



Manual for emotional literacy

Erasmus+ project

**“Only the sky is the limit for open hearts!
Solidarity for equality”**



Manual for educating emotional literacy in the school



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PREFACE

This product is developed as a key basic product in our Erasmus + project titled **“Only the sky is the limit for open hearts! Solidarity for equality”** with it’s registration number: **2019-1-RO01-KA229-063063_4**.

The Manual is a result of our strong cooperation as partner schools within the School Exchange Partnerships during the period 2019-2022.

Our project has been funded by the Erasmus+ Programme of the European Union within the Call 2019 Round 1 KA2 - Cooperation for innovation and the exchange of good practices KA229 - School Exchange Partnerships.

The activities aimed by the project during these three years enabled our students to socialize, learn more about each other, develop empathy, tolerance, communication, social and cultural skills. The students have had a major role in the implementation of the activities and this helped them to develop their own personal skills and abilities. They have their self-esteem improved and developed emotional intelligence skills, empathy and solidarity.

The objectives of the project are:

1. Increasing emotional maturity, emotional literacy, and empathy of our students.
2. Developing and emphasizing lifelong values in our students, the value of solidarity, sensitivity to the problems of inequality among people and to social marginalization, their commitment to social and educational inclusion).
3. Encouraging self-esteem in young people - love and respect for oneself is the source of any other kind of love and respect for the other.
4. Creating a positive school climate where students will take care of each other

LONG -TERM BENEFITS OF PROJECT:

- ✓ enable students to explore issues of diversity in our society, prejudices, stereotypes about gender, age disability, religion and culture, and promote a sense of tolerance in school and in society
- ✓ make them aware of local and global issues and highlight global responsibility
- ✓ examples of activities for acquiring emotional competences among the students who promote the socio-emotional climate in the classroom and in school.

We have prepared this manual for emotional literacy as an additional tool to the program for psycho-social intervention and better social inclusion of students in our schools and our intention is to share this product with other schools in our local communities and even wider.

We encourage you to use these activities throughout educating children. We hope that these exercises will be a good inspiration for development some new ideas in the school and that they can be of great benefit for fostering emotional and social skills in our students.

1. The need for teaching emotional literacy in the school

Teaching empathy in education of our students

- The development of emotional competencies improves the classroom climate;
- Improves school performance;
- Children develop the skills of listening and directing attention, responsibility and dedication in work, ways of controlling impulses and dealing with events that disturb them;
- Develop the ability to recognize feelings in themselves and others, empathy, the ability to manage emotional reactions or self-management strategies.

Essential for students, crucial for humanity. It is the key to encouraging pro-social behavior, limiting aggression, and diminishing social prejudice in our world. Students will be more productive in cooperative learning and work environments, and emotional education has even been proven to boost traditional academic success as well.

Manual-practical approaches for workshops which will be implemented in each of the partner's school and even wider. We will offer and promote the Manual to our surrounding schools.

It is of particular importance, through specialized programs, to educate school-aged children on ways to recognize and name emotions, control anger, solve problems and develop positive relationships with parents and other children.

The way teachers and students process emotions and respond to different emotional states can greatly affect the child's development.

Emotional literacy includes the basic skills of identifying one's own and other people's emotions, as well as the ability to regulate and control emotions. A large number of teachers are aware of the importance of early familiarization of children with different emotions, ways of expressing them, establishing interpersonal relationships with peers and developing prosocial behavior.

There are numerous programs for the development of emotional literacy at school age, such as RULER.

RULER is an acronym for the mentioned technique and consists of five basic skills, the adoption of which is supported during primary school: recognizing emotions in oneself and others, understanding the causes and consequences of emotions, naming emotions using a varied and accurate vocabulary, constructive expression of emotions and their effective regulation.

As a technique, RULER simultaneously focuses on the development of emotional intelligence skills in children and supports the climate of learning and knowledge acquisition in school. At the highest level, the RULER program enables teachers to understand how emotions affect the process of learning and acquiring knowledge, decision-making and general well-being and integrate tools, techniques, activities and specific lessons with the aim of developing and improving both their own and students' emotional intelligence.

Fostering a healthy love and tolerance we achieve:

♥ Health ♥ Freedom ♥ Lucky ♥ Peacefulness ♥ Success ♥ Joy ♥ Beauty
♥ Satisfaction ♥ Fulfillment ♥ Self-confidence ♥ Self-esteem ♥ Trust in
ourselves and our abilities ♥ Courage ♥ Definition ♥ Safety
♥ Harmonious relationships with others



Everyone in the world wants other people to love,
value and consider it important.
In all religions, cultures, societies and traditions,
every great teacher spoke of love.
Love each other, and be good to each other. Be tolerant.

2. Love and tolerance are always the answer



Teaching tolerance, respect for differences among people and their rights and responsibilities should be the primary goals in the elementary education.

In order to develop these values, the school should offer students more opportunities for acquiring competencies for understanding and respecting others. It is even more important to accept the view that in a number of educational systems the need in the educational process is to promote programs to develop social and emotional skills and programs for continuous building a personality that will be intended not only for students, but also for the educational staff as an important segment of their professional development. The ultimate goal is to achieve greater satisfaction in the work with the students, which will also influence the performance of the students and nurse their character.

If we want to talk about promoting and learning tolerance in the true sense of the word then the school must strive to develop students' awareness of their own individuality, encourage self-confidence, and be responsible for their own actions, but also develop awareness of recognition of our own feelings and understanding of the feelings of others around us.

Upbringing and education for tolerance should be based on the following principles and presuppose the education and upbringing of students for:

1. Emotional maturity, emotional literacy and empathy
2. Solidarity (greater sensitivity to the problems of inequality between people and social marginalization)
3. Recognition and respect for diversity: respect for different lifestyles
4. Encouraging self-esteem in young people - love and respect for oneself is the source of any other kind of love and respect for the other.

There are countless opportunities through education and education staff can stimulate upbringing and teaching tolerance among young people. These are just some of them :

- By establishing a positive self-image and positive identification with one's own group, acceptance of self and belonging without feeling of superiority or inferiority.
- Developing natural interaction with members of different cultures, which teaches to appreciate the differences, but also the personal values and values of their own culture,
- Learning about basic human rights
- Breaking up of wrong beliefs, breaking prejudices and stereotypes.

3. Education for emotional development and growth

3.1. Emotional intelligence and empathy - basic components for building healthy relationships

Emotions are present in all areas of human functioning, penetrate into all forms of human life, enrich it, and it is therefore important to educate them from the earliest age, especially those the positive.

Well-developed emotional intelligence is associated with success in all important aspects, such as education and upbringing, relationships, work. It is therefore important to affirm the upbringing of student's emotional development from the beginning and during the whole educational process. The education and upbringing of emotional development involve programs for acquiring emotional competence among students who promote the socio-emotional climate in the classroom and the school, thus promoting and achieving learning. The favorable emotional climate influences the results of the educational process favorably, and the unfavorable, in which there are unpleasant emotional pain and negative emotions such as fear, annoyance, apathy, impedes the progress of students both on the individual and on the interpersonal level, devalues social and communication skills, impoverishes peer relationships, capacity to acquire tolerance skills and mutual respect.

