

**Technology is everywhere!
Where is the balance?**



**Module 2 –
emotions , self-esteem , communication 10-14 years**



**Dofinansowane przez
Unię Europejską**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National Agency (NA). Neither the European Union nor NA can be held responsible for them

Module 2 presentation

The types of skills needed by a person to function well in life and the hierarchy of their importance depend on many factors. From the point of view of health promotion and WHO primary prevention, the following skills are important: well-being, interpersonal relationships and health-promoting behaviors. Among them :

- Dealing with emotions and managing stress (including self-control, dealing with stress, anxiety, difficult situations).
- Self-awareness and empathy (e.g. self-esteem, identification of one's own strengths and weaknesses, positive thinking, building the image of oneself and one's own body, self-education).
- Effective communication and maintaining good interpersonal relations (e.g. active listening, giving and receiving feedback, verbal and non-verbal communication, assertiveness, negotiation skills, conflict resolution, cooperation, teamwork).
- Making decisions and solving problems (including searching for alternatives, assessing risk, obtaining information and assessing it, assessing the consequences of actions and behaviors, setting goals, etc.).
Creative thinking and critical thinking.

In Module 2, we focus on recognizing and dealing with emotions, strengthening self-esteem, proper communication and assertiveness.

OBJECTIVES OF MODULE 2

- developing the ability to recognize and name their own emotions
- developing the ability to talk about your emotions and needs to others
- learning to deal with unpleasant emotions, regulating them in a constructive way
- understanding and dealing with other people's emotions
- building a sense of security
- expanding knowledge about yourself
- getting to know your resources
- awareness of strengths and weaknesses
- work on self-esteem

OBJECTIVES OF MODULE 2

- developing communication skills
- understanding the differences between verbal and non-verbal communication
- awareness of communication barriers (what helps in communication with others and what hinders this communication)
- knowledge of communication styles
- familiarize yourself with the concept of assertiveness and understand what an assertive attitude is
- practicing conflict resolution with respect to the needs and feelings of each party
- awareness of one's own rights and the rights of others


Sesja 1- emotions





PRESENTATION OF SESSION 1 - EMOTIONS

What are emotions? What are emotions for? Does understanding them allow you to control yourself?

- Emotions build our individuality. Thanks to emotions, we establish relationships, create communities, develop our existential and spiritual spheres, develop and function better. Thanks to emotions we feel motivated, they give movement to our inner and outer world.
 - Knowledge of the course of the maturation process, key developmental tasks and needs of adolescents allows for understanding, among others, the need for young people to acquire emotional independence from adults and parents and makes it easier for them to go through the period of "rebellion" and dilemmas, enabling them to build bonds with friends and relatives. During the classes, students will learn to recognize and name feelings and emotions, as well as learn how to deal with them.
 - Emotions accompany us every day, in various situations, and they usually appear for a reason. Very often they inform what is important and important to us. If they are negative, it is worth learning to control them.
- 

Tips for talking about emotions and emotional states

- **Anger** is an emotion of action, unpleasant but very necessary. Like every emotion, anger also has its important functions: it is a natural and normal response to a sense of threat, or the feeling that something is not fair, unfair is an emotion that is associated with a lot of agitation and is a reaction to, among others, crossing a personal boundary, a threat needs or failure.
- **The experience of shame** is directly related to the judgments of others. Anyone who grows up ashamed of themselves, their abilities, living conditions or any other personal trait blocks themselves from the world. He feels rejected because he hides himself under a shell that is supposed to protect him from ridicule or embarrassment.
- **Stress and emotions** have things in common, but they are not the same. A stressful situation can be a source of specific emotions (fear, surprise), and an emotion can lead to stress (e.g. the appearance of blushes in shy people), but while stress always evokes emotions, the latter do not always lead to stress if we manage them properly and we know how to recognize them. Some emotions, such as jealousy, anger, anxiety, shame, fear, and guilt, often occur in response to stressful events. Other emotions, such as joy and love, are usually considered positive emotions, but they can also be associated with experiencing stress.

