic performance, and fosters self-efficacy and resilience.

Social and emotional learning **(SEL)** is a fundamental aspect of education and personal development. SEL involves the process by which individuals, both young and adult, acquire and apply the necessary knowledge, skills, and attitudes to form healthy identities, manage emotions, achieve personal and collective goals, empathize with others, build and maintain supportive relationships, and make responsible and compassionate decisions.

SEL promotes educational equity and excellence by fostering genuine partnerships among schools, families, and communities. These partnerships create learning environments characterized by trust, collaboration, rigorous and relevant curriculum and instruction, and continuous assessment. SEL helps to address various inequities and empowers individuals to collaboratively create thriving schools and contribute to safe, healthy, and just communities.

SEL is founded on the model created by the Collaborative for Academic, Social, and Emotional Learning (CASEL), a globally recognized authority in this field of research. This model outlines five crucial social and emotional skill areas necessary for fostering good mental health, each containing various specific elements: selfawareness, self-management, social awareness, relationship skills, and responsible decision-making.



The most effective approach to teaching SEL is to focus on helping children and young people acquire skills from each domain progressively, building their abilities and knowledge throughout their early education and school years. This process is continuous and spans all grade levels.

According to the European Commission (2022), an SEL curriculum should offer abundant group work opportunities and ensure a safe learning environment to enhance student engagement.

**Collaborative group work:** Regular group activities teach students cooperation, negotiation, and leadership skills, and help them recognize their strengths within a group. Collaborative learning fosters a sense of connectedness and cultural awareness by interacting with diverse peers.

To integrate SEL into subjects, students can engage in activities like playing card games during math lessons or using SEL vocabulary in creative writing and role-playing. Role-playing helps students develop empathy and conflict-resolution skills by stepping into others' perspectives.

**Responsible decision-making:** This vital life skill teaches students to make constructive choices while considering ethical implications, safety, social norms, and consequences. It promotes self-control, independence, and self-confidence. Collaborative problem-solving activities enhance students' decision-making abilities.

The Quality Circle Method can guide students through informed decision-making by identifying problems, evaluating situations, brainstorming solutions, analyzing options, and considering consequences before making a choice.

**Growth Mindset:** Encouraging a growth mindset, as defined by Dr. Carol Dweck, is crucial for SEL. It helps students view learning as an ongoing process. Reflection and goal-setting activities enable students to assess their strengths and weaknesses, track progress, and critically think about their development.

Reflective journal exercises with prompts like "What could your team do differently next time?" or "When did you last show empathy to a classmate?" are useful tools. Teaching goal setting, reflecting on successes, and acknowledging setbacks helps students celebrate progress without fixating on the end result.

#### 3.3 METHODS FOR IMPLEMENTING EMOTIONAL EDUCATION

The importance of emotional education cannot be understated, as it should be integrated into the entire academic curriculum and throughout life-long learning. This means that the educational implications of emotional education can be seen in both formal and informal education settings.

Emotional education is achieved through carefully designed educational and social intervention programmes that are rooted in scientific, educational, social, and philosophical principles. This entails the careful planning and organisation of programmes that include phases such as needs analysis, objective formulation, activity planning, implementation, and evaluation.

Emotional education programmes are defined as "a set of planned, intentional, and systematic activities, with designated times and spaces, and with high-quality implementation" (Álvarez González and Bisquerra, 2012, p. 274).

Extremera and Fernández-Berrocal (2001) emphasize the need for programmes that are not only reactive to crises but also have a preventive and educational nature. They recommend comprehensive programmes that are integrated into the curriculum at all levels of schooling and involve both the family and the social environment.

For instance, materials and practical proposals for early childhood education can be found in programmes that feature practical activities and exercises highly beneficial for educators seeking to implement them, such as:



**RULER:** Developed by the Yale Center for Emotional Intelligence, the RULER programme is specifically designed to teach emotional skills in schools. RULER stands for recognizing, understanding, labelling, expressing, and regulating Emotions, involves training for educators, integration into the curriculum, and tools like the **Mood Meter** to assist students in identifying and managing their emotions.







**CASEL** (Collaborative for Academic, Social and Emotional Learning) was founded by Daniel Goleman in 1994. It aims to promote high-quality emotional learning in schools, neighbourhoods, and at the state level.





**Mind Up:** a program that teaches social and emotional learning skills by combining cognitive neuroscience, positive psychology, and mindful awareness training with a focus on the brain. The program is designed for educators and students and is backed by scientific research.





**GROP:** The Research Group at the University of Barcelona was established by Rafael Bisquerra. This programme is a collection of activities on emotional competencies organised into **five blocks**; emotional awareness, emotional regulation, Emotional autonomy, social competency and competences for life and well-being.





## CHAPTER 4

### **NEUROSCIENCE STUDIES**





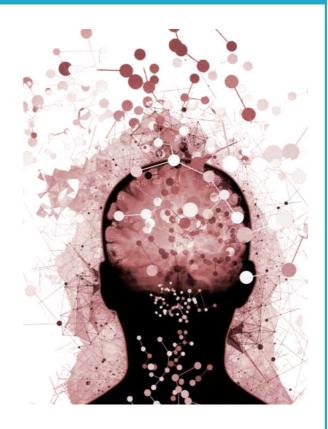
#### **NEUROSCIENCE STUDIES**

#### 4.1 NEUROSCIENTIFIC FOUNDATIONS OF EMOTIONAL EDUCATION

The field of neuroscience, which investigates the structural and functional aspects of the nervous system and the brain, has facilitated a more profound comprehension of the processes involved in learning (Estupiñan Ricardo et al., 2016).

Neuroscience findings are similar to other disciplines studying human emotions. Managing emotions is crucial for leading a dignified life.

Neuroscience offers a biological basis for emotional education, complementing pedagogical, psychological, and sociological principles (Bueno, 2020).



The learning process engages both the body and the brain, which serves as a receiver of stimuli and is responsible for processing, organising, and responding to information. According to neurological studies, the continuous learning process in humans is driven by neurogenesis and the brain's plasticity. During the early years of life, children's brains are highly receptive to the formation of synaptic connections, facilitating rapid learning. Adequate stimulation during this stage is crucial for establishing solid foundations for future learning (Rotger, 2017).

Although there are critical periods in brain development, the brain's capacity for adaptation and recovery is remarkable, allowing for acquiring new skills at any stage of life. The human brain is highly plastic and receptive throughout life, underscoring the importance of maintaining curiosity and interest in continuous learning (Rotger, 2017).

According to Estupiñan Ricardo et al. (2016), the brain, the only organ capable of teaching and learning from itself, is adaptable and can be shaped by educators to develop various skills and intelligence. It naturally absorbs and utilises different pathways for learning. The brain learns through patterns, using both conscious and unconscious mechanisms to process information and generate responses. Educators should embrace this approach when designing learning experiences for students.

As educators gain a better understanding of how the brain functions, the learning process becomes more effective and meaningful for both teachers and students. The brain learns in diverse ways, and educators need to acknowledge that students learn through **visual**, **auditory**, **linguistic**, **and logical means**. Students may also learn: reflectively, impulsively, analytically, globally, conceptually, perceptively, physically, emotionally, intrapersonally, and interpersonally (Estupiñan Ricardo et al., 2016).



It is undoubtedly beneficial to design lessons that cater to various learning styles. Brain development is influenced by a range of factors, including genetics, environment, nutrition, socio-economic and cultural surroundings, family dynamics, brain injuries, and prior learning experiences, all of which impact the learning process. This emphasizes the importance for educators to gain a deeper understanding of their students' backgrounds to effectively contribute to their educational journey (Estupiñan Ricardo et al., 2016).

#### 4.2. IMPACT OF NEUROSCIENCE ON EMOTIONAL EDUCATION

Neuroscientific investigations have addressed key questions about learning and its connection to specific brain functions, aided by advanced neuroimaging techniques and specialised gamification methods. Various aspects of cognition, such as language, reading, speech development, and mathematical reasoning, are fundamental areas of study in neuroscience, along with social development and its connection to emotions. Emotions, crucial for survival and adaptation, are influenced by both genetic factors and environmental experiences.

Emotional neuroscience delves into how brain function relates to human emotions, identifying six parameters to determine an individual's expressive style. These parameters, including vision, body perception, flexibility, adaptability, attention, and social intuition, are influenced by brain regions such as the ventral striatum and prefrontal cortex (Gkintoni, Antonopoulou, & Halkiopoulos, 2023).

According to findings from related studies, emotions profoundly impact memory and learning processes, with the hippocampus playing a central role in encoding and storing emotional information.

Emotional experiences shape memory formation through interactions between the hippocampus and amygdala. The prefrontal cortex, responsible for higher cognitive functions and emotional regulation, collaborates with the hippocampus to facilitate optimal long-term memory formation.



The interplay between emotion and learning highlights the significance of considering emotional responses in educational settings. Emotions influence cognitive functioning and memory consolidation, with mood fluctuations impacting the encoding and retrieval of information (Gkintoni, Antonopoulou, & Halkiopoulos, 2023)

Understanding the intricate relationship between emotion and learning is essential for developing effective educational interventions. By acknowledging the interdependence of emotions and learning, educational practices can be tailored to support optimal learning outcomes for students.

#### 4.3. RELEVANT RESEARCH IN NEUROSCIENCE

Neuroscience and emotional education are fundamental disciplines that intertwine to understand how cognitive and emotional processes function in humans.

Neuroscience and emotional education have gained importance due to understanding emotions in learning and personal development.



Key studies in this area include:

#### The impact of emotions on learning:

The study "The Role of Emotion in Learning" (2011) by Immordino-Yang & Damasio found that emotions significantly impact motivation, attention, memory, and knowledge consolidation.

#### **Emotional intelligence in school:**

Zinsmeister and the SEL Collaborative (2007) discovered that school emotional education programmes improve children's emotional and social skills, leading to enhanced academic performance and mental health.

#### Neuroscience to guide emotional education practice:

In the work "Neuroscience and Emotional Education: Advancing our comprehension of Social and Emotional Learning" (2015) by Goleman & Davidson, the authors review how neuroscience provides valuable insights into emotions and learning, aiding in the development of successful educational approaches for emotional intelligence.