In that direction, it is necessary to talk about emotional pedagogy whose initial assumption is that emotions and feelings precede and influence success not only in learning, but also on the success in socialization which implies lifelong learning and the acquisition of competencies and behavioral skills.

Emotional intelligence and empathy are basic components for building a positive attitude towards others, breaking prejudices and building healthy relationships among students.

The principle of full development of the personality of a student should imply that all students in primary(elementary) education should be encouraged to acquire knowledge, experiences, skills in all fields, that is, in all areas of personality development within all potentials and resources: cognitive, emotional, social and psychomotorical.

3.2 What emotions are?

Emotions are very important to our live. Emotions can be defined as a type of psychic processes that reflect our relationship to things and events that surround us, as well as to other people, but also to our own actions and experiences.

In broadest sense, emotions are an excited state of the organism that manifests itself as emotional experience (eg when we feel fear), emotional behavior (e.g. calling and attacking another person who has hurt him or her) or as a physiological change in the body (eg redness of the face, expansion and contraction of the pupils). These three aspects of emotion are inextricably linked.

The main CHARACTERISTICS of emotions

- There are a small number of primary or basic emotions, all other emotions are a mixture of them.
- Basic emotions are: fear, joy, surprise, contempt, nausea, rage, sadness
- Pleasant (love, inspiration, joy, hope) and unpleasant emotions (ex. anger, guilt, concern, stress, fear)
- Emotions are universal -characteristic for all living being;
- Emotions are useful because they communicate potential danger, threat, and pleasure and thus influence the behavior of others.
- Emotions are an attempt to achieve a certain level of balance.
- Emotions are manifested in many indirect ways (through sports, music, games, poetry, art, psychosomatic diseases);
- Emotions follow and reinforce behavior;

- Emotions are manifested in more indirect ways (through sports, music, games, poetry, art, psychosomatic diseases).
- We are not always aware of them.

How do we understand our own and the other person's emotions?

What is emotional literacy?

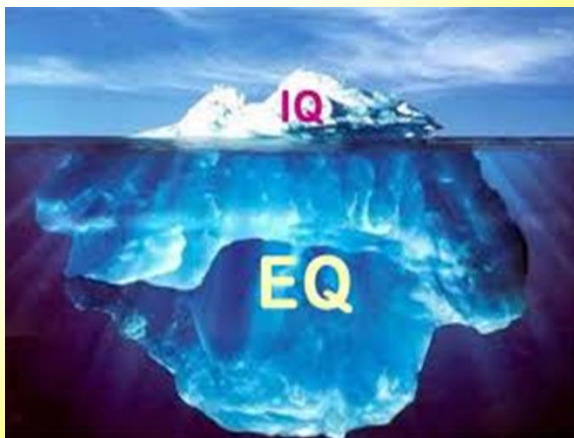
When we are emotionally literate, it means that we feel the feelings, we know who they are and how strong they are and we know what causes them in us and in others. This means that we have learned how, when and where to express and control them. We know how emotions affect others and we accept responsibility for their actions. Elementary emotional literacy begins with the development of the ability to express emotions in words.

Our personal power depends on how we relate to our own and other people's emotions. Emotional literacy requires us to listen to our emotions and express them in a productive way. Whether our emotions are tightly controlled or expressed too freely, they can diminish our power rather than make us stronger.

Through emotional literacy, we learn:

- we can influence our own emotions
 - we can control our behavior
- awareness of one's own personality
- ability to empathize (to understand , to take care of others)
 - naming the emotion
 - development of self-awareness
 - setting our own boundaries
- recognition, which leads to development of the ability to resolve conflicts and to reach compromise
- to provide greater openness, communicativeness, better adaptation to the environment and acceptance from others

3.3. Emotional intelligence



Emotional intelligence is a set of emotional skills that enable us to choose a justified way of using feelings and unconscious instinctive mechanisms in interaction with other people, as well as in understanding and improving ourselves.

The emotionally intelligent person has a highly developed awareness of one's own feelings and emotional ability that includes the abilities to: motivate oneself, the ability to deal with frustrations, skills, the ability to control themselves and impede impulse, regulate their own mood, interpersonal sensitivity-sympathy and empathy, influence and power of persuasion, intuition-ability to make decisions using logic and emotions, congruence, integrity, tranquility and integrity tiveness to clearly display commitment to the objectives of action. Emotional intelligence is a process composed of the following members: recognition of emotions, use of emotions, understanding of emotions and management of emotions. The emotionally intelligent person is mature, stable, rarely regrets about their decisions and is well-versed in stress. They have high self-esteem and know how to do them recognize their values, have a high threshold of frustration and ability to empathy. Contrary, a person's low level of emotional intelligence often falls into affect, sabotages their success, spoils relationships with people, and mentally use them to justify their own aggressiveness, depression or powerlessness and incompetence.

Every student who successfully learns succeeds in overcoming obstacles on the road and achieving success overcomes the difficulties if present: determination to endure despite the difficulties and success that exceeds all the discomfort caused by the effort and the labor in mastering the difficulties. Accordingly, the teacher must find a way and have the will to stimulate the students: 1. their will, encouraging them to resist learning difficulties, and 2. a sense of competence that emphasizes every single and small success.

3.4 Empathy

Empathy is the basic component in the interpersonal relations that appear in everyday situations and represent an “emotional reaction which means comprehension or anticipation to foreign emotional experience or condition.

In today's psychology, empathy is used in three different meanings: knowledge of the feelings of others, a sense of what others are feeling, a sympathetic reaction to another's affliction. Empathy comes as a form of self-consciousness: if we better know our own emotions, we will be more skillful in solving other people's emotions. The essence of the empathetic relationship is receiving verbal and nonverbal messages, especially the body language. The ability to read the unspoken characters is the key to interpreting non-verbal messages: tone in voice, movement, facial expression.

Empathy implies putting ourselves in the situation of the other, but also knowing how to separate our own feelings from those that are in common with the feelings of the other person.

Thus, in order to teach and develop solidarity and tolerance among young people, consideration should be given to encouraging and promoting the following value aspirations:

- Empathy
- Moral values
- Knowledge of basic human rights fundamental similarities between people.

Finally, education should be based on the following principles and presuppose the education and upbringing of students for:

- 1. emotional maturity, emotional literacy and empathy**
- 2. solidarity (greater sensitivity to the problems of inequality and social marginalization)**
- 3. recognition and respect for diversity: respect for different lifestyles**
- 4. upbringing against every kind of discrimination**
- 5. encouraging self-esteem and self-esteem among young people - love and respect for oneself is the source of any other kind of love and respect for the other.**

We encourage you to use these activities throughout educating children. We hope that these exercises will be a good inspiration to develop some new ideas in the school and that they can be of great benefit for fostering emotional and social skills in our students.

4. Emotional awareness

1. NAME THE EMOTION!

Purpose: Naming emotions (verbalization) is an important element in knowing one's emotions. It provides a way forward for them to share with others, express and exchange.

