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# SEED

**School Emotional Education: The right  
practical way for teachers to teach  
emotional education**

**„A practical training plan for teachers“**



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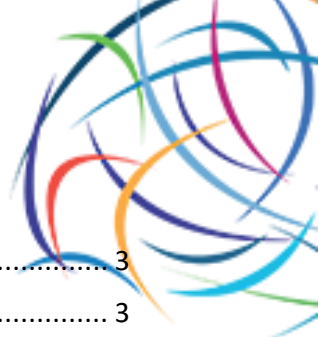
## Information

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## Consortium



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## Contents

<b>Disclaimer</b> .....	3
<b>Information</b> .....	3
<b>Consortium</b> .....	3
Introduction.....	5
<b>OBJECTIVES</b> .....	5
Training sessions.....	6
Background and experience of the teachers to integrate EI in their classes.....	9
Training plan.....	11
<b>PRACTICAL ARRANGEMENTS</b> .....	12
Training Plan: Emotional Intelligence for primary teachers.....	12
Insights from Piloting (Latvia, Lithuania, Turkey).....	12
Recommendations for Future Use.....	14
Indications for Dissemination and Facilitation.....	16
Conclusion.....	17
Figure 1 SEED Modules on the platform.....	13
Figure 2 Drop-down menu with the training modules.....	13
Figure 3 Example of the structure of content in a module.....	14
Figure 4 Access to activities in each module.....	14
Table 1 Emotional Intelligence competence framework.....	7





## Introduction

The aim to ensure that teachers learn and fully understand the concepts of emotional education before integrating them into their lessons is a highlight of the consortium behind project *SEED: School Emotional Education: The right practical way for teachers to teach emotional education in primary schools*.

In this context one major tool is the Training Plan for an effective and comprehensive training that is required for them. Just providing them with the appropriate tools without accompanying them on a targeted training course may in fact not guarantee the teachers' simple and complete success in their daily lives in their schools. The training plan foresees involvement of trainers of teachers and experts in training, psychology and pedagogy.

The training plan is closely aligned and in support of the accompanying results of the project:

- ✓ Methodological Guide and Good Practices
- ✓ Online platform to support teachers with resources

### OBJECTIVES

- Ensure that teacher training is comprehensive and functional about emotional intelligence in primary schools.
- Preparing teachers in a practical manner to carry out activities targeted at their students to meet their needs and requirements.
- Ensure that the content developed in the accompanying Methodological Guide and Good Practices is functional and useful to teachers when applying it to their students.

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.

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 plan aims to support and teach you how to enhance your role by incorporating emotional competence development as a key component in fostering your students' overall growth.



### **Importance for Primary school students:**

- ✓ Critical developmental stage: Primary school children (ages ~6–12) are forming their first strong sense of self, relationships, and social responsibility.
- ✓ Academic link: Studies show that children with strong EI often perform better academically. They can manage stress, stay motivated, and engage more positively in class.
- ✓ Behaviour and well-being: Higher EI reduces bullying, disruptive behavior, and emotional difficulties. It supports resilience and mental health.
- ✓ Social integration: Helps children build friendships, cooperate in groups, and navigate diversity.

### **Benefits for teachers and schools:**

- ✓ Classroom climate: Teachers trained in EI foster supportive and respectful learning environments.
- ✓ Teacher well-being: Educators with EI skills cope better with stress and workload, which lowers burnout.
- ✓ Conflict resolution: EI strategies help manage student disagreements constructively, creating safer spaces for learning.

## **Training sessions**

### **FORMAT**

Lessons lasting 60 minutes in which teachers will learn theoretical concepts on Emotional Intelligence and Emotional Management followed by non-formal and replicable activities in the classroom on top of what has been learnt previously.

The training plan follows the Methodological guide as it is structured in two main parts:

- THEORY



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- PRACTICE

For better comprehension and knowledge acquisition, the sessions follow this structure and the Emotional Intelligence Competence framework applied:

*Table 1 Emotional Intelligence competence framework*

DOMAINS	COMPETENCES	ACTIVITIES
<b>SELF-AWARENESS</b>	Self-knowledge	A drawing about me
		The all about me timeline
	Self-confidence	I can shine!
		Wall of wins
<b>SELF-MANAGEMENT</b>	Self-regulation	Emotion Regulation Questionnaire
		What zone am I in?
	Adaptability	Change Scenarios Role-Play
		The Resilience Tree
<b>SOCIAL AWARENESS</b>	Empathy	Extracting Needs From Emotions
		Exploring Action Tendencies
	Communication	The emotion meter
		When hot buttons are pushed
<b>RELATIONSHIP MANAGEMENT</b>	Conflict Management	Conflict Crushers
		Harmony Helpers: The Great Negotiation Challenge
	Teamwork and relationship building	The great team challenge
		Bridge Builders: Collaborative Construction Challenge