#### The role of empathy in learning and relationships:

According to Eisenberg & Fabes (2010), increased empathy in children leads to improved social relationships and collaborative learning.

#### The use of mindfulness to enhance emotional regulation:

A study by Jha, Koster, & Fanning (2014) also demonstrated that mindfulness can enhance children's emotional regulation abilities, helping them recognize and manage challenging emotions more effectively.

## CHAPTER 5

# NEUROPEDAGOGICAL STUDIES





#### **NEUROPEDAGOGICAL STUDIES**

#### **5.1. DEFINITION AND SCOPE OF NEUROPEDAGOGY**

Neuropedagogy, as defined by various authors such as Iglesias Rodríguez (2009 cited by Avendaña et al., 2015, p.12), suggests that "it is, in short, about learning to our full potential, not only in early stages of life or adolescence, but also in adulthood and even in old age, thanks to the characteristic known as 'brain plasticity,' which means that we now know the human brain learns and adapts continuously." (Domínguez S., A.et al, 2022).

Neuropedagogy has its roots in the convergence of various disciplines, including neuroscience, psychology, pedagogy, and didactics, and offers a comprehensive understanding of how the human brain functions during the learning process. This knowledge equips educators to enhance educational methods by acknowledging the brain as a dynamic and social organ profoundly impacted by teaching techniques (Pascarella & Terenzini, 2005).

The most important study for 21st-century educators is understanding how the human brain works. It is crucial to develop new methods to improve learning and reduce the teacher's workload by applying neuroscience to education and integrating this knowledge into the teaching and learning process (Mendoza, 2015).

Neuropedagogy encompasses a broad spectrum of educational areas, including instructional design, assessment methods, curriculum development, and classroom management strategies. By incorporating insights from neuroscience, educators can adapt their approaches to better address the diverse learning needs of their students, ultimately improving academic outcomes (Sousa, 2017; Jensen, 2008).

A key focus of neuropedagogy is understanding individual differences in learning preferences, cognitive strengths, and socio-emotional aspects. Based on this knowledge, educators can develop personalised learning strategies that cater to the unique needs and abilities of the students.

#### 5.2. APPLICATIONS OF NEUROPEDAGOGY IN EMOTIONAL EDUCATION

The study by López Fontalvo, Mier, and Pereira Escobar (2019) on cognitive neuropedagogy highlights how the proper use of the school climate as a strategy for knowledge management can enhance students' intellectual capacity and understanding. It emphasises the importance of teachers understanding and applying neuropedagogical processes in the school environment, developing students' skills through continuous practice.

Neuropedagogy is focused on understanding personality. Its goal is to solve pedagogical tasks optimally and creatively by using knowledge about the brain's organisation of higher mental functions. A neuropedagogue, or expert in neuropedagogy, is responsible for conducting educational interventions to achieve comprehensive education and cognitive development of students while promoting social development and valuing cultural capital (Domínguez S., A.et al, 2022).

In this regard, its **applicability** to pedagogy and didactics ensures learning based on emotions. Terre (2016 cited by Domínguez S., A.et al, 2022, p.54): "Emotions matter. We must seek engaging language, smiles, invite hugs, to make school a joyful place again, one that educates with others in mind, embracing diversity. We need to have the classroom ready for children to learn happily" (Terre, O., 2016).

In any area where a neuropedagogy professional works, one of the most important competencies they must demonstrate is the ability to activate emotional responses in the brain. This approach creates more durable connections, allowing the learner to better utilise their knowledge and enhancing their ability to respond to problems in their environment.

The above analysis describes a teaching approach in which students learn in a way that promotes their well-being. This approach involves finding pleasure in completing tasks, fostering optimism, dedicating themselves to building a product, and achieving a goal.

This leads to success and creates a memorable experience in the brain, resulting in **happiness**, **security**, **self-confidence**, and elevated **self-esteem** in the student. As a result, it regulates their emotions, which are influenced by this open learning environment, and this can lead to either avoidance or acceptance of knowledge.



#### 5.3. NEUROPEDAGOGICAL STRATEGIES

Neuropedagogy is a valuable tool for enhancing emotional education in students. Educators gain knowledge and strategies to help students develop essential social-emotional skills for their well-being and success. According to Mendoza (2018), neurodidactics is naturally linked as a branch of neuropedagogy and is involved in the educational work that the neuropedagogue must perform in classroom practices. This approach is based on the ten principles of neuropedagogy outlined in Mendoza's studies:

- 1. Implement teaching methods that facilitate problem-solving rather than meaningless memorization.
- 2. Ensure students feel excited and challenged by what the teacher presents.
- 3. Repeat lessons as many times as each student needs, similar to learning to play the violin through constant practice.
- 4. Engage in enjoyable physical exercise daily.
- 5. Drink water to oxygenate the brain.
- 6. Eat fruits during snacks.
- 7. Sing, dance, and play with joy and enthusiasm.
- 8. Respect the individual learning rhythms and styles of each student.
- 9. Integrate the arts into teaching methods, including sound, colour, movement, and words.
- 10. Listen to and be present with the students

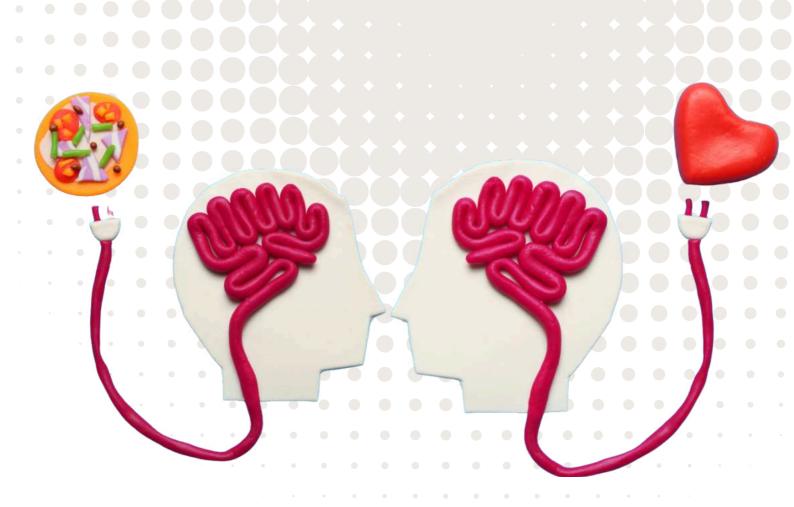
These strategies reflect the practical application of neuropedagogical principles to support students' socio-emotional development and optimise their learning processes.

The following aspects, when implemented, align with principles supported by neuroscience. Neuropedagogy presents several factors that impact the brain's learning process (Mendoza, 2015):

- Nutritional factors
- Emotional factors
- Genetic factors
- Biological factors
- Environmental factors (socioeconomic and cultural environment)
- Educational factors: direct experiences, resources, materials, music, art, movement, rest, cyclical feedback, etc.

## **CHAPTER 6**

# EMOTIONAL INTELLIGENCE COMPETENCES



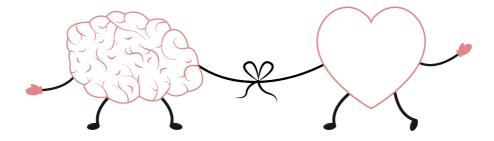


## EMOTIONAL INTELLIGENCE COMPETENCES

#### **EXPLORING SELECTED COMPETENCES**

As a foundational step of the SEED project, a series of teacher and student surveys were conducted to gather comprehensive information about the emotional landscape in primary schools within the consortium countries. The aim was to gather qualitative insights through teachers' and students' experiences and opinions regarding the state of emotional education in primary school.

Upon thorough analysis of the gathered data, significant findings emerged. These findings revealed a notable absence of emotional education content within school curricula, a corresponding lack of mental health initiatives, and a pressing need for teacher training in emotional intelligence.



In light of these findings, the consortium identified **8 key areas** crucial for fostering emotional education among students. Subsequently, this teacher's guide has been developed to address these 8 identified key areas.

The areas identified in common between the teaching staff and students in the consortium countries are essential for personal development, interpersonal relationships, and success both in the educational environment and in everyday life.

Below, the importance of each of these areas is explained, accompanied by two examples illustrating how competence manifests in students' behaviour: the first example reflects when the student possesses competence, and the second shows when the student does not.

#### **ADAPTABILITY**

The **adaptability** competency as defined by D. Goleman, involves being flexible and able to navigate change while managing multiple demands. It means being able to adjust to new situations with fresh ideas or innovative approaches while staying focused on your goals and easily adapting how to achieve them. You can tackle new challenges are agile, and are adept at adjusting to sudden changes. You feel comfortable with the uncertainty that may come with leadership.

**Example 1:** When Daniel's teacher changes his group and the project requirements, he quickly adapts, gets to know his new teammates, and helps the group refocus on the new goal.

**Example 2:** Angela struggles when her teacher suddenly changes the focus of a class project to a topic she is not familiar with. She becomes upset and expresses a preference for sticking to what she knows. She procrastinates on starting the project, which causes delays.

#### COMMUNICATION

In the realm of emotional intelligence, **communication** plays a pivotal role in the development and expression of socio-emotional skills. It pertains to the ability to effectively convey and receive information, both verbally and non-verbally, while considering one's own emotions and those of others.

**Example 1**: Sam participates in class discussions, clearly explaining ideas and listening to others. He engages well with his peers.

**Example 2**: Lucie becomes anxious when speaking in class, giving short, unclear answers. She often stays quiet in group activities.



#### **CONFLICT MANAGEMENT**

**Conflict Management** involves assisting others in navigating emotional or tense situations, tactfully addressing disagreements, and defining solutions everyone can support. They acknowledge the viewpoints of all parties while redirecting energy towards a shared ideal or an acceptable resolution. However, that doesn't mean persuading others that yours is the correct opinion. There's a distinction between winning and effectively managing conflicts.

**Example 1:** When the peer group disagrees with the project approach, Sofia listens to everyone's views and helps them find a solution all can support, allowing the team to move forward smoothly.

