



Workshop goals:

- To identify and name the 4 main emotions in order to better understand your own behavior and to learn how to interact appropriately with others.
- To observe non-verbal and verbal indicators of the 4 basic emotions: fear, anger, sadness and joy.

Take-home message for the children:

- It's normal to feel emotions. Everyone feels emotions.
- Emotions express themselves through our bodies, our thoughts and our actions.
- Emotions cause us to act, or also not to act.
- Naming emotions that are too intense can allow you to act in a calmer manner.

Theoretical background for the teacher:

Emotions are affective states which can vary in duration and intensity. They are indispensable, and guide our actions and decisions. They can be pleasant or unpleasant. When they surpass a certain limit, they can cause a state of stress that stops us from acting and thinking with a clear mind, blocking our learning process. These states are present at three levels: in your emotions, in your thoughts and at a body and behavioral level. The physiological reactions of stress start at an instinctive level, at a desire to fight, flee and/or to hide in case of danger.

Outline of the workshop and suggested activities

Adjust and adapt according to childrens' age

Children are welcomed

Presentation of goals to children

Watching video with children

Discussion: guide the children to discuss what they have seen and what they remember 20 to 30 min.

Questions about the film to introduce the subject to the children:

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| 1. What happened? | 4. How do they react? |
| 2. What do the characters feel? | 5. What do they do? |
| 3. What do they think? | |

Questions to relate the video to their lives and to include as many children as possible in the discussion:

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| 1. And you? Have you experienced a similar situation? | 4. What did you think? Who has thought that as well? |
| 2. What did you feel? Who has felt the same? | 5. What did you do? Who has also done that? |
| 3. What happened in your body? Who has also felt that in their body? | 6. What happened then? |

Activities – Workshop no. 1

Stress and Emotions: What happens in my brain?

The flower of emotions (cf. worksheet 1)

10 to 20 min.

This tool allows children to discover the 4 basic emotions: joy, fear, anger and sadness, as well as calmness, a neutral sensation. They will learn to recognize emotions and to say “how I feel”. They will learn to express the first few nuances: a bit, quite, a lot.

Print and cut out the circle and flower on solid paper or thin cardboard. Attach both parts to the center of the circle with a split pin. You can use a colour-in version and ask the children which colour they would like to attribute to which emotion.

Ask regularly - or in certain situations - the following question: “*What are you feeling at the moment?*”. The child can then identify and name the emotion and grade its intensity. There may be several mixed emotions at once...

Super Observer! (cf. worksheet 1A)

20 min.

The story about the beginning of the school year and the characters in the film help the children improve in recognizing verbal and non-verbal emotional indicators. They are not always clear or coherent: non-verbal indicators are generally more reliable. They can use their first-hand experience of those kind of situations. They can use the suggested observational table during the film, and then further to analyze their own emotions.

If I were in that situation... (cf. worksheet 1B)

20 min.

The cut-out stories are distributed at random. The children should ask themselves: “How would this situation make me feel?”. One after the other has to then act out how they would feel, and the other children in the group have to guess.

A discussion might arise: they can feel several emotions at the same time with different intensities. The other children may feel different emotions in that situation.

A hodgepodge of emotions

20 min.

Possibly prepare material: a big pile of magazines. The children bring in a lot of magazines to class. Then they can cut out pictures and words that represent all possible emotions. The pictures and words will also be used in the following workshops.

Why handle your emotions? (cf. worksheet 1C)

10 to 20 min.

This activity allows the children to be aware that they can act on their excessive emotions (stress). It makes them understand why it is in their best interest to be able to better identify the stress in their lives, and also how to handle it. It guides them towards talking about stress with the help of the cut-out card game and helps them to look for alternative reasons.

Conclusion

Activities can be concluded with reflection time with the children: what do you remember, what have you understood...?

Ask the children to make a decision that they will then present to the group.

Each child makes a decision: “I decide to...”, “I will...”