**We apply the theoretical concept of 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).



**Based on the above we curated the ten sessions in the plan below:**

**Session 1 Introduction:** Importance of emotional education in primary education; main terms, methodologies and theories

**Session 2 Emotional intelligence competences. Adaptability** - being flexible and able to navigate change while managing multiple demands.: theoretical concepts and practical activities: Change Scenarios Role-Play, The Resilience Tree.

**Session 3 Communication** - The ability to effectively convey and receive information, both verbally and non-verbally, while considering one's own emotions and those of others. Theoretical concepts and practical activities: *the emotion meter, When hot buttons are pushed.*

**Session 4 Conflict management** - the ability to assist others in navigating emotional or tense situations, tactfully address disagreements, and define solutions that everyone can support. Theoretical concepts and practical activities: *Conflict crushers, Harmony helpers: The great negotiation challenge.*


**Session 5 Empathy** – the ability to perceive the feelings of others and understand their perspectives. Theoretical concepts and practical activities: *Extracting needs from emotions, Exploring action tendencies.*

**Session 6 Self-confidence** - the strong belief in one's self-worth and capabilities. Theoretical concepts and practical activities: *I can shine, Wall of wins.*

**Session 7 Self-knowledge (self-awareness)** - the ability to recognise and understand one's own emotions, drives, and their effects on others. Theoretical concepts and practical activities: *A drawing about me, The all about me timeline.*

**Session 8 Self-regulation** - 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. Theoretical concepts and practical activities: *Emotion regulation questionnaire, What zone am I in.*

**Session 9 Teamwork and relationship building** - the ability to work with others towards a common goal. Theoretical concepts and practical activities: The great team challenge, Bridge builders: collaborative construction challenge.

**Session 10 Closure and evaluation of the training, self-reflection, feedback.**

## Background and experience of the teachers to integrate EI in their classes

### Initial teacher training:

- ✓ Most teacher education programs traditionally emphasize pedagogy, subject knowledge, and classroom management.
- ✓ Emotional intelligence is sometimes included under “social and emotional learning (SEL),” child psychology, or inclusive education, but often not as a standalone module.
- ✓ This means many teachers enter the profession with only limited formal training in EI concepts.


### Awareness of EI:

- ✓ Teachers may be familiar with general ideas like empathy, classroom climate, or emotional regulation, but may not know frameworks (e.g., Goleman’s five components, CASEL competencies).
- ✓ Some teachers intuitively use EI strategies (e.g., calming routines, emotion naming) without realizing they are part of an EI approach. Main areas:
  - Social Sciences
  - Different subjects such as ethics, class hour, and social education.

### How EI can be developed in primary schools

- ✓ Explicit lessons: Activities, games, or roleplays that teach children how to identify and name emotions.



- 
- ✓ Integration into subjects: Linking stories, history, or group projects to discussions about feelings, empathy, and teamwork.
  - ✓ Non-formal methods: Arts, drama, movement, storytelling, and cooperative games—these make learning engaging and natural.
  - ✓ Whole-school approach: Embedding EI in policies, teacher practices, and school culture, not just as a separate subject.
  - ✓ Growing emphasis: Many school systems (e.g., EU key competences, OECD’s “Learning Compass 2030”) recognize social-emotional skills as essential.
  - ✓ Piloting projects: Various EU-funded and national projects test practical ways to teach EI, showing promising results in primary education.

### Challenges


- ✓ **Lack of training:** Many teachers don’t feel fully equipped with strategies for teaching emotional regulation or empathy.
- ✓ **Time and curriculum pressure:** EI integration is often seen as “extra,” not part of the formal curriculum.
- ✓ **Cultural variation:** Different societies have different comfort levels with discussing emotions in school settings.
- ✓ **Personal EI skills:** Teachers’ own emotional self-awareness and regulation affect how effectively they model EI for students.