**Example 2:** When conflict arises, Carlos takes sides and ignores others' perspectives, worsening the disagreement and slowing the team's progress.

#### **EMPATHY**

**Empathy** competency means that you can perceive the feelings of others and understand their perspectives. You actively take an interest in their concerns and can pick up on cues about their emotions and thoughts. With empathy, you can sense unspoken emotions and listen carefully to understand the other person's point of view. Empathy doesn't mean mind-reading, but rather knowing how to collaborate better with others (D.Goleman, 1995)

**Example 1:** In a team discussion, Laura notices a peer looking tense and staying quiet. She asks if they are okay, listens attentively, and offers reassurance, which helps the peer feel more at ease and involved in the project.

**Example 2:** When a peer appears reserved during a team activity, Maria overlooks it and does not reach out. She misses the opportunity to understand her peers' perspectives, leading to a lack of connection that hinders effective collaboration.

#### **SELF CONFIDENCE**

**Self-confidence** is the strong belief in one's self-worth and capabilities. It involves having confidence in one's abilities to accomplish tasks and achieve goals, being self-assured, having a positive self-view, and being able to express opinions and assert oneself in social situations. According to Goleman, self-confidence enables individuals to approach challenges with a positive outlook and take decisive action, contributing significantly to their emotional and social competence.

**Example 1:** Sarah confidently shares her ideas and answers questions without hesitation during a presentation. Her self-assurance motivates her team and drives the project forward.

**Example 2**: When asked to contribute his thoughts, James feels uncertain and holds back, afraid of making a mistake. His reluctance causes him to miss the chance to share valuable insights, and his team moves on without considering his input.

#### **SELF-KNOWLEDGE**

Goleman defines **self-knowledge**, **or self-awareness**, as the ability to recognise and understand one's own emotions, drives, and their effects on others. It involves having a clear understanding of one's strengths, weaknesses, values, and goals. This self-awareness is the foundation of emotional intelligence and is crucial for personal and professional development.

**Example 1:** Sarah notices when she starts feeling frustrated during a math exam. By recognizing her emotions, she takes a deep breath and calms down, which helps her focus better and finish the test without feeling overwhelmed.

**Example 2:** Alex gets upset when he doesn't understand a math problem. Instead of recognizing his frustration and asking for help, he shuts down and tries to solve it on his own. His inability to manage his emotions leads to more stress, and he misses out on learning the solution with his teacher's guidance.

#### **SELF-REGULATION**

**Self-regulation** is the ability to manage emotions appropriately involves being aware of the relationship between emotion, cognition, and behaviour; having effective coping strategies; and having the capacity to self-generate positive emotions, among other aspects.

**Example 1**: Sophie gets frustrated during a science quiz when she faces a difficult question. However, she takes a deep breath and chooses to stay calm. She focuses on the other questions, answering them confidently, which allows her to manage her emotions and finish the quiz without feeling stressed.

**Example 2**: Lucas feels irritated when he struggles with a science question quiz. Instead of staying composed, he lets his frustration control him and starts rushing through the quiz. As a result, he makes mistakes and loses focus, missing the chance to perform his best.

### TEAMWORK & RELATIONSHIP BUILDING

**Teamwork & relationship building** is the ability to work with others towards a common goal. It involves actively participating by sharing responsibilities and rewards and contributing to the overall capacity of the team. By empathising and creating an atmosphere of respect, help, and cooperation, you can encourage others to commit to the team's efforts.

**Example 1**: Mateo enjoys collaborating with his peers during group projects. He values everyone's input, shares the workload, and fosters a positive, cooperative environment, ensuring the team works well together.

**Example 2:** Olivia finds it difficult to work as part of a team. She prefers to handle tasks on her own and often ignores her peer's suggestions. Her lack of teamwork makes it challenging for the group to reach their objectives

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## SECOND PART





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## **ADAPTABILITY**



## CHANGE SCENARIOS ROLE-PLAY



SKILL/S COVERED: Adaptability
APPROXIMATE TIME NEEDED: 50-60 minutes
AGE GROUP: 8-12 years old

## **BRIEF INTRODUCTION**

Adaptability is very important in navigating changes and challenges in life. It involves being flexible, resilient, and able to adjust to new situations or circumstances. Role-playing gives students a setting in which to analyze decisions by reflecting on past experiences and assessing potential future outcomes by acting as another person and essentially placing themselves in the shoes of someone else. The information gleaned from such exploration is more likely to be understood and used than just giving students information about choices and consequences and asking them to just accept them (Lewkowicz, 2007).

## **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Activity-based on ideas gleaned from the book "Teaching Emotional Intelligence: Strategies and Activities for Helping Students Make Effective Choices" by Adina Bloom Lewkowicz (2007).

## **GOAL**

To help students practice identifying and managing their emotions in response to change, develop strategies for building adaptability, and learn from each other's experiences in a supportive and interactive way.



## **NUMBER OF PARTICIPANTS**

All the class members.

## **NECESSARY MATERIALS**

- · Sheets of paper
- A classroom whiteboard
- Furniture or items from the classroom can be used according to the role-play as students see it fit.

## **INSTRUCTIONS**

- 1. The teacher initiates a brainstorming of a list of common change scenarios that students may encounter in school or their personal lives. These could include changes in routine, unexpected events, transitions to new classes or schools, or changes in relationships.
- 2. The class is divided into small groups and each group is assigned a change scenario to work with. They are provided with some time to discuss and plan a short role-play based on their assigned scenario. They are encouraged to think about the emotions and challenges associated with the change and how they can demonstrate adaptability in their role-play.
- 3. Each group performs their role-play for the class.
- 4. After all groups have performed their role-plays, the teacher leads a wholeclass reflection session. He or she encourages students to share their thoughts, insights, and personal experiences related to adaptability and emotional intelligence. Any common themes or strategies that emerged from the role-plays are being discussed.
- 5.A list of strategies for building adaptability and emotional intelligence is being brainstormed by the class as a whole. These might include techniques such as mindfulness, positive self-talk, problem-solving skills, seeking support from others, and maintaining a growth mindset.

## **DEBRIEFING QUESTIONS**

- 1. What emotions did the characters experience during the change scenario?
- 2. How did the characters demonstrate adaptability in response to the change?
- 3. What strategies did the characters use to cope with their emotions and adjust to the new situation?
- 4. What can we learn from these role-plays about adaptability and emotional intelligence?

## OTHER USEFUL INFORMATION

- The teacher can encourage students to reflect on how they can apply the strategies discussed during the activity to their own lives and help them set specific goals for practicing adaptability and emotional intelligence in the future, both in school and beyond.
- Ongoing support and encouragement for students as they work towards developing their adaptability and emotional intelligence skills should be provided. The teacher can check in periodically to see how they are progressing towards their goals and offer additional resources or guidance as needed.

## SUGGESTED ALTERNATIVES OR MODIFICATIONS (for shy or younger students)

- **Simplify Scenarios:** Use clear, relatable examples (e.g., "starting a new hobby" or "a friend moving away") to ensure all students understand.
- **Small Group Work:** Divide students into smaller groups to role-play, reducing performance anxiety.
- **Visual Supports:** Provide pictures or storyboards to illustrate the scenarios and guide students.
- **Pre-Taught Vocabulary:** Introduce key emotion words beforehand to support expression.
- Written or Artistic Responses: Allow students to draw or write how a character might feel if role-play feels too intimidating.
- **Puppet Play:** Use puppets or toys to act out scenarios, offering a less intimidating way for students to explore emotions.
- **Emotion Charades:** Have students guess emotions being acted out based on the "Change scenario."
- **Read-Aloud and Discuss:** Read a story about change and discuss how characters manage their feelings.
- "What Would You Do?" Circle: Pose scenarios and let students share verbally or with gestures how they would feel or react.
- **Emotion Thermometer:** Students rate how they think a character might feel on a scale, sparking discussion.



## THE RESILIENCE TREE



**SKILL/S COVERED:** Adaptability **APPROXIMATE TIME NEEDED:** 45-50 minutes **AGE GROUP:** 8-12 years old

## **BRIEF INTRODUCTION**

Adaptability is very important in navigating changes and challenges in life. It involves being flexible, resilient, and able to adjust to new situations or circumstances. Practical activities can help students develop a deeper understanding of adaptability, explore different strategies for coping with change, and strengthen their emotional intelligence skills in navigating life's transitions.

## **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Original activity created by E-School

## **GOAL**

To help students see the interconnectedness of different factors that contribute to resilience and adaptability, to develop self-awareness, goal-setting, peer support, and a sense of empowerment in navigating challenges and changes.

## NUMBER OF PARTICIPANTS

All the class members.



## **NECESSARY MATERIALS**

- A whiteboard or poster board
- Paper leaf cutouts
- Tape or sticky tack
- · Sheets of paper



## **DETAILED DESCRIPTION**

## **INSTRUCTIONS**

- 1. The teacher starts by discussing the concepts of resilience and adaptability with the students. He or she explains that resilience is the ability to bounce back from setbacks and challenges, while adaptability is the ability to adjust and thrive in changing circumstances.
- 2.A large tree outline is drawn or printed out on a poster board or whiteboard. It is labelled as "The Resilience Tree" and displayed prominently in the classroom. The teacher explains that, as a metaphor, the roots of the tree represent your support (e.g. family, friends, etc), the trunk your personal strengths, and the branches your goals for improvement.
- 3. A discussion with the students leads to brainstorming different factors that contribute to resilience and adaptability. These could include traits like optimism, perseverance, flexibility, problem-solving skills, social support, and self-awareness.
- 4. Each student or small group is assigned a specific resilience or adaptability factor to focus on. They are instructed to write or draw their assigned factor on a paper leaf cutout. They are encouraged to include examples or personal experiences that illustrate how this factor contributes to resilience or adaptability.
- 5. As students complete their leaf cutouts, the teacher invites them to attach them to the tree trunk or branches using tape or sticky tack. As they do so, they are encouraged to share briefly why their assigned factor is important for resilience and adaptability, giving examples of personal or school life situations in which their assigned factor could be helpful.



