

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



## MODULE 2- Emotions, self-esteem, communication, assertivity 6-9 years



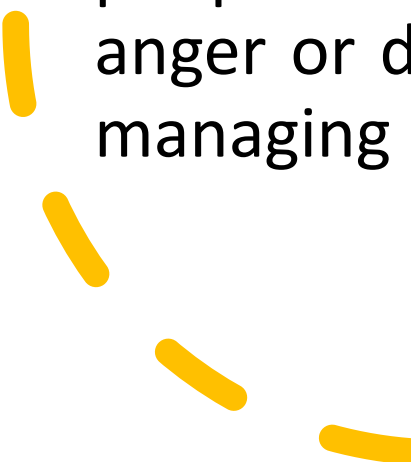
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## Presentation of the module 2



Acquiring the ability to recognise and experience all emotions in a constructive way, boosting self-esteem and communicating correctly are considered transversal skills that allow managing stress caused by dysfunctional relationships and adopting behaviours appropriate to shared norms and values. That is why we consider it important for people to be able to name and manage their emotions, to recognise anger or disappointment and to know how to deal with them. Finally, managing unwanted emotions in a constructive way.

# OBJECTIVES OF MODULE

- Identify emotions associated with certain situations;
- Recognise what makes an emotion pleasant or unpleasant;
- Expand emotional vocabulary;
- Understand the origin of emotions;
- Learning the origin of the thoughts in order to modify emotions;
- Practice self-esteem, positive communication and assertiveness.

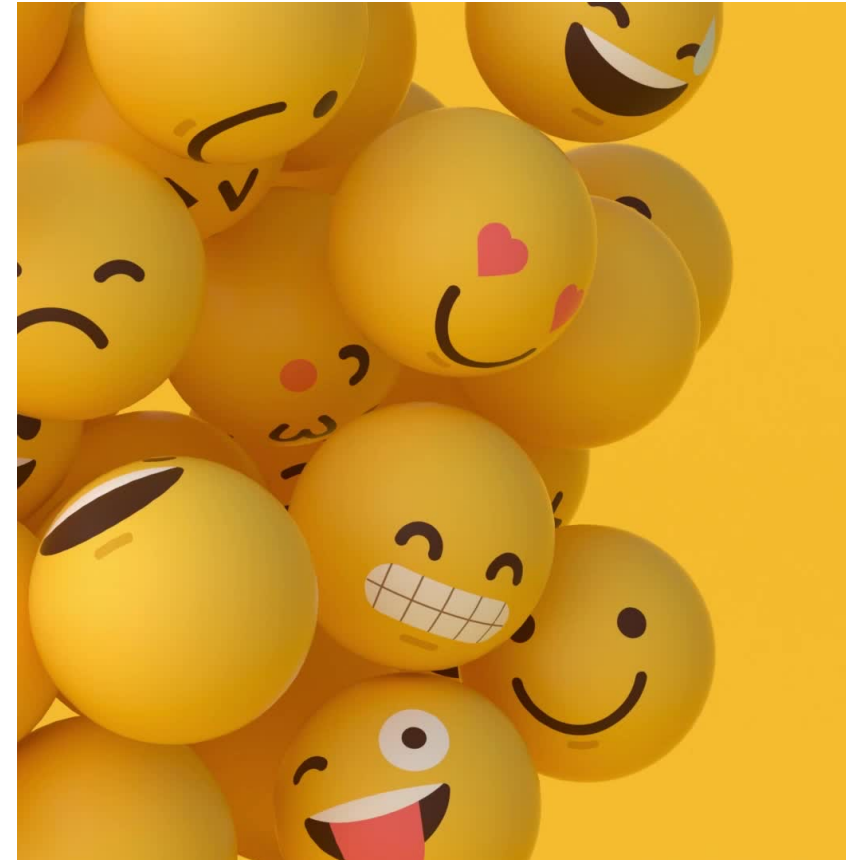


# Session 1 – emotions



# Presentation of session I the emotions

- Teachers are increasingly aware of the importance of working on the emotional and social intelligence of their students, designing and implementing effective work that addresses the various levels of affective life, to recognize, understand and express states, through the various languages, cognitive processes, values and negotiation norms. In this first session, the emotions of anger, shame and sadness will be experienced. It will be the teachers who will present the topic in class, trying to stimulate an original and reconstructive approach on the part of all the participants to approach the proposed activities with a critical and conscious attitude.



# Some tips for talking about emotions

- Anger, joy, shame, fear, envy and jealousy. They are all emotion. You get angry about nothing even if you don't want to. You're sad, but you don't even know why. You are afraid and you think you are a coward. Or, being an optimist by nature, you burst out with joy and would like to tell everyone about it, but then you get the impression that others don't really care. You shouldn't get mad, but you know you do. You don't want to be sad, but it happens and sometimes the reason is obvious (sometimes it isn't). Or you would like to be happy, but joy cannot be bought. And to make it more difficult, there's also the fact that no one seems to really understand you. In fact, sometimes you think you don't even understand yourself anymore. If this is all that happens to you: relax: you are perfectly normal.
  - Yes, managing your emotions is hard work.
- What are emotions for? Emotions are very important. very important. Without them, life would be very boring.