### Support you as a teacher need

- ✓ **Structured resources:** Lesson plans, activity guides, and ready-to-use tools for classroom EI activities.
- ✓ **Ongoing training:** Workshops, mentoring, and peer exchange to reinforce skills.
- ✓ **Whole-school backing:** When principals and policies value EI, teachers find it easier to integrate without sacrificing academic priorities.
- ✓ **Reflection opportunities:** Spaces to reflect on their own emotional competencies and stress management.

### Positive outcomes from teacher EI integration



- 
- ⇒ Classroom management improves – fewer conflicts, calmer learning environment.
  - ⇒ Better student outcomes – academic and social.
  - ⇒ Teacher satisfaction – feeling more effective and less stressed.
  - ⇒ Community impact – improved school climate fosters trust among parents and staff.

## Training plan

### Session 1 – Introduction

- **Theory:** Importance of emotional education in primary schools; key concepts of Emotional Intelligence (EI).
- **Practice:** Icebreaker activity and reflection on personal teaching experiences with emotions.

### Session 2 – Adaptability

- **Theory:** Flexibility, managing change, and multiple demands.
- **Practice:** Change Scenarios Role-Play, The Resilience Tree.

### Session 3 – Communication

- **Theory:** Verbal & non-verbal communication, considering emotions in dialogue.
- **Practice:** Emotion Meter, When Hot Buttons Are Pushed.

### Session 4 – Conflict Management

- **Theory:** Navigating tense situations, resolving disagreements constructively.
- **Practice:** Conflict Crushers, Harmony Helpers: The Great Negotiation Challenge.

### Session 5 – Empathy

- **Theory:** Understanding others' feelings and perspectives.
- **Practice:** Extracting Needs from Emotions, Exploring Action Tendencies.

### Session 6 – Self-Confidence



- **Theory:** Building belief in one's worth and abilities.
- **Practice:** I Can Shine, Wall of Wins.



### Session 7 – Self-Knowledge

- **Theory:** Recognising and understanding one's own emotions and drives.
- **Practice:** Drawing About Me, All About Me Timeline.

### Session 8 – Self-Regulation

- **Theory:** Managing emotions, coping strategies, generating positive states.
- **Practice:** Emotion Regulation Questionnaire, What Zone Am I In?

### Session 9 – Teamwork & Relationship Building

- **Theory:** Collaborating towards common goals, trust, and peer support.
- **Practice:** The Great Team Challenge, Bridge Builders: Collaborative Construction.

### Session 10 – Closure & Reflection

- **Theory:** Review of EI concepts and applications in the classroom.
- **Practice:** Group reflection, self-assessment, feedback circle

## PRACTICAL ARRANGEMENTS

### Training Plan: Emotional Intelligence for primary teachers

**Format:** 10 sessions × 60 minutes

**Structure:** Each session has (1) a short **theoretical input** and (2) a **non-formal, practical activity** that teachers can replicate with pupils.

**Target group:** Primary school teachers (grades 1–4, adaptable to 5–7)

### Insights from Piloting (Latvia, Lithuania, Turkey)

The piloting of the Training plan was conducted in four months in the three countries: Latvia, Lithuania, Turkey.

The main conclusions are drawn below:

- **Most popular activities:** Emotion Thermometer, I Can Shine, teamwork challenges (tower building, trust games), drawing-based self-reflection.