Description of the exercise: When are you familiar with your emotions? Use this exercise to help you recognize different emotions that are important to know. Select which word corresponds to the appropriate emotion expressed by the faces in the pictures.

Then, discuss in the group what provokes these emotions in us.

Inlove/ proud / calm / surprised / pleased / hopeful / curious/ excited / interested / happy / amazed / embarrassed / sad / angry / scared / jelous



2. SAY IT LOUDLY!

Purpose: Manifesting ie. the ability of the child to freely express his/her emotions is also an important element in knowing emotions. Expressing emotions is a natural need that needs to be supported in an adequate way.

Description of the exercise: Do your friends sometimes do or say things that make you feel uncomfortable?

Do you sometimes think that it is necessary to say something, but you are afraid to do it at the same time? Here are some steps to help you say what you want.

- You stand in front of a mirror and say what you think
- You write a letter
- You write a diary

3. UNDERSTANDING THE EMOTIONS

Purpose: Understanding emotional competence will help you get to know yourself and learn how to improve your interpersonal skills.

Description of the exercise: Using the definitions listed, write the corresponding number of the correct definition in the blank space before each given term for emotional intelligence. There is only one correct answer for each term.

1. _____ **Stress tolerance**
2. _____ **Independence**
3. _____ **Empathy**
4. _____ **Self-confidence**
5. _____ **Optimism**
6. _____ **Impulse control**
7. _____ **Solving a problem**
8. _____ **Social responsibility**
9. _____ **Assertiveness**
10. _____ **Flexibility**
11. _____ **Interpersonal relationships**
12. _____ **Emotional awareness**
13. _____ **Luck**
14. _____ **Reality testing**
15. _____ **Self-actualization**

- a. I am responsible, cooperative and contribute to society. I am socially conscientious and concerned about others.
- b. I am able to resist or delay an impulse, urge or temptation when I choose.
- c. I am able to reach my potential and engage in activities that lead to an interesting, exciting and meaningful life.
- d. I understand, accept and respect myself.
- e. I am sensitive to what, how and why people feel and think. I care for others and show interest and concern for them.
- f. I am autonomous in my thoughts and actions.
- g. I am able to look on the bright side of life and be positive
- h. I am able to recognize problems as well as find solutions.
- i. I know what I feel and the reasons why I feel that way.
- j. I am able to establish and maintain mutually satisfying relationships. I feel comfortable giving and receiving emotions.
- k. I manage to cope in stressful situations through active and positive stress management.
- l. I feel good in school, work and relaxed situations. I can relax and enjoy my life.
- m. I am able to adapt my feelings, thoughts and behaviors to new situations and conditions. I am open to different ideas and ways of doing something.
- n. I am able to tune into the current situation and see things objectively, the way they are, rather than the way I wish or fear they will be.
- o. I can express my thoughts and feelings and ask for what I need. I can defend my rights in a constructive way.

ANSWER KEY: UNDERSTANDING EMOTIONS

- 1. k Stress tolerance
- 2. f Independence
- 3. e Empathy
- 4. d Self-confidence
- 5. g Optimism
- 6. b Control of
- 7. h Problem Solving
- 8. a Social responsibility
- 9. o Assertiveness
- 10. m Flexibility
- 11. j Interpersonal relationships
- 12. i Emotional awareness

- 13. l Luck
- 14. n Reality testing
- 15. c Self-actualization

5. Interpersonal relations

Empathy

Empathy is the ability to feel other people's emotions, to experience other people's fears, joy, problems. It is a skill that can be developed. When a child has this ability, we say that he/she can easily put himself/herself "in the skin of another" and/or "see with the eyes of another". Psychologically, we will say that the child is sensitive to the needs of others.

1. GIVE ME FIVE!

Building self-esteem in yourself is a very easy task when giving and receiving compliments.

You will need a large colored sheet taped to each child's back and a colored marker or crayon. Each child will move around the room and write at least one positive comment on each other child's sheet of paper. The comments should relate to the child's strengths. When they are finished, each child should take his/her sheet and read what others have written about him/her.

A discussion can follow.

2. ROLEPLAY/THEATER

Through roleplay, children learn to cope with their emotions as they act out fear, frustration, anger and aggression in a situation they control. It's also a chance for them to practice empathy and understanding. By giving children a sense of accomplishment and satisfaction, play can help build children's confidence and self-perception.

a. "What happened?"

A child acts out a scene. It is necessary to convey the audience. Is he/she upset about something? Or maybe scared? Or insulted by one of your friends? The audience must guess and name the emotions the actor is experiencing.

b. "Help, help!"

The child plays certain emotions. Other children help with advice. For example, a person with such a mood should be taken to the doctor: it is clear that something hurts. In the second case, he is simply upset about something - he needs to be comforted. If he is afraid, calm him down, etc.

These are only examples for roleplay. You can modify them and expand on your own choice. Enjoy with your students!

c. Pantomime

The aim of this exercise is to communicate emotions non-verbally with your partner, group.

Instructions: You start by writing feelings on a sheet of paper or card, which you will put in the box. You pull out one of the cards and act out the emotions without using words.

The rest should try to guess which emotion is presented to them. After each guessing, the following questions can follow:

How do you know who makes you feel happy/sad/angry?

How do you show others that you feel happy/sad/angry?

How do you know that a friend feels the same way?

What was the experience of trying to explain the feeling in a non-verbal way?

3. BROKEN TV

All participants in the game, except the leader and the first player, close their eyes. The leader quietly shows any emotion using facial expressions or pantomime. The first player "awake" the second player and conveys the emotion he saw, as he understood it, but without words. Then the second student "awake" the third and continue along the chain. Then the presenter asks all the participants, starting from the last and ending with the first, which emotions, in their opinion, are expressed. Thus, you can find a connection where there is a failure in the transmission of information or make sure that the "TV" is fully functional.

4. GAME "MY FEELINGS"

Purpose: to expand children's experience in establishing a connection between the perception of sensory information and the emotions that accompany it.

Equipment: a selection of music with different emotions.

Children listen to a piece of music with their eyes closed. Then the children name the emotions experienced at the moment of listening.

5. KELSO's CHOICES

They can be creatively used to solve small problems (they can be written and drawn so that they are constantly in the children's sight) - the child can choose two of the best solutions of his choice for each minor conflict or frustrating situation:

- *wait and calm down*
 - *switch to another activity*
 - *participate and wait your turn*
 - *talk*
 - *don't care*
 - *move away*
 - *tell them to stop*
 - *apologize*
 - *negotiate.*
-

6. SOME MORE IDEAS FOR ACTIVITIES AND WORKSHOPS

1. FAST EMOCIOGRAPHY / "Let's see which emotions do we know"

In this game, you are given a few letters, on which you have to start chanting, which means pleasant and unpleasant, that is, positive and negative emotions. The time for writing is limited, which means provoking well-learned and most frequently experienced emotions. Awareness of the wealth of emotions, as well as the difficulty in separating emotions from certain situations and reactions, is the goal of this game in the introductory part.

Note: After the game you can use the Vocabulary of emotions in the attachments section of this manual to explain them better to your students.

