



Workshop goals:

- To name and discern the emotions within the spectrum of joy.
- To observe the specific indicators of joy and the joy of discovery.
- To focus on the joy itself of sharing your joy and connecting with someone.
- To use joy as a source of motivation, concentration and perseverance.

Take-home message for the children:

- When you feel no sense of danger or stress, there becomes space for a more pleasant emotion: joy.
- Positive emotions give us energy - a boost, and allow us to take pleasure in what we're doing and prepare us for learning new things.
- To focus is to calm feelings that are too strong, meaning we can be more attentive and inquisitive.

Theoretical background for the teacher:

Stress has a detrimental effect on our attention and performance. That's why it's important to learn to manage our unpleasant emotions. To give our motivation and learning capacities a boost, all you need to do is create a positive, joyous, open and compassionate environment. This kind of atmosphere promotes inquisitiveness and active participation in the children. When it comes to human interaction, positive emotions are contagious. Smiling at another person is a sign of acceptance, it reassures and is pleasant. Joy contributes to reinforcing social connections and is therefore conducive to cooperation amongst the children.

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 5

How is it like to be zen and attentive? What can we do?

The thermometer of joy (cf. worksheet 5)

10 to 20 mins

The children will expand their vocabulary on the emotions of joy. They will learn to discern joy and how to dial it back to a lesser intensity, allowing them to continue doing what they're doing compared to a more intense level, where it becomes stressful and impairs ability.

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.

How is it like to be zen and attentive? Table of indicators (cf. worksheet 5A)

20 mins

The children explore three domains in which their joy 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 joy indicators either individually or in small groups (if necessary with the help of an adult).

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

When I'm happy... (cf. worksheet 5B)

20 mins

The children practice recognizing and naming verbal and nonverbal indicators of joy with the help of the characters.

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.

To be zen and attentive (cf. worksheet 5C)

5 to 10 mins

Following the steps proposed on the ladder, children practice calming their excitement or agitation in order to progressively move towards being zen and attentive at the same time.

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 joy 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.

Walking on a beam – Breathing of the heart (cf. worksheet 5D and 5E)

5 to 10 mins

The beam metaphor helps develop your attention and concentration. The breathing of the heart invites the children to train and share their smiles.

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..."