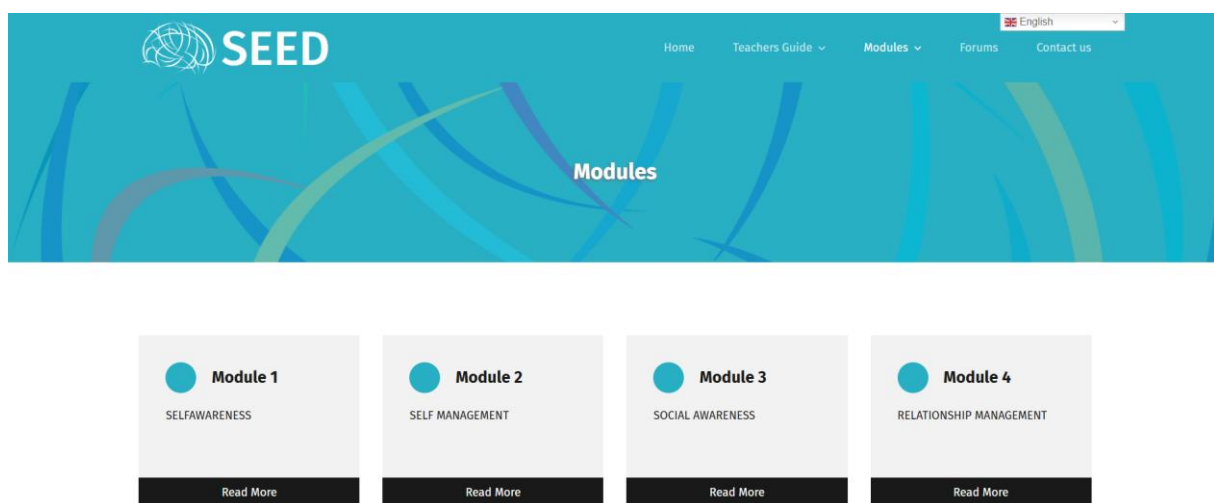


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- **Success factors:** Activities worked across diverse classes, including inclusive classrooms. Teamwork left strong impressions on pupils.
- **Areas for improvement:**
  - Plan enough **time** for discussions and reflections.
  - Balance between **individual and group tasks** (introverted pupils need personal reflection).
  - Plan carefully the **age-appropriate adaptation** (especially for younger grades).
  - **Teacher support materials** (handouts, clear visual markers for age groups).

Involvement of **guidance teachers/psychologists** can improve quality but requires classroom teachers to be trained too.

All materials and activities can be found structured in four modules on the platform: <https://lms.theseedproject.eu/modules/>



*Figure 1 SEED Modules on the platform*

Each module consists of an introductory video, resources, and separate activities to be applied with clear guidelines, tools and structure as a “how-to-do toolkit”.