## **DETAILED DESCRIPTION**

- 6. Once the Resilience Tree is complete, a class discussion about the factors contributing to resilience and adaptability is facilitated. Students are encouraged to reflect on which factors they already possess and which ones they would like to develop further.
- 7. Each student is encouraged to create a personal "Resilience Plan" outlining specific actions to strengthen their resilience and adaptability. They are encouraged to set realistic goals and identify strategies for overcoming challenges.

## **DEBRIEFING QUESTIONS**

- 1. What are the potential challenges or opportunities associated with changing situations?
- 2. How might people react emotionally to change?
- 3. What are some strategies for adapting to and coping with change effectively?
- 4. How can emotional intelligence be applied in navigating change?



## OTHER USEFUL INFORMATION

- 1. The students can be encouraged to share their resilience plans with partners and to provide feedback and support to each other, offering suggestions for additional strategies or resources.
- 2. Throughout the school year, the Resilience Tree and students' resilience plans should be revisited periodically. The students are encouraged to reflect on their progress, celebrate their successes, and revise their plans as needed.

## SUGGESTED ALTERNATIVES OR MODIFICATIONS (FOR SHY OR YOUNGER STUDENTS)

- **Simplify the Metaphor:** Use clear language to explain how the tree represents their resilience (e.g., roots = support, trunk = strengths, branches = goals).
- **Use Pre-Made Templates:** Provide a tree outline with labeled sections for students to fill in, reducing complexity.
- Add Visual Supports: Use pictures or symbols for students to represent their ideas (e.g., a picture of family for support).
- Allow Private Reflection: Give students the option to keep their "resilience tree" private if sharing feels too personal.
- **Resilience Garden:** Replace the tree metaphor with a garden where students identify "seeds" of resilience (coping strategies) and "sunshine" (support).
- **Storytelling Exercise:** Read a story about a resilient character and ask students to identify their "roots" (supports) and "branches" (goals).
- **Emotion Stones:** Have students create "resilience stones" by drawing or writing on rocks to symbolize their strengths or sources of support.
- **Digital Option:** Use online drawing tools or apps for students to create their tree digitally.
- Role-Playing Resilience: Act out scenarios that require resilience, followed by a discussion about what "roots" and "trunk" elements were used.







## COMMUNICATION



## THE EMOTION METER



SKILL/S COVERED: Communication
APPROXIMATE TIME NEEDED: 40 minutes
AGE GROUP: 12-13 years old

## **BRIEF INTRODUCTION**

Characteristically, an emotionally intelligent person has an extensive emotional vocabulary, which facilitates his ability to accurately label his emotional experience. He is also able to discern the intensity of his emotions and to distinguish between different complex emotional experiences. Research shows that the ability to label emotional experiences with a high degree of specificity (i.e., being able to explain different emotional experiences with detail and accuracy) is adaptive.

## AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK

Original activity created by "Prof. Ivan Apostolov" high school. It is adapted from Nathanson et al.'s (2016) Mood Meter exercise by Lucinda Poole (PsyD) and Hugo Alberts (PhD).

### **GOAL**

To help students build their skills of recognizing, labelling and communicating about their emotions.

## **NUMBER OF PARTICIPANTS**

This activity can be done in small groups and then common discussion with the class.



## **NECESSARY MATERIALS**

- A large bulletin board or wall space in the classroom
- Paper and markers
- Sticky notes or index cards
- Drawing tools
- Paper



## **DETAILED DESCRIPTION**

## **INSTRUCTIONS**

- 1. Ask students to take ten minutes to list down their feelings: let them divide them into positive and negative: ask them to reflect on their past two or three days. This step aims to help them connect with their emotions: Take a moment to connect to your current emotional experience. Sitting comfortably, gently close your eyes, and tune in to your body's emotional charge. Focus all of your attention on the physical sensations that are here now. There might be feelings of tingling agitation, anger, or sadness. Allow yourself to remain in this state for a moment and observe it.
- 2. Rate how pleasant this emotion is for you on the scale below (where 1 = very unpleasant and 10 = very pleasant): 1 2 3 4 5 6 7 8 9 10 -> very unpleasant very pleasant
- 3. Rate how high your energy is at this moment (where 1 = very low amount of energy and 10 = a very high amount of energy): 1 2 3 4 5 6 7 8 9 10 ->very low amount of energy very high amount of energy.
- 4. Ask students to draw their levels of energy and emotions on the meter of 1 to 10 using bright colors for stronger emotions and energy levels

## **DEBRIEFING QUESTIONS:**

- 1. How did you express your emotions?
- 2. What would be the tone of the voice/intonation when you are angry/happy/sad/excited?
- 3. You now have the opportunity to reflect on why you are feeling the way that you are feeling right now. Use the piece of paper to draw it.

## OTHER USEFUL INFORMATION:

This activity can be diversified to include some scenarios with a brief theatrical performance expressing emotions instead of drawings.



## WHEN HOT BUTTONS ARE PUSHED



**SKILL/S COVERED:** Communication **APPROXIMATE TIME NEEDED:** 50 minutes **AGE GROUP:** 10-13 years old

## **BRIEF INTRODUCTION**

Impulsive behavior can be regarded as opposite to autonomous, self-regulated behavior

in which the student consciously makes choices and takes responsibility. Impulsive, emotion-driven actions underlie a wide range of problems, including eating difficulties, violence, and addiction. Given the negative consequences of many impulsive actions, it is important to learn how to manage them. Research findings suggest that becoming more aware of the action tendencies that are generated by an emotional state can be an effective way to reduce impulsive acting and communication.

## **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Activity created by "Prof. Ivan Apostolov" high school. Based on the tool created by Dr. Lucinda Poole and Dr. Hugo Alberts.

## **GOAL**

To help students identify what their triggers (hot buttons) are – and to effectively address them for self-regulation during communication.



## **NUMBER OF PARTICIPANTS**

This activity can be done a team of 3-4 students.

The common discussion is in class.

## **NECESSARY MATERIALS**

- Paper
- Pens, pencils, crayons
- A large bulletin board or wall space in the classroom



## **DETAILED DESCRIPTION**

## **Step 1. Identify hot buttons**

Divide the students into smaller groups of 3 or 4, and hand each small group a piece of paper and a pen. Ask them to consider what triggers them -that is, what upsets them or ticks them off- in lift. Maybe they dislike being interrupted, or perhaps they get upset when they arrive home to find the kitchen a mess. These triggers are their personal "hot buttons". On their piece of paper, have one person from each group write down all hot buttons raised during this discussion. (Note, there is no need to write down who each hot button belongs to).

The following unfinished sentences can be posed to participants to help them identify their *hot buttons*:

- It makes me angry when...
- I do not like it when people...
- I feel offended when...
- I think it is rude to...
- At work, I wish people would...
- At home, I think it would be better if family members would...

## Step 2. Understand personal reactions to hot buttons

Using the following questions to guide a group discussion, ask participants (still within their smaller groups) to share what they experience when a hot button has been pushed:

What happens in your body? Do you feel heat anywhere? Jittery? Sweaty? Does your heart beat faster? What emotions usually show up? Do you notice anger? Frustration? Annoyance? What thoughts go through your mind? "How inconsiderate!" "I am so over this!" "How rude."

## **Step 3. Express your reactions in communication**

Ask students to express their reactions in: writing, drawing, shouting, singing.



## **DETAILED DESCRIPTION**

## **DEBRIEFING QUESTIONS:**

Bring the group together now for the remainder of the exercise. As a whole group, explore how people deal with their buttons being pushed in everyday life.

Ask the question, "What do you tend to do when your hot button has been pushed? How do you deal with it?" On the board, write down every coping strategy that is offered by the group, whether it is a helpful strategy or not.

For instance, participants might say I walk away, I count to 10..., I put my headphones, I keep silent.

For debriefing in class:

- How was it to do this exercise?
- What did you learn?
- What coping strategy resonated with you? Have you tried this before?
- What steps can you take to prevent your and other people's hot buttons from being pushed?
- How might you be willing to use what we discussed today in your life?

## OTHER USEFUL INFORMATION:

This activity can be broadened and extended to teach about "coping strategies" and how to handle communication with self-regulation. Here below is some guidelines:

As a group, discuss what makes these strategies useful, compared to those that are less effective. (The facilitator writes down the reasons why these strategies are effective on the board).

Discuss one coping strategy at a time, and rate (out of 10) how effective that strategy is in reducing their reaction to the button being triggered. (The facilitator writes down the effectiveness rating (out of 10) after each coping strategy on the board).





## CONFLICT MANAGEMENT



## **CONFLICT CRUSHERS**



**SKILL/S COVERED:** Conflict management **APPROXIMATE TIME NEEDED:** 40 minutes **AGE GROUP:** 10-13 years old

## **BRIEF INTRODUCTION**

This activity is designed to help students develop skills in managing conflicts constructively. Through role-playing and group discussions, students will learn to identify types of conflicts, understand different perspectives, and apply strategies for resolving disagreements amicably.

## **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Original activity created by "Prof. Ivan Apostolov" high school.

### **GOAL**

To enhance students' abilities to manage conflicts by recognizing different types of conflicts, understanding various perspectives, and practising conflict resolution strategies in a supportive environment.

### **NUMBER OF PARTICIPANTS**

Suitable for the whole class; students work in small groups and present to the entire group.



## **NECESSARY MATERIALS**

- Conflict scenario cards (pre-written scenarios of common conflicts)
- Notecards or paper for notes
- Timer or stopwatch
- Whiteboard and markers

## **DETAILED DESCRIPTION**

## **INSTRUCTIONS**

## 1. Introduction to Conflict Management:

- Begin by discussing what conflict is and why it's important to manage it effectively.
- Explain the different types of conflicts (e.g., interpersonal, group, internal) and common causes (e.g., misunderstandings, differing values).

## 2. Preparation Phase:

- Divide students into small groups of 3-4 members.
- Give each group a conflict scenario card. Examples of scenarios:
  - Two friends arguing over a game rule.
  - A group project where one member isn't contributing.
  - Siblings fighting over shared space at home.
- Allow groups 10-15 minutes to discuss their scenario, identify the type of conflict, and brainstorm potential resolution strategies.