Tips for talking about emotions and emotional states

- **Anxiety** - an unpleasant emotional state associated with the anticipation of danger coming from the outside or coming from within the body, manifested as anxiety, a feeling of tension, embarrassment, threat. Unlike fear, it is an internal process, unrelated to a direct threat.
- **Sadness** is one of the six basic emotions, along with happiness, anger, surprise, fear, and disgust. Sadness is a negative emotion accompanied by a sense of suffering, hurt, misunderstanding, regret and melancholy. It is usually manifested by depression, low mood and energy, crying, lack of motivation and isolation from others.

Module 2 is to help students deal with emotions and unpleasant states - the teacher is supposed to guide them through the following exercises.

Working methods and materials needed

- Methods: circle, round, brainstorming, group work, individual work, mini-lectures, talk
- Materials: flipcharts, feelings cards, markers, markers, worksheet



Session 1 activity 1

Welcome

Initial round - "What do I start with" - each participant says in one sentence what they start classes with (mood, energy level ...)
ATTENTION! We start and end each class the same way: with a starting and ending round.

Introduction to the topic of the class - brainstorming/mini-lecture/talk about emotions The facilitator asks the participants what are emotions? What role do they play in our lives? Can we group them, categorize them? (pleasant/unpleasant)

The teacher organizes and complements the knowledge of young people. Writes down ideas on a flipchart creating a mind map.

Exercise/play "Puns of feelings" - the leader divides the participants into two groups. Each group alternately delegates one person to the center to demonstrate a feeling without using words, which the leader will draw from a previously prepared bag full of names of emotions written on cards (feeling cards can be used). The team of the person who shows the emotion guesses it (in less than a minute). If they fail, the other team guesses the emotions and if they guess, they get a point. The groups take turns guessing the feelings.

Session 1 activity 2

Exercise "Body and emotions" The facilitator divides the group into three teams. Everyone gets a large sheet of paper. Each group on the sheet draws a large character diagram (you can draw a person who volunteers). The leader assigns one of the three basic emotions to each team: joy, anger, and fear. Then he asks the participants in teams to indicate and sign the places and signs in the drawing that may appear in the body when experiencing a given emotion. Auxiliary question to explain the exercise: "Where in the body do you feel joy/fear/anger and how will you know that you are experiencing it?". Overview of the exercise.

Task, worksheet

The teacher asks the participants to complete the worksheet according to the instructions. The teacher prepares a worksheet supplementing it with the number of names of emotions recognized by him/her. The facilitator discusses the exercise with the group. Interested people share their ideas on the forum.

The name of the emotion	Category (pleasant/unpleasant)	What does it manifest? How will we know if someone is feeling it?	An example of a situation in which it may occur
Joy			
Sadness			
regret			
...			
...			

WORK CARD

Session 1 activity 3

Everyone gets a sheet of paper. His task is to draw his anger. Then, the works are discussed on the forum by the participants, taking into account the answer to the question: what annoys you most often? The teacher discusses the exercise. Ask participants how they deal with anger? How do they regulate unpleasant emotions (anger/shame/fear/anxiety/stress)?

He writes down his mistakes on a large flipchart

Supplements the resulting list with:

- breathing and relaxation exercises,
- cognitive reinterpretation,
- temporary distraction,
- physical activity,
- reevaluation of goals and priorities,
- acceptance and understanding for experienced states,
- linking experienced emotions with higher values, e.g. spiritual, finding meaning and meaning,
- doing something pleasant
- contact with other people, friends, loved ones, sharing your emotions with them,
- seeking help (e.g. from a specialist).....

activity 3

The leader introduces the participants to the 4-step model. She explains to them that the correct recognition, naming and regulation of emotions helps to eliminate tensions that arise in us on an ongoing basis and react to them in an adaptive way.

I perceive - what I see - description of the situation, facts

I feel - recognizes the feelings and sensations coming from the body

I think – I analyze and evaluate the situation I perceive based on my feelings. I am preparing an appropriate action plan.

I act - I follow the plan, I use the "I" message

The teacher explains that emotions are a reaction to what is happening inside us or in our environment.

activity 3

External triggers are situations, reactions or behaviors presented by a person that cause specific feelings in another person, e.g. anger. Triggers can be verbal (naming, lecturing or ridiculing someone) or non-verbal (pushing someone, obscene gestures). Internal triggers - my thoughts, images and beliefs appearing as a reaction to an external trigger, e.g. "nobody likes me".