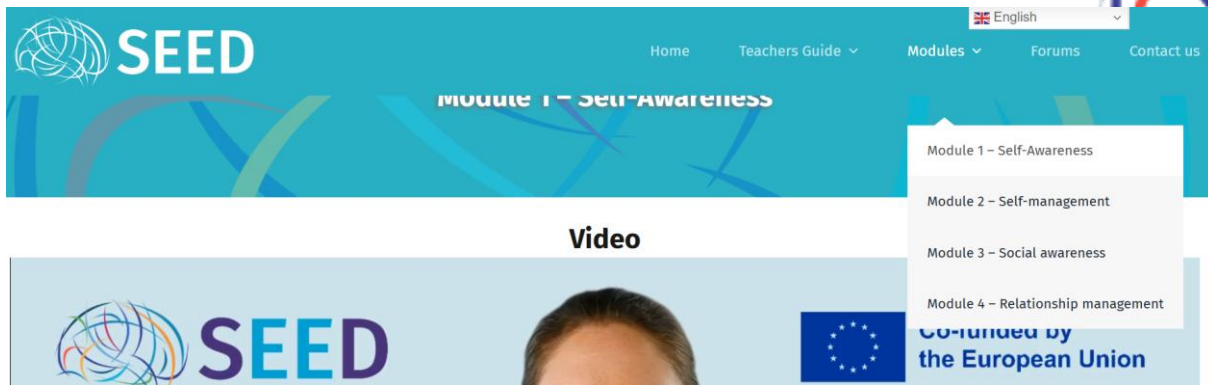


Figure 2 Drop-down menu with the training modules

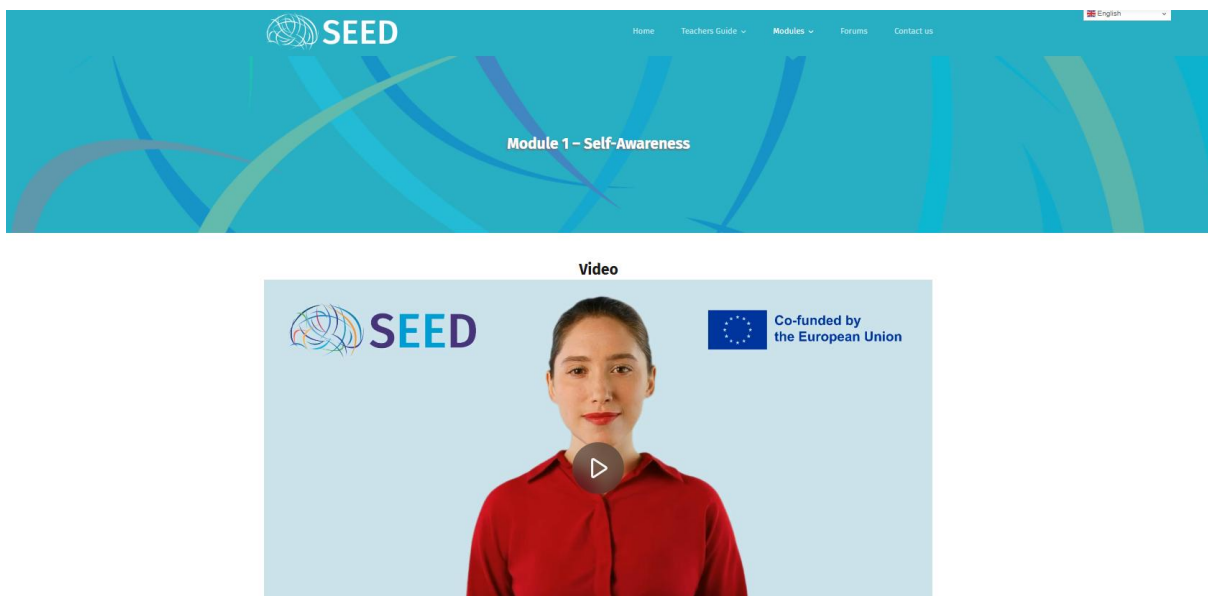


Figure 3 Example of the structure of content in a module

## ACTIVITIES

### Self-Knowledge

#### A Drawing About Me

**ACTIVITY 1**

A DRAWING ABOUT ME

**SKILLS COVERED:** Self-knowledge, APPROXIMATE TIME NEEDED: 45 minutes, AGE GROUP: 12 years old

**SEEP INTRODUCTION:** The activity is designed to help students explore and activate aspects of their identities and how they perceive themselves. By creating a visual representation of their personality and preferences, students gain insight into the way they are.

**AIMS OF THE TOOL/RESOURCE WITH RESPECTIVE LEARNING OBJECTIVES:** Digital activity designed for students selected from general self-awareness lessons.

**GOALS:** To increase students' understanding of their personality, strengths, and areas for growth through creative self-expression.

**NUMBER OF PARTICIPANTS:** Can be conducted with any number of students, ideally in groups of 4-6 for effective sharing.

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#### The All About Me Timeline

**ACTIVITY 2**

THE ALL ABOUT ME TIMELINE

**SKILLS COVERED:** Self-knowledge, APPROXIMATE TIME NEEDED: 30 minutes, AGE GROUP: 12 years old

**SEEP INTRODUCTION:** The activity involves students to reflect on significant moments in their lives and how these have shaped their identity and perspective. By creating a visual timeline, students gain insight into the development of their personal values, interests, and relationships over time.

**AIMS OF THE TOOL/RESOURCE WITH RESPECTIVE LEARNING OBJECTIVES:** Digital activity designed for students.

**GOALS:** To have 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.

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### Self-Confidence

#### I Can Shine!

**ACTIVITY 1**

I CAN SHINE!

**SKILLS COVERED:** Self-confidence, APPROXIMATE TIME NEEDED: 30 minutes, AGE GROUP: 12 years old

**SEEP INTRODUCTION:** The activity is designed to help students self-confidence through the art of digital drawing. Each student will create an avatar that represents their digital identity, highlighting their strengths, achievements, and aspirations. The goal is to build a positive self-image and reinforce their belief in their abilities.

**AIMS OF THE TOOL/RESOURCE WITH RESPECTIVE LEARNING OBJECTIVES:** Digital activity designed for students.

**GOALS:** To increase students' self-confidence by drawing, using a template and creating their avatars and designs in a supportive environment.

**NUMBER OF PARTICIPANTS:** Suitable for the whole class, students present individually to the group.

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#### Wall Of Wins

**ACTIVITY 2**

WALL OF WINS

**SKILLS COVERED:** Self-confidence, APPROXIMATE TIME NEEDED: 30 minutes, AGE GROUP: 12 years old

**SEEP INTRODUCTION:** The activity encourages students to recognize and celebrate their achievements and positive experiences by creating a 'Wall of Wins' where students visually highlight their strengths, achievements, and progress. The goal is to foster a supportive environment where students can share their successes and inspire one another.

**AIMS OF THE TOOL/RESOURCE WITH RESPECTIVE LEARNING OBJECTIVES:** Digital activity designed for students.

**GOALS:** To build students' self-confidence and motivation by highlighting their abilities, big or small, and creating a culture of mutual respect and encouragement.