2. VOCABULARY OF EMOTIONS

From the emotions written in the previous game, the quick emociography we use them to create a dictionary of emotions for the whole group. The emotions we are dividing into two groups, generally pleasant and unpleasant. Students write what provokes them, as well as colors with which certain emotions are most often associated.

3. CIRCLE OF EMOTIONS / „Emotions I hanged out with the past week“

Each participant has an instruction: in one circle, which represents his emotional life in the past week, to mark how much part (how much space) which emotion belongs to and which color is usually associated with the specific emotion. The awareness of the emotion/emotions that dominated the past week and the color of the mood are the main goal of this game.

4. MY EMOTIONAL MAP-HOW DO I FEEL TODAY?

At the end of the school day, the emotional card is filled out individually by each student.

Instructions: Let's see how your day went. How did you feel today?







What made you feel that way? The purpose of the conversation is to remind the user of the past day, to return to the important things that happened to him, to make him aware of what he felt, whether he showed his feelings and in what way, how others reacted, it is especially important to connect the emotion with the incident that contributed to such an emotion.

If it is an unpleasant emotion, ask yourself: What could you have done to feel better? Students are then given the emotional map to complete. They can draw a face to show the emotion or write it, or just tick the corresponding emotion on the specific day of the week.

Purpose of the activity:

- awareness of emotions;
- awareness of personal desires and needs;
- naming the emotion;
- learning to show emotions appropriately;
- connecting the emotion with a specific situation;
- encouraging selectivity in selecting important events during the day;
- learning positive behavioral strategies;
- structuring free time

Joy Sadness Fear Shame Anger Love

						
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

5. GUIDED FANTASY "MY HAPPY PLACE"

Instruction: Sit comfortably and relax. Close your eyes and breathe calmly. Relax. Imagine your happy place, a place where you feel happy, relaxed and a place where you love to stay. In this place no one can do you any harm and it is a place where you are very loved and accepted. What does this place look like and where is it located? Now everyone should draw their own happy place. Interpretation in a circle of all participants.

Purpose:

- relaxation;
- developing imagination;
- developing a sense of belonging;
- awareness that makes us feel safe and secure;
- externalization of happiness;

- similarities and differences in showing emotions;
- structuring free time.

Materials required: paper, colour pencils, crayons.

6. WORKSHOP "RECIPE FOR HAPPINESS"

Purposes: Strengthen socio-emotional skills and resilience by understanding happiness and psychological well-being. Learn several methods of increasing your feelings of happiness and taking care of your mental health.

Instructions: Ask your students if they know a recipe, what they know how to cook. There may be all kinds of answers. Say that today you will learn to cook, but something completely special - and that is luck.

Have they ever heard that there is a recipe for happiness? Ask them how they know they are happy, how do they feel it and where in their body? Is it when they laugh loudly, mate, are very happy about something, get something...? Tell them that their own recipe is just right for him or her. Have them list the ingredients, large and small, in various amounts, then look at their recipe and put it away. Then hand out a couple of post-it notes to everyone and ask them to write one of their ingredients of happiness on each piece of paper and put them in your box. When you have collected everything, take out the pieces of paper and stick them on a common poster. Read them together and comment. Then tell them that happiness can be practiced, that you can learn to be happy and that happiness can increase.

7. CUBE-DICE OF FEELINGS

Goal of the workshop: Students will be able to identify at least five types of feelings.

Workshop duration: 45 minutes (adapted to one school lesson).

Material: • Feelings cube. The cube is made of any material with one basic feeling written on each side of the cube: angry, happy, sad, scared, ashamed, and a name is written on the sixth side of the cube.

Structure of the workshop:

Introductory part (5 minutes):

Students are told to make facial expressions corresponding to anger, happiness, fear, sadness, shame. A short conversation about how it feels when a certain facial expression is made, which muscles are tensed...

Middle part (30 minutes):

Divide the class into two or more groups. Give each group a large feeling cube. Have each student roll the cube.

The feeling on the top side of the cube determines what the student will talk about. Each student can say something about a situation when he had a feeling that came out on the top side of the dice. If the side with the name is turned over, the student can tell something about any feeling from the cube. When each student has gone through the exercise, ask a few volunteers to repeat what their classmates said.

Give each child enough time to say what they want. Remember the right of each student to be bypassed in this activity if they wish. If a student cannot think of what to talk about after rolling the dice, invite another student to participate. Return to students who have been bypassed, giving them another chance to respond.

Final part (10 minutes):

Joint sculpture. Students are grouped according to the feelings they got by throwing the dice. Each group chooses one feeling and makes a sculpture that best describes it. Make group funny photos.

8. WHEN WORDS ARE NOT ENOUGH

Sometimes it can be difficult for children to put words to what they are feeling. Instead, complex emotions may end up being expressed in other ways. Anxiety, stress or trauma may manifest as sensations in the body (body signals) like pains in the tummy, nail biting or hypervigilance, for example. Often, we will notice changes in behaviour like angry outbursts, withdrawal, an inability to concentrate or lethargy.

So how can we support children to work through these experiences in constructive ways?

One gentle way to do this is by encouraging children to express their thoughts and feelings through art.

Art therapy is a modality that uses the nonverbal language of art for personal growth, insight, and transformation.

9. ART therapy and emotions

Children's artistic expressions created through the artistic process possess many elements of conscious and unconscious meaning, which gives the possibility of insight into the emotional states of the child and enables children to communicate and express states, thoughts and emotions that they cannot express in words. Artistic expression encourages positive emotions, increasing the quality of social relationships and other personal competences, creates a safe space and the possibility of expressing the problems that are currently experienced and depicts the child's inner, psychological state and perception of the world around him.

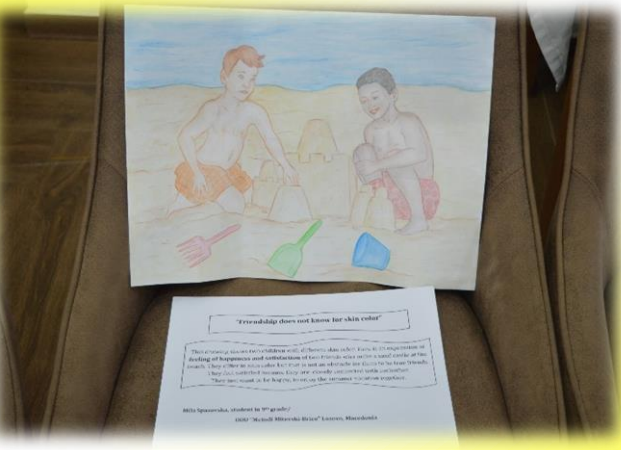
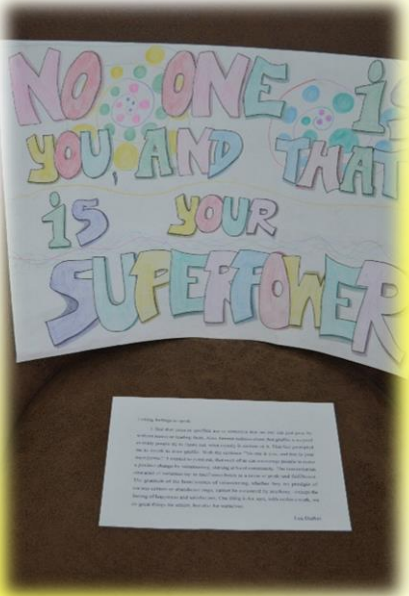
During the short-term exchange of groups of pupils-mobility in our partner school "Kuzman Josifoski-Pitu" in Kicevo, Macedonia titled "Letting feelings to "speak" we had the possibility to enjoy the exhibition of paintings made by the participating students from all partner schools in our Erasmus+ project "Only the sky is the limit foe open hearts! SOLIDARITY FOR EQUALITY"

Every country team brought a couple of artistic products (drawings-paintings) on the topic of mobility (Letting feelings to speak).