## 3. Role-Playing Activity:

- Each group takes turns role-playing their scenario in front of the class.
- After each role-play, the class discusses the conflict, and what they observed, and suggests additional resolution strategies.
- Use a timer to ensure each group has enough time but keeps to the schedule.

## **DEBRIEFING QUESTIONS**

Facilitate a group discussion with the following questions:

- 1. What types of conflicts did you observe in the scenarios?
- 2. How did it feel to role-play and watch others handle conflicts?
- 3. What strategies were effective in resolving the conflicts?
- 4. How can you apply these conflict management skills in reallife situations?





## OTHER USEFUL INFORMATION

- Encourage students to be respectful and supportive during the role-playing and discussions.
- Remind students that conflict is a normal part of life and learning to manage it effectively is a valuable skill.
- Consider having a follow-up activity where students reflect on a real conflict they experienced and how they could use the strategies learned to handle it better.
- This activity not only helps students understand and manage conflicts but also fosters empathy and cooperation in a safe and structured environment.



## HARMONY HELPERS: THE GREAT NEGOTIATION CHALLENGE



**SKILL/S COVERED:** Conflict management **APPROXIMATE TIME NEEDED:** 50 minutes **AGE GROUP:** 13-14 years old

### **BRIEF INTRODUCTION**

This activity is designed to teach students the art of negotiation and compromise in conflict resolution. Through interactive games and exercises, students will learn how to listen actively, understand different perspectives, and find mutually acceptable solutions to conflicts.

## **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Original activity created by "Prof. Ivan Apostolov" high school.

## **GOAL**

To enhance students' conflict resolution skills by practicing negotiation and compromise in a supportive and fun environment.

## **NUMBER OF PARTICIPANTS**

Suitable for the whole class; students work in pairs or small groups.



## **NECESSARY MATERIALS**

- Scenario cards with conflict situations
- Negotiation cards with possible solutions
- Timer or stopwatch
- Small rewards or tokens (optional)

## **DETAILED DESCRIPTION**

## **INSTRUCTIONS**

- 1. Introduction to Negotiation and Compromise:
  - Begin by explaining the concepts of negotiation and compromise in conflict resolution.
  - Discuss why these skills are important and how they can help resolve conflicts peacefully.

## 2. Preparation Phase:

- Divide students into pairs or small groups.
- Provide each group with a scenario card describing a conflict situation. Examples:
  - Two students want to use the same computer during free time.
  - Friends disagree about what game to play at recess.
  - A student feels left out because their friends are making plans without them.

## 3. Negotiation Exercise:

- o Give each group a set of negotiation cards with different possible solutions to the conflict. Encourage students to come up with additional solutions if they can.
- Allow groups 10-15 minutes to discuss the scenario and negotiate a solution that all parties can agree on.
- o Groups should write down their agreed-upon solution and be prepared to explain how they reached it.

## 4. Presentation and Discussion:

- Each group presents their scenario and negotiated a solution to the class.
- After each presentation, facilitate a discussion with the following questions:
  - How did you feel during the negotiation process?
  - What strategies helped you reach a compromise?
  - Were there any challenges you faced during the negotiation?
  - How can these negotiation skills help you in real-life situations?





## **DEBRIEFING QUESTIONS**

Conclude the activity with a group discussion:

- 1. What did you learn about negotiation and compromise?
- 2. How can understanding different perspectives help in resolving conflicts?
- 3. What are some ways you can practice these skills in your daily life?



## OTHER USEFUL INFORMATION

- Encourage students to listen actively and respect each other's viewpoints during the negotiations.
- Remind students that finding a compromise often means that everyone gives up something to reach a fair solution.
- Consider giving small rewards or tokens to groups for successful negotiations to motivate and engage students.
- This activity helps students develop critical conflict resolution skills through hands-on practice and encourages them to find win-win solutions in a supportive and structured setting.







## **EMPATHY**



## EXTRACTING NEEDS FROM EMOTIONS



**SKILL/S COVERED:** Empathy **APPROXIMATE TIME NEEDED:** 50 minutes **AGE GROUP:** 10-14 years old

### **BRIEF INTRODUCTION**

Emotions have long been recognized to communicate information to oneself. Emotions provide feedback about whether personal needs are met or not. Simply put, a need is something that is necessary for an individual to live a healthy and happy life. In general, negative emotions indicate that a certain need is not being satisfied. Negative emotions signal to a person that it is necessary to pause and attend to this need. Positive emotions, on the other hand, signal that one's needs have been met and that an activity ought to be continued. Understanding what the other people need is the key to mastering empathy.

## **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

This activity is adapted by "Prof. Ivan Apostolov" high school, originally created by Hugo Alberts (Ph.D).

## **GOAL**

To identify the other students' needs that are satisfied as indicated by the experience of positive emotions. To identify the others' needs that are not satisfied as indicated by the experience of negative emotions.



## **NUMBER OF PARTICIPANTS**

This activity can be done in pairs and in a group for the debriefing questions and the discussion for reflections.

## **NECESSARY MATERIALS**

- Templates of the below two tables with two columns for comparison between needs and emotions
- Crayons, pencils, pens and any other colourful tools for writing
- Sticky notes
- Templates as shown below:

POSITIVE EXPERIENCE	NEED THAT IS SATISFIED

NEGATIVE EXPERIENCE	NEED THAT IS NOT SATISFIED

## **DETAILED DESCRIPTION**

## **INSTRUCTIONS**

## Step 1: Clarifying the relationship between emotions and needs Guide students to identify their emotions:

Emotions tell us something about ourselves. They can provide valuable information about our needs. A need is something necessary for an individual to live a healthy and happy life (see Appendix A for an overview of common needs).

Negative emotions tell us that a certain need is not being satisfied. For instance, a person who is unexpectedly not invited to a dinner party may feel excluded. This feeling may be a signal that he or she needs connectedness, a need to belong.

Positive emotions, on the other hand, signal that our needs have been met and that an activity ought to be continued. For instance, a person who can complete a complex task without help from others may experience pride. The pride signals that one's need for autonomy and competence is being satisfied.

## Step 2: Daily need analysis

Ask students to make a list in both tables for needs and emotions by analyzing their day/or the previous days and ask them:

- Whenever you experience an emotion, try to identify the emotion.
- Do you feel joy or relief?
- Do you feel anger, confusion, disappointment or simply sadness? Don't worry about labelling it 'correctly' go with your instinct about what you're experiencing.

If the emotion is positive, list the emotion under the first column of Table 1. List negative emotions under the first column of Table 2. Next, ask students what the emotion is telling them about their needs: simply put: are they happy or not Ask them to list the need(s) under the second column of Table 1.

If they experience a negative emotion, which needs (s) may not be satisfied as indicated by this emotion? List the need(s) under the second column of Table 2. Ask students to work in pairs explain their needs and show emotions so that the other students can guess it.

## **DETAILED DESCRIPTION**

## **DEBRIEFING QUESTIONS:**

- 1. What stood out most for you from this exercise?
- 2. What did you learn about yourself?
- 3. What might you do with what you have learned?
- 4. How can you use this exercise in the future?

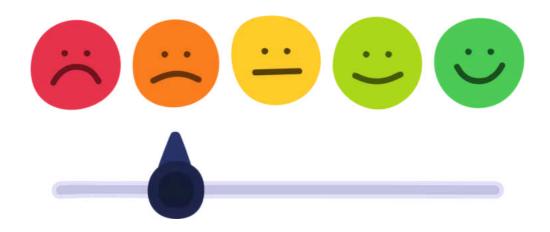


## **DEBRIEFING QUESTIONS:**

- 1. What stood out most for you from this exercise?
- 2. What did you learn about yourself?
- 3. What might you do with what you have learned?
- 4. How can you use this exercise in the future?

## OTHER USEFUL INFORMATION

Students can do this exercise by reflecting on personal needs when emotions are actually experienced, it is also possible to reflect on past emotions.





## EXPLORING ACTION TENDENCIES



**SKILL/S COVERED:** Empathy **APPROXIMATE TIME NEEDED:** 40 minutes **AGE GROUP:** 9-12 years old

## **BRIEF INTRODUCTION**

Experiences of positive emotions prompt individuals to discard automatic (every day) behavioural scripts and to pursue novel, creative, and often unscripted paths of thought and action. In other words, positive emotions create more room for choice and introduce an action tendency to explore new options. Recognising the emotions and feeling for them is a skills for Empathy that students need to develop as early as possible.

## **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Activity created by "Prof. Ivan Apostolov" high school. It is adapted from the tool created by Hugo Alberts (PhD) (https://www.researchgate.net/profile/Hugo\_Alberts) and Lucinda Poole (PhD) (https://www.linkedin.com/in/lucinda-poole-24a122121/).

## **GOAL**

To increase awareness of action tendencies that result from both positive and negative emotions.

## **NUMBER OF PARTICIPANTS**

This activity works well with any class size, as students can work individually and as part of the group.



## **NECESSARY MATERIALS**

- A large bulletin board or wall space in the classroom
- Paper and markers
- Sticky notes or index cards



## **DETAILED DESCRIPTION**

## **INSTRUCTIONS**



Part 1: Action tendencies resulting from negative emotions

This visualisation exercise invites students to tune in to how you respond to emotions. Give them the following guidance:

- 1. To begin, gently close your eyes, and bring to mind a recent time where you experienced a difficult emotion... Maybe you were nervous about giving a presentation, or missed an important deadline, or had an argument with a friend ... [20 secs]
- 2. As best you can, put yourself back into this difficult moment in time. Picture where you are ... who you are with, if anyone ... and what you are doing... [30 secs]
- 3. Picture yourself exactly as you are in this difficult moment ... [20 secs]
- 4. Now, notice any feelings or emotions that are connected to this difficulty ... Take the strongest feeling or emotion, and notice where this seems to be located in your body ... [20 secs]
- 5. If you can, give this feeling or emotion a name, for example, anxiety, stress, guilt, shame ... [20 secs]
- 6. Now, notice what you want to do right now, in response to this feeling or emotion. Disregard what you did at the time, and stay in this imagined moment. Is there an urge to act in a particular way? Is there a sense of wanting to run away, to escape? Or is there a sense of wanting to stay here in this situation? [30 secs]
- 7. Now, let this moment go. Let go of the difficulty, and associated feelings and emotions, and when you are ready, gently open your eyes.