Work in small groups

The teacher asks the participants to divide into small groups (two-three people). Then have them think of one or two situations that made them emotional. **IMPORTANT!** to choose a situation about which they can tell others about the feelings they experienced at that time. Encourage participants to also note the feelings they experience when recalling the situation. The facilitator discusses the exercise with the participants. Volunteers share their conclusions and reflections on the forum of the group. The facilitator asks about triggers.

Session 1 activity 4

- Each of us has witnessed different situations; Fear, anxiety, sadness, rage, anxiety or sadness. we are - What do we feel that we are in this state? She is restless, disempowered, apathetic, fearful, lacking a brake. How can state be stored? Crash on result set.
- Stress is a psychological or physiological reaction of the body to a difficult situation subjectively perceived as threatening The effects of the lack of ability to cope with stress - discussion of the symptoms of the "vicious circle" it's awful (definition of the external situation) I can't handle it (thinking about myself) I feel terrible, I'm useless (resignation from action) it's getting worse (negative assessment of the situation)

activity 4

Determining the consequences of such a situation – truancy, aggression, increased morbidity, depression, despair, fear, and the specter of failures.

The way out of a stressful situation is to take action.

- the situation is not hopeless (the result of a bad situation is a lack of action)
- specific cause (determining the extent of trouble)
- determining strengths (what I can do best)
- taking action
(activities aimed at achieving positive effects)

Ending – final round – each participant in one sentence says what he finishes the class with (feelings, thoughts, reflections) or how he worked in the past classes. The workshop ends with the lecturer thanking for the classes and inviting you to the next meeting.

Proposal

„List of feelings" - completing the worksheet . Students receive a worksheet with different types of feelings. You should bet on a feeling you consider pleasant +, and if you consider it unpleasant - -.

An example list of feelings

love + hate - sadness - joy + fear - fear - anger - resourcefulness + kindness + anger - contentment + hostility - despair - pleasure + friendship +

Reading the results of work. Students talk about situations in which they experience particular feelings.

There are no bad feelings - there are bad ways of reacting to various situations resulting from the lack of ability to deal with emotions. We have the right to experience different emotions.

he was late

He missed the bus

always late dude!!!

He didn't keep a secret

He did it out of concern for me

One gossip, I hate him!!!!

Session 2 -
psychosocial
competence,
self-esteem



Presentation of session 2 - what is self-esteem

Self-esteem, i.e. the way we see and evaluate ourselves, affects many everyday decisions, including who we associate with, what activities we undertake or how we feel in social relationships. The value we assign to ourselves is not something fixed once and for all. Self-esteem changes. Some experiences can quickly lower it, but it is worth remembering that there are ways to develop self-esteem by learning about your strengths, learning self-respect, extracting your own resources and being aware of them to your advantage. The teacher's task is to bring out as much of the students' strengths as possible so that their self-esteem increases



What is self-esteem

Thus, **self-esteem** consists of two important aspects: the belief that one is able to face life's challenges and the feeling that one is valuable, deserves to satisfy one's needs and desires, has the right to enjoy the fruits of work, i.e. the right to be happy human. Self-efficacy is related to trust in one's own mind, the ability to learn, think, decide and make choices. It means the ability to understand facts related to interests, needs, self-reliance and belief in one's own abilities. Self-efficacy is a person's confidence that they can learn and take the necessary actions to achieve the intended goal. Self-efficacy does not mean that a person will never make a mistake, but that they will be able to think, evaluate and correct their mistake.

Basic to talking about self- esteem and self- esteem

How adults talk about themselves has a huge impact on how children see themselves. Therefore, special attention should be paid to supporting children with low self-esteem. It's worth asking yourself:

- How do I talk about my own skills?
- How do I formulate my statements about the challenges ahead?
- Can I honestly assess my own abilities?
- Is there no aggression in my comments towards myself?
- Can lowered self-esteem be an indication of other student problems?

