

Aspects of emotional competence covered: Emotional awareness,
Self-regulation of emotions
Educational level: Primary, Secondary Education, Tertiary Education

SOURCE: BILJANA PAVLESKA (A Pedagogue)

DURATION:45min.

ACTIVITY/TUTORIAL: When I feel blue and how to deal it with

INTRODUCTION:

While the children do some activities or do something to face with intensive feelings that enables their body to get rid of the pressure, tension that they feel in certain parts of their body. It's a nice feeling to talk with somebody who's listening to you, with someone who won't interrupt you or judge you after which you get the feeling of relief, clarification and tension release.

Range of students:

All the members of the School Union (The class presidents from 6th to 9th grade)

The lesson starts by holding their hands and each student says a sentence

When I'm sad..... (*tells us how does he/she feel*),

When I'm happy..... (*tells us how does he/she feel*)

CURRICULIM OBJECTIVESS:

The goal of the activity: It is aimed at helping the students' learning the ways of expressing their feelings and finding a way to cope with them!

PREPARATION: The children are introduced into the activity by explaining them that the EMOTIONS are crucial in human's life, but it's more important how to cope with them.

- **Copies (worksheets)**
- **Pencil**

VOCABULARY: Emotional awareness, Difficulties, self-regulation, Conflict, Resolution

PROCEDURE: Each student gets a worksheet

A WORKSHEET directions:

| | | |
|---|---|---|
| <p>Your friend leaves abroad. How do you feel?</p> | <p>Which part of your body you feel it? (mark)</p>  | <p>What I can do to feel better?</p> |
|---|---|---|

Each student reads his/her given situation.

- First he/she explains the feelings and then he/she marks the place of the body where he/she feels the sadness or the happiness.
- Then a discussion follows what we could do to feel better. The children write down these statements on the worksheets.
- At the end, the students in pairs draw (with their fingers: a heart, some lines or letters or a friend's name) something at their friend's back so that their friend should guess what is it and what kind of feeling has been caused.
- In the concluding part there is a discussion about how we feel, how to show our emotions, who we should share our sadness with and how to share our happiness and sadness.

EXTRA: / Extension:

A discussion with the parents and friends, and sharing experiences.

Tips for parents/ teachers/ students: *It's better if....*


A copy/ A report sample: *the enclosed doc.*

For homework: see tips

REFLECTION: *With the activity which has been carried out students get the feeling of calmness, a close friend relationship, they learn how to control their emotions and get the opportunity to share them.*

RESOURCES: *Worksheets as shown (below)*

A WORKSHEET:

| | | |
|---|---|---|
| <p>Your friend leaves abroad. How do you feel?</p> | <p>Which part of your body you feel it? (mark)</p>  | <p>What I can do to feel better?</p> |
| <p>Your love tells you are wonderful. How do you feel?</p> | <p>Which part of your body you feel it? (Mark)</p>  | <p>What I can do to feel better?</p> |

Step 1: The lesson starts by holding their hands and each student says a sentence **When I'm sad.....** (tells us how does he/she feel), **When I'm happy.....** (tells us how does he/she feel)

Step 2: The students are explained where on the worksheet they are supposed to write and mark their feelings of happiness and sadness

Step 3: Final activity the students in pairs draw (with their fingers: a heart, some lines or letters or a friend's name) something connected with emotions at their friend's back so that their friend should guess what is it.

TIPS:It's very important to cope with our emotions in certain difficult for us situations and what to do (to talk to your parents, to talk to your class teacher, to the school pedagogue, the school psychologist, to a friend)not to suppress the feelings. It's good to talk to someone who has your trust. Sometimes you should write a letter when you can't understand yourself or to draw as in the example.