## **DETAILED DESCRIPTION**

## **INSTRUCTIONS**

Part 2: Action tendencies resulting from positive emotions

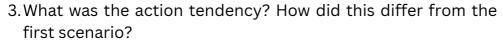
This visualisation exercise invites students to tune in to how you respond to emotions. Give them the following guidance:

- 1. Gently close your eyes again, and bring to mind a recent time when you experienced a positive emotion ... [20 secs]
- 2. As best you can, put yourself back into this pleasant moment in time. Picture where you are ... who you are with, if anyone ... and what you are doing ... [30 secs]
- 3. Picture yourself exactly as you are in this moment ... [20 secs]
- 4. Now, notice any feelings or emotions that are connected to this experience. Take the strongest feeling or emotion, and notice where this seems to be located in your body ... [20 secs]
- 5. If you can, give this feeling or emotion a name, for example, joy, pride, happiness ... [20 secs]
- 6. Now, notice what you want to do right now, in response to this feeling or emotion. Disregard what you did at the time, and stay in this imagined moment. Is there an urge to act in a particular way? Is there a sense of wanting to run away, to escape? Or is there a sense of wanting to stay here in this situation? [30 secs]
- 7. Now let this moment go ... and come back into the room. When you are ready, gently open your eyes.



## **DEBRIEFING QUESTIONS**

- 1. How was this experience for you? What did you notice?
- 2. What did you want to do in response to this positive/negative experience





## OTHER USEFUL INFORMATION

Students who are completing the exercise for the first time should bring to mind scenarios that are only moderately distressing (ie., a 5 or 6 out of 10 on their personal stress scale).

As students become familiar with the technique, they might explore more difficult scenarios.

In the event that your student struggles to bring to mind a recent positive experience, take some time to gently explore recent events until he or she finds something to use. Those with anxiety may have trouble attending to and recalling pleasant experiences, but it is unlikely that they have not experienced anything positive in the past, say, month.

This tool is particularly helpful for students who tend to be impulsive, as it promotes awareness of the urges that are created by an emotional experience, and creates space between the experience and the reaction that follows.











## SELF - CONFIDENCE



## I CAN SHINE



**SKILL/S COVERED:** Self-confidence **APPROXIMATE TIME NEEDED:** 50 minutes **AGE GROUP:** 8-12 years old

## **BRIEF INTRODUCTION**

This activity is designed to build students' self-confidence through the art of public speaking. Each student will prepare and deliver a short speech that highlights their strengths, achievements, and aspirations. The goal is to foster a positive self-image and reinforce their belief in their abilities.

## **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK:**

Original activity created by Deses3.

## **GOAL:**

To enhance students' self-confidence by allowing them to recognize and articulate their achievements and strengths in a supportive environment.

## **NUMBER OF PARTICIPANTS:**

Suitable for the whole class; students present individually to the group.



## **NECESSARY MATERIALS**

- Timer or stopwatch
- Notecards or paper for drafting speeches
- A microphone or speaker system (optional, for larger groups)



## **DETAILED DESCRIPTION**

## **INSTRUCTIONS**

Begin by explaining the importance of self-confidence and how it can be enhanced by acknowledging our successes and strengths.

Give each student notecards or paper to draft a brief (2-3 minute) speech about their achievements, strengths, and future goals.

Allow about 20 minutes for preparation, encouraging students to think about moments they felt proud of, skills they have mastered, or challenges they have overcome.

Once preparation is complete, create a supportive and attentive environment in the classroom for the speeches. You may decorate the speaking area to make it feel special.

Students take turns delivering their speeches. Encourage applause after each presentation to celebrate each student's contribution.

Use a timer to ensure each student has enough time but keeps to the schedule.

## **DEBRIEFING QUESTIONS:**

- 1. How did it feel to share your achievements and strengths with the class?
  - 2. What did you learn about your classmates during their speeches?
- 3. How can recognizing your strengths help you in your everyday life and future endeavours?
  - 4. What can you do to continue building your self-confidence?

## **OTHER USEFUL INFORMATION:**

- 1.To reduce anxiety, you might allow students to present in smaller groups rather than to the entire class.
- 2. Consider incorporating visual aids or props in future iterations to enhance the speaking experience and support students' expressions.
- 3. This activity can be repeated at intervals throughout the school year, allowing students to update their speeches as they develop new skills and achieve new goals.



## **WALL OF WINS**



**SKILL/S COVERED:** Self-confidence **APPROXIMATE TIME NEEDED:** 50 minutes
AGE GROUP: 6-12 years old

#### **BRIEF INTRODUCTION**

This activity encourages students to recognize and celebrate their achievements and those of their classmates. By creating a "Wall of Wins," students visually acknowledge their successes, which builds confidence and promotes a supportive classroom environment.

#### **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Original activity created by Deses3.

#### **GOAL**

To boost students' self-esteem and confidence by highlighting their victories, big or small, and fostering a culture of mutual respect and encouragement.

#### **NUMBER OF PARTICIPANTS**

This activity works well with any class size, as students can work individually and as part of the group.



- A large bulletin board or wall space in the classroom
- Paper and markers
- Sticky notes or index cards
- Tape or pins for mounting



#### **DETAILED DESCRIPTION**

#### **INSTRUCTIONS**

- 1. Introduce the activity by discussing the importance of recognizing and celebrating personal achievements as a way to build self-confidence.
- 2. Provide each student with sticky notes or index cards. Ask them to write down at least three "wins" or achievements they are proud of. These can be academic, extracurricular, personal improvements, acts of kindness, or any other positive contribution they feel good about.
- 3. Once everyone has written their wins, invite students to come up and place their notes on the designated "Wall of Wins."
- 4. After all the wins are posted, allow students to walk around and read what their classmates have shared. Encourage them to write supportive comments or draw smiley faces on the sticky notes of their peers.
- 5.Lead a group discussion, allowing students to share how it felt to recognize their achievements and to see what their classmates have accomplished.

#### **DEBRIEFING QUESTIONS:**

- 1. How did it feel to see your achievements posted on the wall?
- 2. What was it like to read about your classmates' wins?
- 3. How can we continue to support each other's achievements in class?
- 4. Why is it important to recognize and celebrate personal victories?

#### OTHER USEFUL INFORMATION:

This activity can be extended by leaving the "Wall of Wins" up for an extended period, adding to it as students achieve new wins.

Consider incorporating this activity at the beginning of each new term to help set a positive and supportive tone for the classroom.





## SELF KNOWLEDGE



## A DRAWING ABOUT ME



**SKILL/S COVERED:** Self-knowledge **APPROXIMATE TIME NEEDED:** 45 minutes **AGE GROUP:** 6-12 years old

#### **BRIEF INTRODUCTION**

This activity is designed to help students explore and articulate aspects of their identities and how they perceive themselves. By creating a visual representation of their personalities and preferences, students gain deeper insight into who they are.

#### **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Original activity designed by Deses3, adapted from general self-awareness practices.

#### **GOAL**

To enhance students' understanding of their personalities, strengths, and areas for growth, promoting greater self-awareness.

#### **NUMBER OF PARTICIPANTS**

Can be conducted with any number of students, ideally in groups of 4-6 for effective sharing.



- Paper
- Colored pens or pencils
- Magazines (for cutting out images)
- Scissors and glue



#### **DETAILED DESCRIPTION**

#### **INSTRUCTIONS**

- 1. Each student receives a sheet of paper and access to colored pens, pencils, magazines, scissors, and glue.
- 2. Instruct students to think about what makes them unique, including their hobbies, interests, strengths, and dreams.
- 3. Students will draw or create a collage on their paper that represents these personal attributes.
- 4. After 30 minutes of crafting their sheets, each student will present their "A drawing about me "collage to their small group, explaining the significance of the items they chose to include.
- 5. Encourage classmates to ask questions after each presentation to foster understanding and dialogue.

#### **DEBRIEFING QUESTIONS:**

- 1. What did you learn about yourself through this activity?
- 2. How did it feel to share your collage with others?
- 3. What did you learn about your classmates during this activity?
- 4. How can understanding yourself better help you in school and in your relationships?

#### **OTHER USEFUL INFORMATION:**

This activity can be adapted for different age groups by modifying the complexity of the discussion questions and the collage components.

Consider a follow-up session where students reflect on any changes in selfperception over the school year.



## THE ALL ABOUT ME TIMELINE



**SKILL/S COVERED:** Self-knowledge **APPROXIMATE TIME NEEDED:** 50 minutes **AGE GROUP:** 8-12 years old

#### **BRIEF INTRODUCTION**

This activity encourages students to reflect on significant moments in their lives and how these have shaped their identities and perspectives. By creating a personal timeline, students gain insights into the development of their personal values, interests, and behaviors over time.

#### **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Original activity designed by Deses3.

#### **GOAL**

To help students identify key events and influences in their lives and understand how they contribute to their self-knowledge.

#### **NUMBER OF PARTICIPANTS**

Suitable for individual work followed by small group discussions.



- Large sheets of paper or poster board
- Markers or colored pens
- Rulers (for drawing timelines)
- Stickers or post-it notes



#### **DETAILED DESCRIPTION**

#### **INSTRUCTIONS**

- 1. Provide each student with a large sheet of paper or poster board and markers or colored pens.
- 2. Instruct students to draw a horizontal line across the middle of the paper—this represents their timeline.
- 3. Ask students to mark at least 5-10 significant moments in their lives on the timeline using stickers or post-it notes. These could include milestones like the birth of a sibling, starting school, moving to a new place, a significant achievement, or any personal challenge they've overcome.
- 4. Next to each sticker or note, students should write a brief description of the event and why it was significant in shaping their personal development.
- 5. After completing their timelines, students will share them in small groups, discussing what they have learned about themselves and how past experiences have shaped who they are today.