Working methods and materials needed

- Methods: circle, round, brainstorming, group work, individual work, mini-lectures
- Materials: large sheets of paper, markers, colored markers, a roll of toilet paper, a worksheet, a plastic bag, paper bags (the number depends on the participants)



Session 2 activity 1

- **Welcome. Starting round. In the self-assessment block, it is worth focusing on positive events, situations, an attempt to reflect on oneself, insight.**
- **Sample beginning: "The best situation that has happened to me recently", "I would like to show off to the group ...", "I like about myself ..."**
- **ATTENTION! Each class begins with a start and end round.**
- **Brainstorming about self-esteem/self-esteem. Support questions:**
- **What is self-esteem?**
- **What do we consider when evaluating ourselves?**
- **How do you know if someone likes you? How does he behave then? What can it think and feel? How does he relate to other people? e.t.c.**
- **The teacher creates a mind map of the students' ideas by writing them down on a flipchart.**
- **Say something nice exercise**
- **The teacher throws a ball of paper to one of the students and says something nice to that person. Then that person keeps throwing something nice to the next person. The fun goes on until boredom (as far as possible) or until everyone hears something nice about themselves.**

Session 2 activity 2

- **Work in pairs "Interview"**
- **The facilitator asks the group to break into pairs. It's best if there are people who spend little time together in a couple. Participants are asked to decide among themselves who is the journalist and who is giving the interview (after 3 minutes there will be a change). The task of a journalist is to obtain information, find out from the interlocutor what he likes, what his passions, interests are, how he likes to spend his free time.... After completing the exercise (after changing), the pairs share the acquired information on the forum, presenting their interlocutor.**
- **The teacher discusses the exercise. He asks the participants how they felt as a journalist and as an interviewer? What emotions arose when the journalist presented them in front of the group?**
- **Exercise "What can I do well?"**
- **Participants outline their hands, and in the contours of the fingers they write activities that they can do well. Then everyone cuts out their hand and sticks it on a common poster, signing who is the owner of these valuable skills. The poster can be hung in the room as a newspaper**

Session 2 activity 3

- Exercise "Bottle"
- One of the participants spins a bottle lying on the floor, and when it points to a person, the person releasing the bottle mentions one positive feature of the indicated person. The bottle spinner changes.
- Paper Me Exercise
- Each participant receives a large paper bag, writes on its outside
- their external characteristics and their internal character traits. When everyone has finished their work, the facilitator gives the floor to people who want to share their impressions in the group forum

Session 2 activity 4

- Exercise
- Each participant hangs a card on their back. The host asks everyone to write something nice on it - what they like/admire/value, what they envy. Then the participants silently read their cards. The facilitator asks the group to share their reflections. Perhaps there was something that surprised the participant.
- Exercise
- "Color - flower" - the task of students is to define themselves what color, flower, etc. I am. You can "introduce yourself" with a drawing or in words. Everyone presents their scheme justifying their choice. Discussion: what does it mean to know and know yourself? (hint for students: what do we learn about ourselves?). Students submit their comments and suggestions, which are written down on a sheet of paper by the teacher.
- Get to know yourself, i.e.: know what I am - character traits, what I like to do, what I dream about, what my abilities and interests are, plans for the future, purpose in life - discussion of the proposal
- Self-reflection - how much do I know myself, can I think well of myself? Do I have the strength in myself to meet challenges?
- Conclusion – final round – each of the participants says in one sentence what they end the classes with (feelings, thoughts, reflections) or how they worked during the previous classes. The workshop ends with the teacher thanking you for the classes and inviting you to the next meeting.

Session 3
psychosocial
competences –
communication,
assertiveness



Presentation of Session 3 - what is communication

Interpersonal communication is the exchange of information between two or more people in which verbal or non-verbal messages are clearly transmitted, received and interpreted. In interpersonal communication, a number of communication situations can be considered, which should be paid attention to. From speech, pantomime, writing and even modern means that are available today in new technology such as SMS, e-mails, photos, videos and instant messaging. Nothing can be left out, because the communication process is crucial at the professional, friendly and family level. Every word and gesture in the communication process is of great importance. A man communicates in every situation with another man. Each behavior is a message that is not always clear. Well conducted is the basis for mutual understanding of interlocutors.