There was no limitation on the technique, style or composition of the painting or Students had a freedom to express themselves in the best way they could.

Every piece of art needs to have a description of around 100 words. The description has to include: idea, motive, and explanation of the content of the drawing.





7. "Nurse your emotions"

Our activities within the short-term training and a workshop during the mobility in the partner school "Metodi Mitevski-Brico" Lozovo, Macedonia (4.2-9.2.2022)

1. Emotions workshop: How do I recognize my emotions and the emotions of others?

- Each participant is given a sheet of A4 format divided into two parts, with 4 circles in each part. In each of these circles, the participant has to draw four emotions that he had in the previous two weeks-month days.
- In the other 4 circles, he should draw: when he had a certain emotion, how his loved ones (relatives, by choice) reacted to that specific emotion).
- Then they are divided into groups and in each group they discuss in a circle: everyone says the emotions, what causes the specific emotion, do they show it, how can others recognize that emotion, does they hide an emotion, are they afraid to show her, how others react to each of those emotions, were emotions shown in their family?
- The groups can be asked to list as many emotion terms as possible. Let's see which group will write the most, what vocabulary they have for emotions).

Purpose: Recognizing and naming emotions, understanding the role they play in our lives and relating emotions to a specific situation and family context.

Materials needed: Pens, markers, A4 sheet for all participants (sheets with printed circles), flip chart board, hammer, whiteboard paper, LCD projector, canvas, laptop, presentation - emotions and their recognition, naming.

The group writes down a vocabulary of emotions

2. Non-verbal expression of emotions

Purpose: To learn that emotions have a physiological basis, bodily manifestation and their non-verbal expression.

Exercise: The participants are given a pair of emotions and in pairs they guess which emotion their partner shows non-verbally, then they switch roles (and two partners each have 2 different emotions that they can express only non-verbally without showing the cards to each other).

Then, in pairs, they should discuss how we recognize and respond to the other person's emotions?

The answers of the groups are recorded on flip chart paper - volunteers are chosen from each group or we call them by name.

Materials needed: List-pair of terms for emotions

Selfconfident - Shy

In love-Nervous

Scared-Aggressive

Happy-Proud

Shows pity- Joyful

Self-loving-Anxious

Angry- Conceived

Interested- Happy

I'm bored-Astonished.

The answers of the groups are recorded on flip chart paper - volunteers are chosen from each group or we call them by name. Discuss this in a group:

- Which emotional states were the easiest for you to recognize and which were the most difficult?
- What did you pay the most attention to?
- What they tell you in different situations: The eyes of the person you communicate with Facial expression; Hands; The shoulders; The legs; Posture?
- Were you always aware of your own non-verbal communication?
- Which communication channels were you little aware of and which were you most aware of?

3. Where do we feel emotions in the body? Body map silouete

Students choose a particular emotion and draw it/them into a silhouette of a person in colors they think are appropriate to express that particular emotion.

Then we talk in a circle (in our groups) about which emotion they showed and where, in which part of the body they feel and recognize it most intensely and easily.

Materials needed: Sheets with silhouette-The feelings in my body, LCD projector, canvas, lap top, markers, flip chart paper, flip chart board.

Video: emotions bodymapping

(https://www.youtube.com/watch?v=cZP_I6NkQb4),

The discussion can also be conducted by asking the following questions:

Think about emotions and how all your senses process it:

- Maybe you feel like you had a temperature?
- Is it smooth or rough feeling?
- Does it remind you of some taste?
- Does it associate you with any sound?

- Is there a sound you associate with it?
- Is this emotion have a shape, some specific color?
- Is there a reason for any of these connections?

Participants are finally shown a video of the body map of emotions.

https://www.youtube.com/watch?v=cZP_I6NkQb4

4. Use this table of behavior components for analyzing and better understanding your emotions

What happened	How I felt	Thoughts that went through my head	Physical Physiological changes	What I did	Consequences

8. “Tips” for the teachers

Strengthening competencies for emotional intelligence



Feeding emotional intelligence into your "success playbook" may be the single most important thing you can do for your mental well-being, as well as your career.

Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use and manage one's emotions in a positive and constructive way to relieve stress, communicate effectively with others, overcome challenges and skillfully to deal with conflicts. EQ also allows you to recognize and understand the emotions of other people around you.

High level of emotional intelligence is reflected in a high level of self-awareness, self-management, motivation, empathy and good social/communication skills.

Ways to improve your emotional intelligence:

1. Do not interrupt others or change the subject. If the feelings are unpleasant, we may want to avoid them by interrupting or distracting. Sit down at least twice a day and ask, "How do I feel?" It may take some time for feelings to emerge. Allow yourself a little space-time, for yourself.
2. Don't judge or change your feelings too quickly. Try not to manifest your feelings before thinking. Healthy emotions often rise and fall in waves, rising, springing up and disappearing naturally.
3. See if you can find connections between your feelings and other times you felt the same way. When a difficult feeling arises, ask yourself, "When have I felt this feeling before?" Doing so can help you figure out if your current emotional state is a reflection of your current situation or something in your past.
4. Listen to your body. A knot in your stomach while driving to work can be evidence that your job is a source of stress. Listening to these feelings and the underlying feelings will allow you to process them to your reasonable extent.
5. If you don't know how you feel exactly, ask someone else. People rarely realize that others can judge how they feel. Ask someone you know (and trust). You may find the answer both surprising and enlightening.

Emotional intelligence helps you build stronger relationships, succeed in school and work, and achieve your career and personal goals. Building your emotional intelligence can also help you connect with your feelings, manage stress, turn intention into action, and make informed decisions about what's most important to you.

High emotional intelligence can help you successfully manage workplace relationships, lead and motivate others, and enjoy your career.

Building Emotional Competence - Four Key Emotional Skills:

- self-awareness
- self-management
- social awareness
- relationship management.

APPENDICES

A. Emotional Literacy: Using Feeling Faces- Feeling Cards:

- Use the pictures to talk about, identify, and describe different emotions.
- Children can use the feeling faces to let you know how they are feeling throughout the day.
- Use the feeling face pictures as a way to pair children together. When they find their match, they have found their partner!
- Use the feelings face pictures to create games. Duplicate the faces and make a “matching” or “memory” game. Cut out the pictures and use a template to make a bingo board. While playing the game, call out the feelings and have children put a marker on the named feeling.