#### **DEBRIEFING OUESTIONS**

- 1. Which event on your timeline do you feel has had the largest impact on you?
- 2. How do you think you have changed because of these events?
- 3. What are some values or strengths that have emerged in you through these experiences?
- 4. How can this understanding of your past influence your future decisions?

#### OTHER USEFUL INFORMATION

This activity can be particularly effective at the beginning of the school year as a way for students to introduce themselves and their backgrounds to each other.

It can be adapted to focus on future goals by having students add future milestones they hope to achieve and steps needed to reach those goals.









## SELF - REGULATION



# EMOTION REGULATION QUESTIONNAIRE



**SKILL/S COVERED:** Self-regulation **APPROXIMATE TIME NEEDED:** 45-50 minutes **AGE GROUP:** 9-12 years old

#### **BRIEF INTRODUCTION**

Self-regulation is deemed extremely important for people to be able to recognize their emotions and try to reverse them or alleviate the bad effects of negative emotions. However, people may hide their feelings during social interactions, while this expressive repression can lead to decreased communication and increased stress. The <u>Emotion Regulation Questionnaire</u>, or ERQ, is the most popular emotion regulation scale among psychology researchers, which helps people identify their reactions to various situations and be able to positively regulate them.

#### **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Activity-based on the most popular emotion regulation scale among psychology researchers developed by Gross J.J., & John, O.P. (2003) / <a href="https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self\_Measures\_for\_Personal\_Growth\_and\_Positive\_Emotions\_EMOTION\_REGULATION.pdf">https://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self\_Measures\_for\_Personal\_Growth\_and\_Positive\_Emotions\_EMOTION\_REGULATION.pdf</a>



#### **GOAL**

To help students identify their reactions to various emotional situations and be able to positively reverse, alleviate, or regulate them.

#### **NUMBER OF PARTICIPANTS**

All the class members.

#### **NECESSARY MATERIALS**

- Copies of the questionnaire to be distributed
- Pens or pencils
- Sheets of paper.



#### **DETAILED DESCRIPTION**

#### **INSTRUCTIONS:**

 A copy of the questionnaire is distributed to the students and they are asked to fill it in. The scale is composed of 10 items, rated on a scale from 1 (strongly disagree) to 7 (strongly agree). The scale covers two facets, the Cognitive Reappraisal facet and the Expressive Suppression facet, and produces a separate score for each facet.

The six items that make up the **Cognitive Reappraisal facet** are as follows:

- 1. When I want to feel more <u>positive emotions</u> (such as joy or amusement), I change what I'm thinking about;
- 2. When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about;
- 3. When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm;
- 4. When I want to feel more positive emotions, I change the way I'm thinking about the situation;
- 5. I control my emotions by changing the way I think about the situation I'm in;
- 6. When I want to feel less negative emotion, I change the way I think about the situation.

The four items that make up the **Expressive Suppression facet** include:

- 1. I keep my emotions to myself;
- 2. When I am feeling positive emotions, I am careful not to express them;
- 3.I control my emotions by not expressing them;
- 4. When I am feeling negative emotions, I make sure not to express them.



#### **INSTRUCTIONS**

- The teacher collects and assesses the results by placing the students in the corresponding category.
- The students that have been placed in the Cognitive Reappraisal facet (Group 1) are asked to write on a sheet of paper one way or action that causes their positive reaction to each situation (e.g. in what way they change the way they think in a negative situation).
- The students that have been placed in the Expressive Suppression facet (Group 2) are asked to write on a sheet of paper what emotions they keep to themselves (negative or positive) and why.
- The students in Group 1 are asked to distribute their sheets of paper randomly to the students of Group 2.
- The students in Group 2 are asked to make a scenario of how they could regulate their lack of expressiveness they have written down on their sheet according to the ways used by the students in Group 1 that have been distributed to them. The students of Group 1 helped them in the process by suggesting possible techniques.
- Once all students have completed the tasks, the class is gathered for a group reflection session. They are informed about the facet they are supposed to belong to according to their answers to the questionnaire and they try to discern any patterns or trends that emerge. They are encouraged to discuss their experiences during the activity, what they learned about themselves and their emotions, and which parts of the activity they found most helpful.

#### **DEBRIEFING QUESTIONS**

- 1. Did you notice any changes in your emotional state?
- 2. Did any of the strategies you tried help you feel better?
- 3.Do you think that you could incorporate these changing techniques into your daily routine?



#### OTHER USEFUL INFORMATION

By incorporating the "Emotion Regulation Questionnaire" activity into the classroom routine, students can develop a deeper understanding of their emotions, learn effective strategies for regulating them, and cultivate empathy and support within the classroom community.

The students are encouraged to continue to use the self-regulating techniques in their daily life in order to improve their emotional expressivity and well-being.

After one month, the activity can be repeated and the teacher can observe possible positive self-regulation in the students of the Group 2 in the way the express and regulate their emotions.

#### **SUGGESTED ALTERNATIVES OR MODIFICATIONS (for younger students)**

- **Simplify Questions:** Use age-appropriate language and visuals, such as smiley faces or emotion icons, to represent choices.
- **Group Discussions:** Turn questions into group prompts, allowing students to share examples and learn from each other.
- **Fewer Questions:** Reduce the number of items to focus on key aspects of self-regulation, keeping the activity brief.
- **Interactive Format:** Use tools like thumbs up/thumbs down, or movement-based responses to make answering more engaging.
- **Guided Explanations:** Read questions aloud and explain them with examples to support understanding.
- **Emotion Sorting Game:** Provide cards with scenarios and ask students to sort them into "good choices" or "needs improvement" for emotional regulation.
- **Role-Playing:** Act out scenarios requiring self-regulation and discuss strategies as a group.
- **Emotion Thermometer:** Instead of a questionnaire, students rate how they typically feel in various situations using a visual scale.
- **Reflection Art:** Ask students to draw or create a collage representing how they manage emotions and challenges.
- **Story Time Reflection:** Read a story involving emotional challenges and ask students how they think the characters regulated their feelings.



## WHAT ZONE AM I IN?



SKILL/S COVERED: Self-regulation
APPROXIMATE TIME NEEDED: 45-50 minutes

AGE GROUP: 6-12 years old

#### **BRIEF INTRODUCTION**

This activity uses familiar and easy traffic signs to help the students easily recognize his or her emotions, identify the "zone" they are in, and think about how to move to the "green zone" from any of the other zones. Consequently, it helps students regulate their emotions and increase their positive feelings. The easy-to-identify symbols make understanding the zones simple and intuitive for children, but also for anyone who wants to understand his or her emotions easily and amusingly.

#### **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Activity-based on an idea suggested in the psychology site <a href="https://positivepsychology.com/emotion-regulation-worksheets-strategies-dbt-skills/#strategies-emotion-regulation">https://positivepsychology.com/emotion-regulation-worksheets-strategies-dbt-skills/#strategies-emotion-regulation</a>

**GOAL:** To help students easily and amusingly recognize their emotions and be able to positively reverse or regulate them.

**NUMBER OF PARTICIPANTS:** All the class members.



- 4 big cards that define the zones: blue for the "Rest Area", green for the "Go", yellow for the "Slow", and red for the "Stop".
- 24 smaller cards with the possible feelings: 6 blue (Sad, tired, sick, bored, hurt, shy), 6 green (calm, ready to learn, happy, content, relaxed, proud), 6 yellow (silly or wiggly, frustrated, hyper, upset, grumpy, confused), and 6 red (mad, angry, yelling, aggressive, out of control, terrified).
- 18 cards with the tools/suggestions to get in the green zone (Drink water; Count to 10; Take deep breaths; Tense and release; Do wall pushups; Use fidgets; Draw; Write; Talk to an adult; Ask to take a break; Self-talk; Ask to take a walk; Volcano breaths; Do stretches; Listen to music; Lift something heavy; Ask to eat a snack; Think of a calm place).
- Blank cards for the children to write more possible emotions.

#### **DETAILED DESCRIPTION**

#### **INSTRUCTIONS**

- The students are requested to select one card that describes their emotions at the moment. More students can possibly select the same card. If there is no card that describes their exact emotion, they can write and draw it on a blank card.
- The students are positioned to 4 different stations according to the colour of the card they have chosen. The Rest Area/Blue Zone is where the individual is least energetic or purposeful. The Go/Green Zone (the place you want to be!) is the happy medium and represents positive emotions and a balance between extremes. In the Slow/Yellow Zone, things are getting a bit troubling. Finally, the Stop/Red Zone is the most problematic and has the greater need for change.
- Once the child has identified their emotion and figured out which zone they are in, they are requested to describe their emotions with facial expressions and body moves, and the other students try to determine the emotion displayed.
- After the identification of the emotions, there is a handy list of suggestions to help students get into, or stay in, the Go/Green Zone, including the ways that are described in the 18 cards with the tools/suggestions mentioned above. The students choose the one that suits them better and puts it in practice.
- Once all students have completed the tasks, the class is gathered for a group reflection session. They are encouraged to discuss their experiences during the activity, what they learned about themselves and their emotions, whether or not the suggestions have helped them regulate their negative emotions, and which parts of the activity they found most helpful.

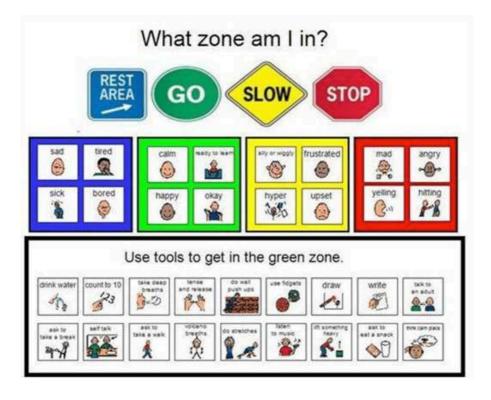
#### **DEBRIEFING QUESTIONS**

- 1. Do you know why you feel this special way?
- 2. What do you wish would happen to change the way you are feeling?
- 3. Did you notice any changes in your emotional state after the activity?
- 4. Do you think that you could incorporate these changing techniques into your daily routine?