Principles of good communication

- **listen actively**

Communication is not only talking but also listening. Showing the interlocutor's interest allows us to correctly understand what he has to tell us. Effective and good communication must be based on a dialogue, not a monologue (verbal in which we will include a lot of unnecessary information). Pay attention to your interlocutor's body language and maintain eye contact.

- **think first, then say**

Communication must be a thoughtful process. It's not about spewing a million words on a million different topics. The point is to formulate your thoughts clearly and precisely. It is our responsibility to clearly convey to our interlocutor what we have to say. We cannot shift the responsibility onto him. If he doesn't understand something, it means we didn't express ourselves clearly.

- **preferably short and to the point**

The requirement to formulate thoughts precisely is related to the rule that it is best to speak briefly and to the point. If the communication we undertake is aimed at conveying a specific thought and perhaps persuading the interlocutor to take a specific action, we must ensure that we hit the spot, clearly and clearly present our arguments.

Principles of good communication

- don't forget your goal

If the communication we undertake is intended to achieve a specific goal, we should formulate subsequent sentences with that goal in mind. Digressions, anecdotes, straying from the main thread - we like to do it, but it will not help us achieve the intended purpose of the discussion.

- feedback is key

Good communication must include feedback. These will be the elements that will allow us to determine whether we have been properly understood, in accordance with the original assumption. This mechanism will allow us to make any corrections - clarification, supplementation.

- do not forget about non-verbal communication

- It is worth remembering that communication is not just words. We can use body language in various ways, for example to make a positive impression. Gestures and facial expressions are also important in the context of our interlocutor, who may want to tell us something in this way.

Communication Tips

What should communication be like? What to look for ?

Your message should be specific, clear and stated directly. Construct the message so that the interlocutor knows what you want to convey and does not have to guess the details or other hidden intentions. It's up to you to choose the right words. Your body language should match what you say.

What is assertiveness

Assertiveness is the ability to express one's own opinions, feelings and attitudes openly, within limits that do not violate the rights or mental territory of other people or one's own. In other words, it is the ability to behave simultaneously with respect for oneself and for others. An assertive person is comfortable exposing themselves (within reasonable limits) to others. Without excessive fear, builds relationships honestly and directly, and is able to cooperate. She is also adequately aware of her own strengths and weaknesses, thanks to which she is not heavily dependent on momentary successes and failures.



Tips -assertiveness

What the student should know:

If you want to be assertive, try today:

- Use the words YES and NO openly.
- Don't apologize if you weren't at fault.
- Do not justify or explain yourself excessively, but explain the reasons for your actions if you want to be well understood.

Working methods and materials needed

Methods:

circle, round, brainstorming, group work, individual work, mini-lectures, talk

Materials:

large sheets of paper, markers, colored markers, pre-prepared message cards, notes with the message "You", sticky notes



Session 3 activity 1

- Welcome. Starting round.
- **ATTENTION!** We start and end each class the same way: with a starting and ending round.
- Movement game "Guessing messages"
- On previously prepared cards, the leader wrote down various messages and rolled them into balls. Each participant draws one of them, unwraps it, reads it silently and tries to follow the instructions written in it as precisely as possible. The group tries to guess what command, the message was written on the piece of paper.
- Example messages:
 - - take a breath in your mouth, hold your nose and hold for 5 seconds,
 - - turn 3 times to the right and 2 times to the left,
 - - Approach the person with blond hair and say something in his ear
 - - touch the hands of two boys and two girls
- The instructor discusses the exercise using sample questions addressed to the group:
 - - what was the exercise about?
 - - what helped you in the exercise and what made it difficult to guess the message?
 - - what is communication, why do we communicate?
 - - how can we communicate?
 - - what does the style and type of communication depend on?



Mini lecture/chat (using a previously prepared presentation) The lecturer presents and discusses the communication scheme: sender, message, receiver



The teacher summarizes what communication is, but also what is the difference between verbal and non-verbal communication. He points out that, according to social psychology, spatial behavior is also an important factor influencing the quality of communication

According to this approach, distance from our interlocutor is also important in communication.