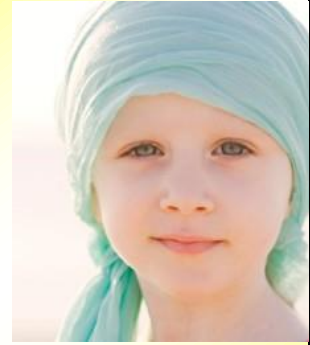
Affectionate



Bored



Brave



Calm



Cheerful



Comfortable



Creative



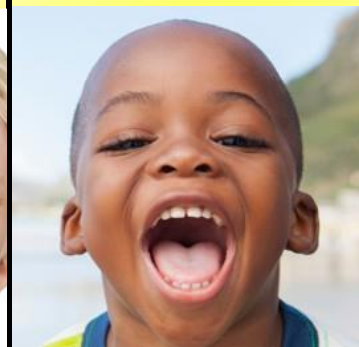
Curious



Disappointed



Disgusted



Excited



Embarrassed



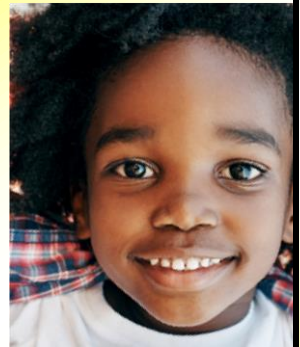
Fantastic



Fearful



Frustrated



Happy



Jealous



Lonely



Loved



Mad



Nervous



Overwhelmed



Proud



Relaxed



Sad



Safe



Satisfied



Scared



Sensitive



Serious



Shy



Stressed



Strong



Tense

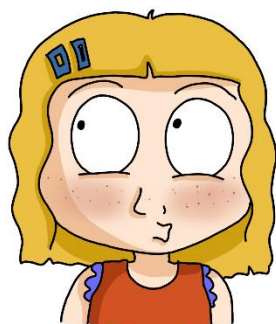


Tired



Worried

B.1. Flashcards-cartoons of emotions



DISTRACTED



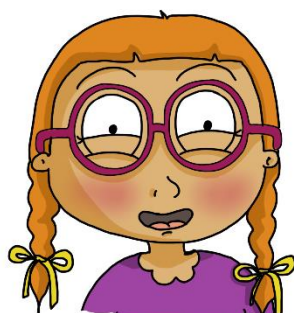