#### OTHER USEFUL INFORMATION

- 1. By incorporating activities like the "What zone am I in?" into their daily routine, students can develop greater self-awareness, emotional regulation skills, and resilience, which are essential components of emotional intelligence.
- 2. The students are encouraged to continue to use the "What zone am I in?" game in their everyday lives, to be able to identify their emotions and the causes that provoke them and to acquire the skill to regulate them so as for them to feel better with themselves and their social environment.

Here are some examples of the cards that can be used in the activity:

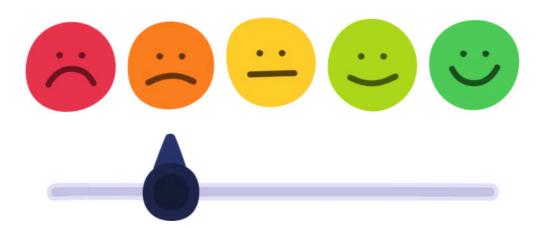


(Source: https://positivepsychology.com/emotion-regulation-worksheetsstrategies-dbt-skills/#strategies-emotion-regulation)



#### **SUGGESTED ALTERNATIVES OR MODIFICATIONS (especially for younger students)**

- **Use Visual Aids:** Provide posters, charts, or colored cards to visually represent each zone with relatable examples and images.
- **Simplify Language:** Use simple, descriptive phrases for each zone (e.g., "ready to learn" for green, "a bit wiggly" for yellow).
- **Private Reflection:** Allow students to mark their zone on a personal chart or journal rather than sharing publicly.
- Interactive Tools: Incorporate manipulatives like clothespins on a classroom chart where students can discretely indicate their zone.
- **Check-In Alternatives:** Pair the activity with physical cues (e.g., thumbs up for green, hands on hips for yellow) to engage kinesthetic learners.
- **Emotion Thermometer:** Replace zones with a thermometer where students indicate their emotional "temperature."
- **Animal Zones:** Associate zones with animals (e.g., turtle = blue, cheetah = red) for a playful, relatable twist.
- **Role-Play Scenarios:** Present hypothetical situations and ask students to identify the zone they might be in and discuss strategies to shift.
- **Story or Video Characters:** Use a storybook or video clip and have students identify the characters' zones, promoting empathy and understanding.







# TEAMWORK & RELATIONSHIP BUILDING



### THE GREAT TEAM CHALLENGE



**SKILL/S COVERED:** Teamwork and relationship building

**APPROXIMATE TIME NEEDED:** 50 minutes

AGE GROUP: 10-13 years old

#### **BRIEF INTRODUCTION**

This activity is designed to enhance teamwork and build strong relationships among students. Through fun and collaborative tasks, students will learn the importance of communication, cooperation, and trust in working together towards a common goal.

#### **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

A team from "Prof. Ivan Apostolov" high school based on theories for teamwork, emotional intelligence and Tuckman's model for Team development stages.

#### **GOAL**

To enhance students' conflict resolution skills by practicing negotiation and compromise in a supportive and fun environment. To foster teamwork and strengthen relationships by engaging students in cooperative tasks that require effective communication and collaboration.

#### **NUMBER OF PARTICIPANTS**

Suitable for the whole class; students work in small groups.



- Various building materials (e.g., straws, tape, paper, string, building blocks)
- Blindfolds
- Timer or stopwatch
- Reflection sheets or journals



#### **DETAILED DESCRIPTION**

#### **INSTRUCTIONS**

#### 1. Introduction to Teamwork:

- Start by discussing what teamwork means and why it's important.
- Explain how good communication, cooperation, and trust are essential for successful teamwork.

#### 2. Team Building Challenges:

- o Divide students into small groups of 4-5 members.
- Explain that they will participate in a series of fun and challenging activities designed to test and improve their teamwork skills.
- Allow each group to come up with a team name to build team identity.

#### 3. Activity 1: Building Challenge

- Provide each group with building materials and challenge them to construct the tallest free-standing tower within 15 minutes.
- Encourage them to plan, assign roles, and work together to complete the task.

#### 4. Activity 2: Trust Walk

- Pair up students within their groups.
- Blindfold one student in each pair and create a simple obstacle course.
- The sighted partner must guide the blindfolded partner through the course using only verbal instructions.
- After completing the course, have partners switch roles.

#### 5. Activity 3: Human Knot

- Have each group stand in a circle, reach out, and grab the hands of two different people who are not next to them.
- The challenge is to untangle the "human knot" without letting go of hands.
- This requires communication, patience, and cooperation.

#### 6. Reflection and Discussion:

- After completing the challenges, gather students together to discuss their experiences.
- **Reflection Sheets:** Provide each student with a reflection sheet or journal to write about their experiences and what they learned about teamwork and relationships.



#### **DEBRIEFING QUESTIONS**

Use the following debriefing questions:

- 1. What strategies did your team use to succeed in the challenges?
- 2. How did you communicate and cooperate with your teammates?
- 3. What was the most challenging part of working as a team, and how did you overcome it?
- 4. How did these activities help you build trust and relationships with your classmates?



#### OTHER USEFUL INFORMATION

- Encourage students to be supportive and positive towards their teammates.
- Remind students that making mistakes is a part of learning and teamwork.
- Consider doing these activities regularly to continually build and strengthen teamwork skills.

This activity not only helps students understand the value of teamwork but also builds trust and strengthens relationships through fun and collaborative challenges.



# BRIDGE BUILDERS: COLLABORATIVE CONSTRUCTION CHALLENGE



**SKILL/S COVERED:** Teamwork and relationship building

**APPROXIMATE TIME NEEDED:** 50 minutes

AGE GROUP: 12-14 years old

#### **BRIEF INTRODUCTION**

This activity is designed to strengthen teamwork and build strong relationships among students through a collaborative construction challenge. Students will work together to design and build a bridge using limited materials, emphasizing the importance of communication, creativity, and cooperation.

#### **AUTHOR OF THE TOOL/EXERCISE WITH REFERENCING LINK**

Team of teachers from "Prof. Ivan Apostolov" high school based on Spaghetti Tower Marshmallow Challenge, invented by Peter Skillman and popularized by Tom Wujec.

#### **GOAL**

To enhance students' teamwork and relationship-building skills by engaging them in a creative and collaborative construction project.

#### **NUMBER OF PARTICIPANTS**

Suitable for the whole class; students work in small groups.



- Building materials (e.g., popsicle sticks, glue, string, cardboard, tape)
- Scissors
- Measuring tape or ruler
- Weights (e.g., small books, toy cars) to test the bridge strength
- Timer or stopwatch

#### **DETAILED DESCRIPTION**

#### INSTRUCTIONS

#### 1. Introduction to the Activity:

- Start by discussing the importance of teamwork and how working together can lead to innovative solutions and stronger relationships.
- Explain the challenge: each team will design and build a bridge that can hold a certain amount of weight using only the provided materials.

#### 2. Formation of Teams:

- Divide students into small groups of 4-5 members.
- Encourage them to come up with a team name and assign roles within the team (e.g., project manager, designer, builder, tester).

#### 3. Planning Phase:

- Give each team 10-15 minutes to brainstorm and sketch their bridge design.
- Emphasize the importance of planning and discussing ideas before starting the construction.
- Encourage teams to consider factors like stability, balance, and weight distribution in their designs.

#### 4. Construction Phase:

- Provide each team with the building materials and allow 30-45 minutes for construction.
- Remind students to communicate and collaborate effectively, sharing tasks and supporting each other.

#### 5. Testing Phase:

- Once the construction time is up, gather all teams and their bridges.
- Test each bridge by gradually adding weights until the bridge holds the maximum weight or collapses.
- Record the results and discuss the design features that contributed to each bridge's success or failure.

#### 6. Reflection and Discussion: ask the debriefing qustions

7. **Reflection Sheets:** Provide each student with a reflection sheet or journal to write about their experiences and what they learned about teamwork and collaboration.



#### **DEBRIEFING QUESTIONS**

- 1. What was your team's strategy for building the bridge?
- 2. How did your team communicate and share responsibilities during the construction?
- 3. What challenges did you face, and how did you overcome them?
- 4. How did working together help your team succeed?
- 5. What did you learn about teamwork and relationship building from this activity?



#### OTHER USEFUL INFORMATION

- Encourage creativity and innovation in bridge designs.
- Remind students that the goal is to work together and learn from the experience, not just to build the strongest bridge.
- Consider repeating the activity with different construction challenges to continually develop teamwork skills.
- This activity helps students practice teamwork and build strong relationships through a fun and challenging collaborative project.



#### **GLOSSARY OF TERMS**

- **Adaptability**: Ability to adjust and handle new or changing situations, remaining resilient and flexible.
- **Conflict management:** Skill in resolving conflicts constructively, recognizing and addressing disagreements positively.
- **Emotional autonomy**: Competence to maintain emotional independence and manage emotions without over-reliance on others.
- **Emotional competencies**: A set of emotional skills that enable individuals to manage their emotions effectively.
- **Emotional Education (EE)**: Systematic process to develop emotional competencies in students.
- **Emotional Intelligence (EI)**: Ability to identify, understand, manage, and express emotions, both one's own and others'.
- **Empathy:** Emotional competence that allows understanding and connecting with others' emotions.
- **Growth mindset:** Perspective that views learning as a continuous process, focusing on development through effort and perseverance.
- **Mindfulness:** Technique promoting full attention to manage emotions, encouraging calm and focus in challenging situations.
- **Neuroscience**: Study of the structural and functional aspects of the nervous system and brain, providing a biological foundation for emotional education.
- **Neuropedagogy**: Integration of brain knowledge into pedagogy to optimize learning based on neuroscience principles.
- **RULER**: Emotional skills program based on the acronym "Recognizing, Understanding, Labeling, Expressing, and Regulating" emotions.
- **Self-confidence**: Trust in one's values and abilities, is crucial for facing challenges with a positive outlook.
- **Self-regulation**: Ability to manage emotions appropriately, including self-regulation strategies and generating positive emotions.
- Social and Emotional Learning (SEL): Learning of social and emotional skills that enable individuals to handle emotions, set positive goals, and build healthy relationships.

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