**NUMBER OF PARTICIPANTS:** The activity works well with any class size, as students can work individually and report to the group.

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Figure 4 Access to activities in each module

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## Recommendations for Future Use

The piloting of the Emotional Intelligence (EI) training plan in Latvia, Lithuania, and Turkey has provided valuable insights into its practical application across diverse school contexts. Based on these experiences, the following recommendations are proposed for the future use and broader implementation of the training plan:

### 1. Cross-curricular, interdisciplinary integration

The piloting showed that EI activities can be successfully embedded in various subjects, including language, literature, social sciences, art, ethics, and mathematics. Future implementation should encourage this flexibility, enabling teachers to adapt activities to their own subjects. This cross-curricular approach helps normalise emotional education as part of everyday teaching rather than as a separate or occasional subject.

### 2. Balance between individual and group activities

Team-based activities such as collaborative construction, trust exercises, and group challenges were particularly well received by pupils, creating a supportive and positive classroom environment. At the same time, individual reflection activities (e.g., drawing, emotion meters, traffic light methods) proved effective in fostering self-awareness. For future use, a balanced combination of group and individual activities should be maintained to meet the needs of both extroverted and introverted learners.

### 3. Age-appropriate adaptation

Piloting in Lithuania demonstrated the importance of adjusting activities to the developmental stage of pupils. Younger children (grades 1–2) benefited most from teacher-supported individual tasks, while older children (grades 3–4) thrived in teamwork activities. Future implementation should therefore provide clearer age-specific guidance, helping teachers select activities suited to their pupils' level of maturity.

### 4. Provision of practical teacher resources

Teachers highlighted the value of practical tools such as handouts, worksheets, and visual guides. These resources not only increase teacher confidence but also ensure consistent delivery of activities, particularly in inclusive classrooms with diverse learning needs. For future roll-out, it is recommended that the training plan be



accompanied by a comprehensive resource pack, offering ready-to-use materials for classroom use.



#### 5. Teacher capacity-building and support

Findings from Turkey underline the role of school guidance teachers, who bring expertise in emotional education. However, due to limited availability of such staff, classroom teachers should also be empowered to deliver EI activities effectively. Future implementation should therefore prioritise capacity-building through preparatory workshops, peer-learning opportunities, and ongoing mentoring to ensure that all teachers feel confident in applying the training plan.

#### 6. Promotion of universality and knowledge exchange

The piloting confirmed the universality of emotional intelligence concepts, as the activities proved effective across different cultural and educational contexts. Future use should build on this strength by fostering exchange between schools and countries, encouraging adaptation of activities to local realities while maintaining core principles. This international dimension can enrich practice and strengthen the impact of the program.

#### 7. Embedding student feedback mechanisms

In Latvia, student feedback provided valuable insights into activity effectiveness and preferences. For future implementation, it is recommended that schools integrate feedback mechanisms such as reflection sheets, emotion meters, or class discussions. This ongoing input will allow teachers to refine activities and ensure alignment with student needs and interests.


#### 8. Regular integration into school routines

The most sustainable impact was observed where activities were implemented consistently, rather than on an ad hoc basis. Future use should therefore embed EI training into weekly classroom routines, such as morning meetings, class hours, or subject lessons. This approach ensures that emotional education becomes a lasting and integral part of school culture.

### Indications for Dissemination and Facilitation

For teachers or staff members who wish to take a further step once they have learned the content, this training plan can also be used as a facilitation guide for colleagues.





Future facilitators are encouraged to first complete all sessions themselves, reflect on their personal experiences, and adapt the activities to the specific culture and needs of their school.

When disseminating the program, it is recommended to organize peer-learning sessions with small groups of staff, ensuring that theoretical concepts are clearly explained and non-formal activities are practiced together. Facilitators should create a supportive environment where colleagues feel comfortable sharing their own experiences with emotional intelligence, and they should use the platform's resources (videos, handouts, activity sheets) as concrete aids. By following this approach, schools can build internal capacity, promote sustainability, and embed emotional education practices across the whole staff community.

## Conclusion

The piloting demonstrated that the Emotional Intelligence training plan is adaptable, engaging, and effective across diverse contexts. For future use, the focus should be on cross-curricular integration, age-appropriate adaptation, provision of practical resources, and systematic embedding into school routines. By combining these elements with international exchange and continuous feedback, the training plan can significantly contribute to strengthening emotional education in primary schools across Europe and beyond.