PROUD



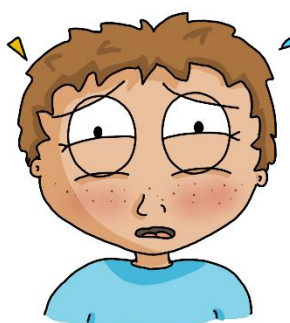
BORED



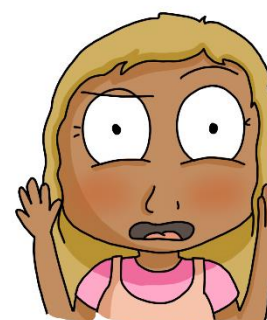
INTERESTED



HAPPY

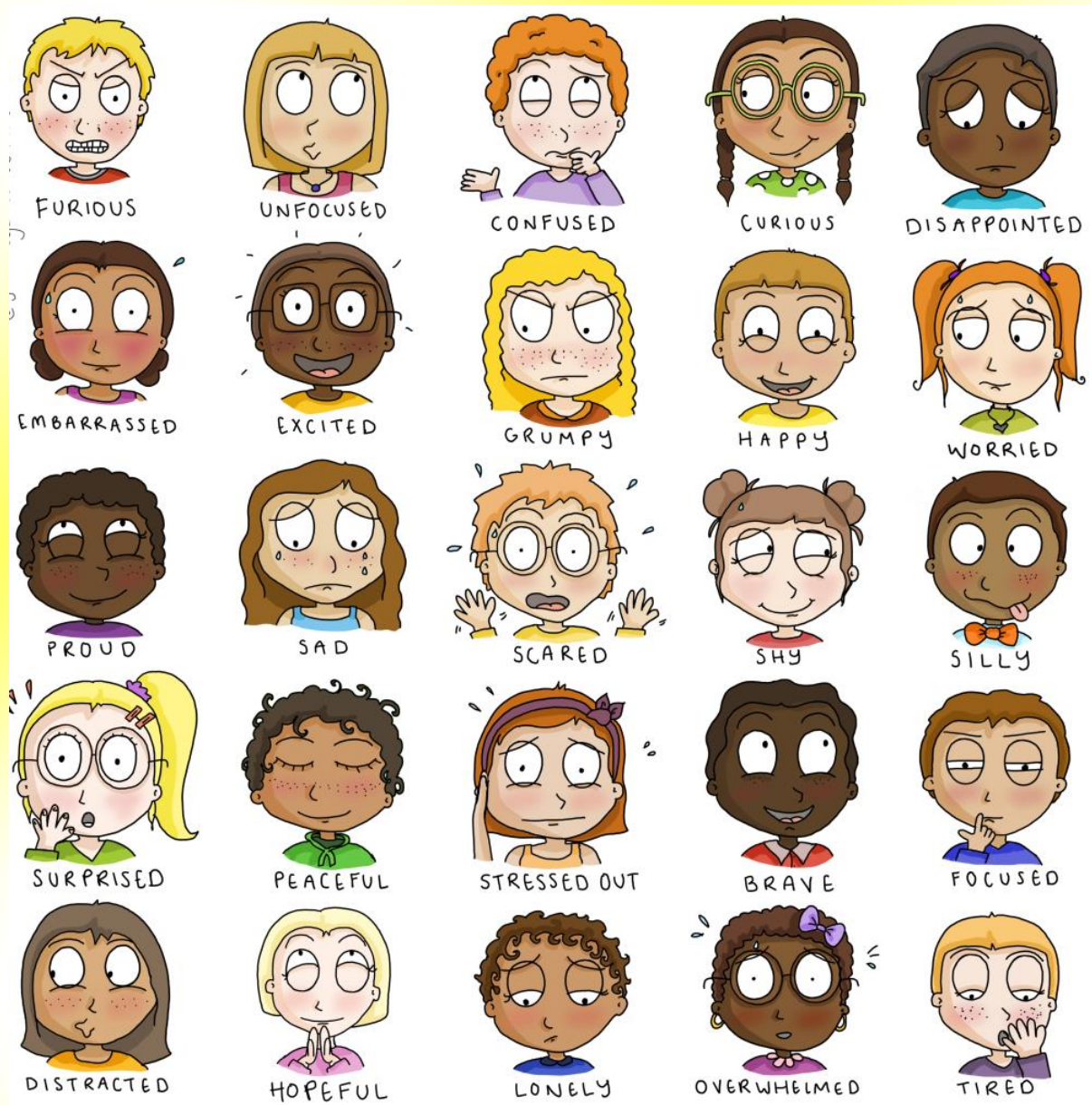


ANXIOUS

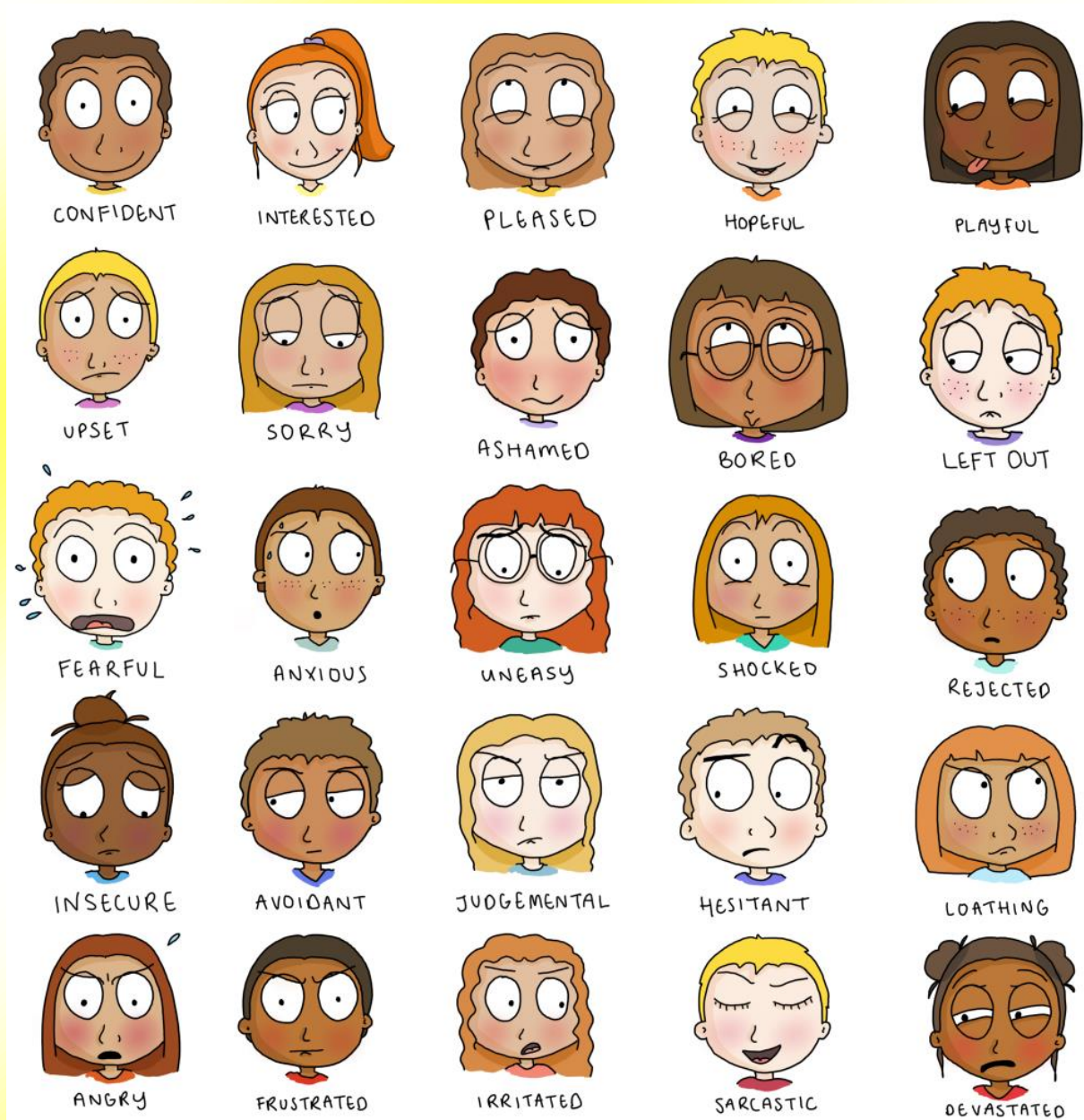


STRESSED

B.2. Flashcards-cartoons of emotions



B.3. Flashcards-cartoons of emotions



C. Emotions-situations "Tell me the story"









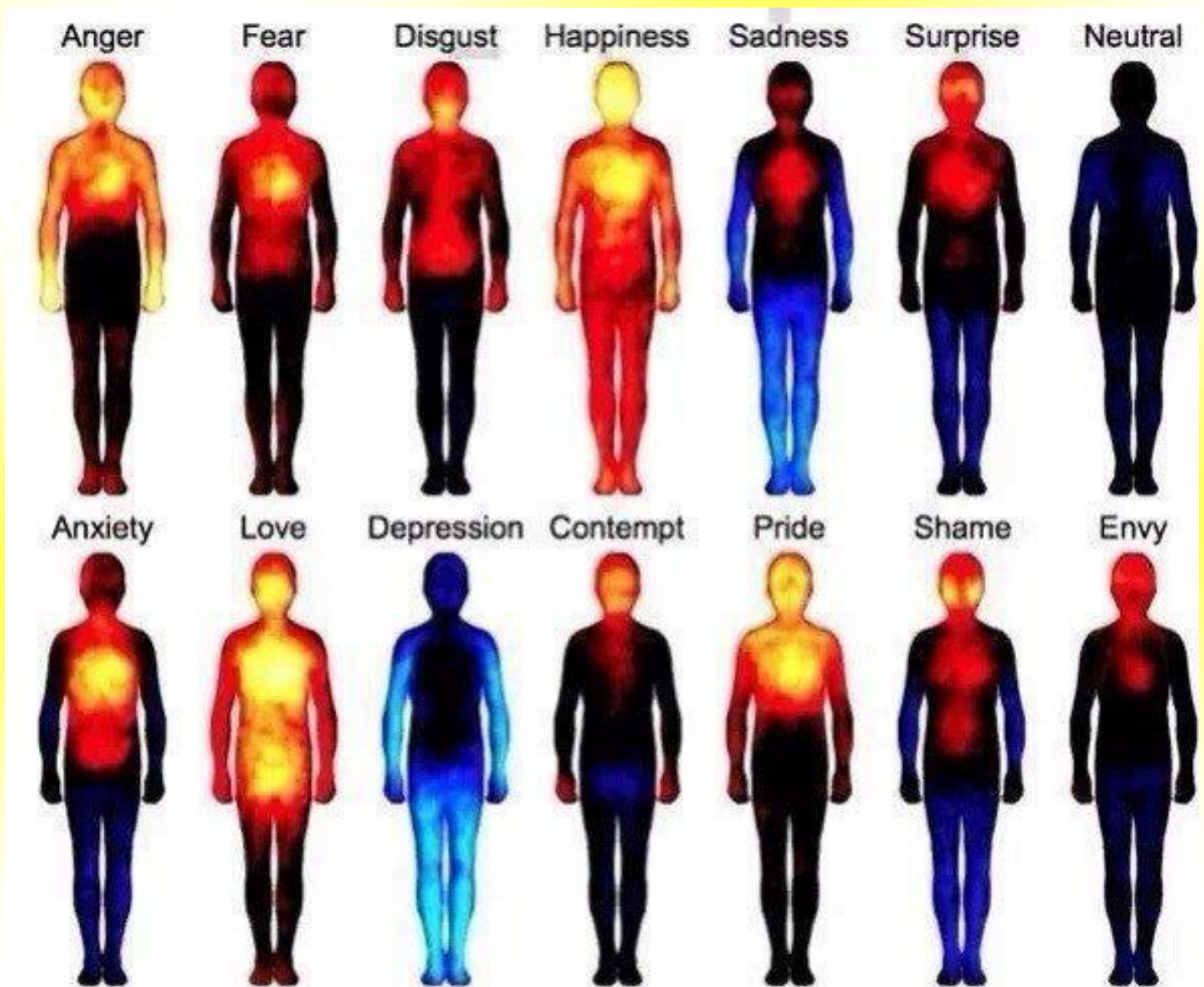


D. 1. Mapping Emotions in the body



Internet source <https://greatist.com/connect/emotional-body-maps-infographic>

D.2. Mapping Emotions in the body



People feel sensations in different parts of their body depending on their emotions.

