



### Workshop goals:

- To name and discern emotions in the fear spectrum.
- To observe the specific indicators of fear.
- To evaluate the intensity of emotions in order to accept and deal with them more effectively.
- To train yourself in accepting and facing your own fear.

### Take-home message for the children:

- Fear is a very powerful, instinctive state of stress that can save your life.
- When our life is not in danger, the emotion can indicate a need for protection or safety.
- To confront your fear and master the challenge means overcoming yourself and being proud of yourself.

### Theoretical background for the teacher:

Fear originally is an instinctive emotional state that signals our life may be in danger. This state triggers physiological reactions that facilitate a flight reaction in the face of danger. When there is no real danger, the emotion indicates a threat to our safety or to our psychological or emotional equilibrium, for example when protecting ourselves from the gaze of others, when facing the unknown, or preserving a relationship. The problem lies in that the instinctive reaction of avoiding those situations can strongly limit our actions and ways of behaving. The fear we feel in the moment we talk, act or sing in front of an audience is called stage fright. Stage fright is an emotion that allows us to mobilize our energy. If we face it, it can help us succeed! To be courageous means to listen to the information our alarm signals are passing on to us, to look “danger” in the eye, to evaluate the situation and act accordingly.

## 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:

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

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

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

## Activities – Workshop 2

### What is fear? What can we do?

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#### The thermometer of fear (cf. worksheet 2)

10 to 20 mins

The children will expand their vocabulary on the emotion of fear. They will learn to discern fear in order to find a lower emotional intensity in place of a higher one that could impair ability and become stressful, allowing them to carry on with the task at hand.

The thermometer allows them to visualise the intensity of the emotion by asking “How do you feel?”. The first zone is a comfort zone. The second zone is the control zone. The “ok” shows the point where it starts to get difficult. Then there is the critical zone, which becomes a turbulent zone where fear in turn becomes very difficult to control.

#### What is fear? (cf. worksheet 2A)

20 mins

The children explore three domains in which their fear can manifest itself: feelings, physiology and thoughts.

With the help of the table, they can order and stick in the cut-out words into their respective columns as per the intensity of the fear indicators - if necessary with the help of an adult, either individually or in small groups.

The completed tables can vary slightly from one child to another since these indicators are subjective.

#### When I’m afraid... (cf. worksheet 2B)

20 mins

With the help of the characters, the children practice recognizing and naming verbal and nonverbal indicators of fear. They can use the observation table provided for them (cf Super observer! Worksheet 1A) to analyse their current/actual/real emotions. The children are invited to draw their reaction on the face and fill in the outline of the body with their own indicators.

#### Regaining my cool (cf worksheet 2C)

5 to 10 mins

Following the proposed steps on the ladder, the children practice accepting their emotions in order to progressively move towards calming down.

#### A hodgepodge of emotions

20 mins

Reuse the image resources from activity 1 (add more if necessary). Collect all the photos and words that represent fear and, if necessary with the help of an adult, discuss and stick them onto either:

- a big board for every emotion as a collective group exercise
- or onto a sheet for every emotion as a more personalised exercise.

Depending on the age of the children, you can also propose making a scrapbook or other artistic activities.

#### Breathe like a tree / Breathe like a mountain (Grounding exercise)

5 to 10 mins

Breathing is the first step to controlling your emotions. These two activities teach children how to ground and calm themselves down to then be able to act calmly. Propose to practice each of these breathing techniques first together to establish a base pattern. Take some time to ask what effect it has on them. Then invite the children to practice individually according to their needs.

## 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...”