There are four zones that unconsciously matter when interacting with others:

- intimate zone (0-45 cm), reserved for the closest people, contact giving a sense of presence and physical contact,
- personal zone (45-120 cm), private sphere, occurs between people in private contacts (friends, work colleagues, conversation on personal topics),
- social zone (1.2-3.6 m), in relations with little-known or unknown people of various social status,
- public zone (from 3.6 m), distance kept in casual contacts, public appearances.
-

Session 3 activity 2

- The leader divides the group into three smaller ones. Asks two groups to stand facing each other and the third to crouch between them. The task of group 1 is to deliver a common message to group 2 (facing). The task of the 3rd group, located between them, is to prevent the reading of the message.
- The teacher discusses the exercise, asks for reflection. It introduces the concept of "communication barrier". Asks participants what helps them communicate? Ideas are written on a flipchart in the form of a table or mind map.



Which makes communication easier

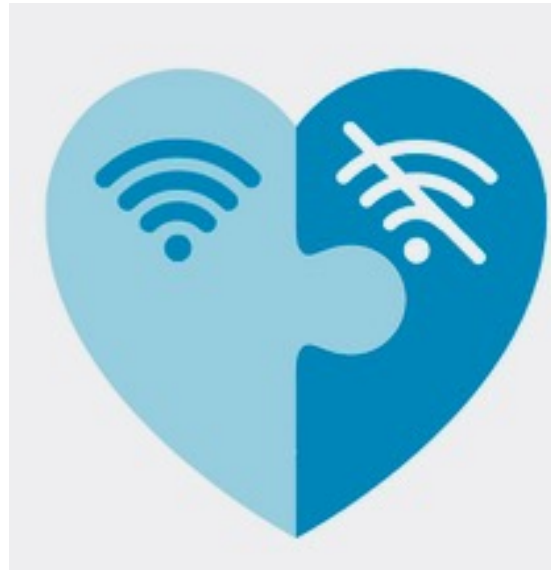
- Active listening
- Paraphrasing: If I understand you correctly, the point is that..., From what you say, I understand that... You mean that...
- Clarification: Which of these things is most important to you?
- Reflections: I can see that you are angry about this situation

Session 3 activity 3

- **Brainstorming: What is assertiveness? Discussing with participants their ideas about assertiveness, creating a definition.**
- **Then present to the group 3 attitudes in the relationship: assertive, submissive and aggressive. Encouraging participants to share with the group whose attitude is currently closest to us**
- **Exercise "I have the right"**
- **The facilitator distributes small sticky notes to the participants. The task of the participants is to reflect for a moment and write on them a sentence beginning with the words: "I have the right to..."**
- **Then the written sheets are glued to a large flipchart. The teacher discusses the exercise.**
- **The leader presents the 5 laws of Fensterheim as the basis of assertiveness (e.g. as a slide in a presentation).**
- **You have the right to express yourself, your opinions, needs, feelings - as long as it doesn't hurt someone else.**
- **You have the right to maintain your dignity by being assertive – even if it hurts someone else – as long as your intentions are not aggressive but assertive. In other words: to refuse, to disagree, not to allow something.**
- **You have the right to make your requests known to others - as long as you believe that the other person has the right to refuse.**
- **There are situations between people where the issue of rights is not obvious. However, you always have the right to discuss and explain the problem with another person.**
- **You have the right to exercise your rights.**

Session 3 activity 4

- Participants practice a "I" type message. Each person takes turns drawing a piece of paper with the message "You" and tries to convert it into a "I" message by saying it on the group's forum.
- Examples of "you" messages:
 - You irritate me.
 - You make me angry.
 - You lied to me.
 - Why you always have to be late.
 - You never reply to my messages.
- Ending – final round – each participant in one sentence says what he finishes the class with (feelings, thoughts, reflections) or how he worked in the past classes. The workshop ends with the lecturer thanking for the classes and inviting you to the next meeting.



**Technology is
everywhere!
Where is the
balance?**

Elaboration: Marta Szuberska



Dofinansowane przez
Unię Europejską