Internet source: <https://www.scienceofpeople.com/emotion-maps-emotions-change-body/>

E. Emotional vocabulary

1. **Satisfaction** is a pleasant feeling, which occurs when we satisfy some of our important desires and at the same time we confirm some of our basic life premise. Man feels satisfied if he is closely connected with other people, with nature or if he grows and develops relatively freely in an integrated, meaningful human being.

2. **Security** is a feeling that results from our confidence that we know how our life is going or will be going or something going on around us. One can be confident in oneself / self-confidence / or have confidence in someone else. Security is different from the protection with which we primarily protect ourselves from danger and danger.

3. **Trust** is a feeling that arises when we evaluate the other person as well-meaning, confident and responsible.

4. **Gratitude** is a feeling that arises in relation to other people who care about our basic needs and desires and who accept us as we are.

5. **Pride** is a feeling that arises when we judge that some of our actions, traits or our personality are approved by a person who is important to us or is from the environment in which we live. It represents success and triumph when we have succeeded in something.

6. **Hope** is the anticipation of a pleasant feeling, while we believe that certain desires or life plans will be fulfilled in the future.

7. **Longing** is a feeling associated with a desire or need that we expect to be realized. Longing allows for a great deal of imagination. If it takes too long, it can turn into despair or a game in which we are aware that we are running away from fantasy, and then its basic function is compensatory.

8. **Compassion / empathy** / is a feeling that means not only understanding other people but also emotionally participating, caring, wanting to be positive and helping.

9. **Respect** is a feeling that arises towards other people or ideas, which we believe have high qualities. While love is felt for the whole being of the other, respect is based on a certain value judgment.

10. Joy is a feeling associated with the fulfillment of a desire or hope. While satisfaction is felt when a wish is fulfilled.

11. Happiness is a more intense and complete feeling than joy. It is a sign that we have confirmed some of our life thesis, that we have conceived life identity, that we have found intimacy with another person or persons and that we live in harmony with ourselves, with other people.

12. Love is a complex feeling that has many aspects and forms of expression, and is most directly related to another person. Love can be close /agape/and to oneself/healthy/narcissistic/merciful/caritas/love of humanity/philanthropy /friendly love/platonic/ passionate.

13. Anxiety is a type of fear about a future situation that the subject assesses as exceeding his or her abilities. It is a form of fear, but it is tied to a **clearly defined future situation**. If it is tied to perfectionist expectations of the ego-ideal, then it is inhibitory, but it can also be extremely motivating.

14. Suspicion is a feeling that occurs when we are in a situation where we estimate that we can not trust the other person, that he is lying and has hidden or bad intentions. It can also mean distrust in the truth of an event.

15. Jealousy is a complex feeling that occurs in situations when someone takes over our partner or endangers our relationship with someone who is important to us.

16. Guilt is an unpleasant feeling, which occurs in situations in which we assess that we have done something wrong and thus we have harmed someone or we have deviated from our moral norms. Along with the shame, the guilt is the so-called "moral feeling."

17. Shame is a kind of fear, which we feel in situations in which we estimate that we have created a negative image of ourselves, in front of the people who are important to us. Shame keeps the border, beyond which other people, no matter how close to us, can not pass.

18. Envy is a feeling we experience in situations where we estimate that someone has something valuable or is hurt by something.

19. Fear is an uncomfortable feeling that occurs when we are in danger and when we feel threatened because we are expecting an attack. Biologically, fear contributes to survival and self-preservation. Fear is used for situations here and now.

20. Sadness is a feeling that occurs when we lose something that is important to us. The function of **grief** is to reorganize the person through the **grieving process**. When we pass the stage of **shock** and the unreal struggle to regain what is lost, the phase of **experiencing pain and crying** begins, which lasts differently and is expressed differently. Then come the phases of **anger and rage** / why it just happened to us /, to the phases of **acceptance and reconciliation** with the loss. The grieving process, no matter how subjectively painful, makes us healthier and freer to move on.

F. The wheel of emotions

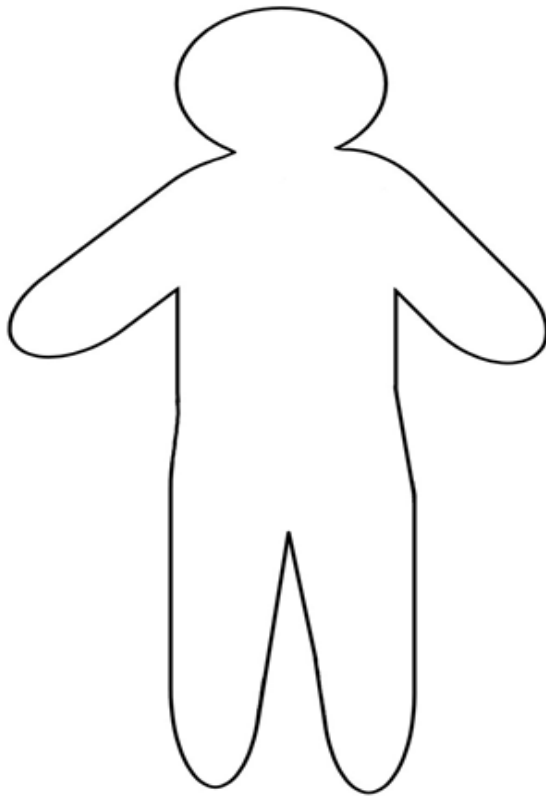
How do it feels, When do you feel.....



Intrenet source: <https://blossomireland.ie/body-maps-and-emotions-colour-wheel/>

G. Body map silhouette

The Feelings in My Body



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Internet resources

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<https://minikar.ru/bs/zdorove-i-krasota/igra-na-izuchenie-chuvstv-emocionalnye-igry-igra-ugadai-emociyu/>

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<https://www.scienceofpeople.com/emotion-maps-emotions-change-body/>

<https://blossomireland.ie/body-maps-and-emotions-colour-wheel/>

https://www.youtube.com/watch?v=cZP_I6NkQb4

https://challengingbehavior.cbcs.usf.edu/docs/FeelingFaces_cards_EN-Blank.pdf



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