# PRESENTATION OF SESSION I- emotions

## Fear

- Nobody wants to be afraid. But it is very useful. It served our ancestors in the jungle or in the savannah to escape from the lion when they heard its roar or from the snake when they saw it slide. Just like we do now if we feel something under our feet: it is very unlikely that it is a snake, but the fear reflex has been maintained and, instinctively, our brain goes into a state of alarm. And we scream, because that's how we also warn others of the danger. In short, without fear, our ancestors would not have survived. The important thing to learn is that some things can be faced without fear.
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# Fear is a strong emotion that has played an important role in our evolution and survival

It can be overwhelming and paralyzing, but it is also necessary for our safety. In fact, some types of fear that we experience today are still closely tied to our instinctive need for survival, such as the fear of heights and insects. Fear starts in the brain and the physical effects throughout our bodies help us adapt so that we can have the most effective response to a dangerous situation. On an instinctive level, our body prepares us to fight or flee. Due to the automatic nature of the fear response, we normally experience it in three stages:

1. Freeze: This reaction stems from our evolutionary response to stay hidden from a predator. Your initial response is automatic, which means that if you're really afraid, you won't be able to stop it.
  2. Run: Our next instinct is to get away from whatever is causing us fear.
  3. Fight: If you can't walk away from what scares you, your answer is to fight
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When one overcomes a difficulty or achieves something, it often triggers the most beautiful emotion of all: joy. Sometimes we call it happiness, sometimes joy, but we know what it is. The face of someone who is happy is immediately recognizable. Joy makes us feel good and we would never want it to go away. Many say that if you smile often it is easier to feel happy, and this is true. Another technique is to keep things that have made us happy or that remind us of moments of happiness

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# Anger

I get angry a lot, do you? A very easy emotion to recognise is anger, the most explosive emotion there is! It's like an explosion, a bomb. Anger was useful to us when we were prehistoric humans and had to fight animals or enemies. But what do we need it for now? For example, it helps us to understand what bothers us. But we don't have to fight and fight like prehistoric humans: anger is a great energy that has to be used well. And if we have to get angry, let's at least do it to fight against injustice!

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Anger is a very common emotion and is caused by several factors. Internal factors can be bad thoughts, jealousy, memories. On the other hand, external factors can be a fight with someone, suffering an injustice, not being able to handle a situation that gets out of control. When a person gets angry, their central nervous system immediately puts them on alert, triggering a series of physical reactions. The pupil dilates, the stress hormone cortisol is released, heart and breathing rates increase, and blood flow is diverted to the muscles, leaving them tense

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Often the stress level that anger generates is so great that we are unable to return to our rational state and explain in words what we feel. That's why we cry. Tears arise in response to strong emotion, but they can also serve a more complex purpose. Crying is a form of non-verbal communication that serves to let the other person know that they have gone too far: it therefore serves to generate empathy or gain support. Additionally, tears contain a natural pain reliever that is released during crying. That's why we feel better after crying.



# Sadness

Sadness is also useful. It is, among other things, a way of asking others for help, of telling them to stay with us because something bad is happening to us. If we weren't sad, others wouldn't notice and would think that everything is fine, even if it isn't. A sad person should be comforted and not distracted by telling them to stop thinking about what makes them sad. Sometimes it is not easy to recognize sadness. Some people don't want to express it. We can all feel sad, and we all need comfort, there is nothing strange or wrong about that

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# Talking about how I feel

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“I'm happy for...”, “I got really angry when...”, etc. Get in the habit of using a facial expression that matches your emotions and the message you are conveying. Get used to speaking in the first person. Start practicing to defend your point of view firmly and calmly. Speak well of yourself and stop belittling the compliments you receive.

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# Working Methods and Materials

- Methods: circle work, round, brainstorming, group work, conversation
- Materials: square-shaped "jewel of emotion"



# Session 1 activity 1

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Procedure: The children sit in a circle and take it in turns to complete the beginning of the sentence:

- "I am proud that..."that..."
- For example:
- *I am proud that I dared to walk past a big menacing looking dog.*
- *I am proud that I didn't hit when I was picked on.*
- *I am proud that I learned to ride a bicycle.*

At the end of the activity when all the participants have completed the sentence, we will talk about how it is difficult to control emotions such as aggression, fear, poor self-control, but it is possible to control certain moods, recognise them and act constructively without harming oneself or others.

# Session 1 activity 2

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## „ Hedgehog“

- A person curls up, bristles, is offended and angry. A child has to help him open up. He can talk to the hedgehog, stroke him, convince him. After a while, the boy who has helped the hedgehog to open up becomes a hedgehog.
- This game teaches non-aggressive networking and speaking calmly in a nervous situation.

# Session 1 activity 3

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## **Mood jewel: what is the colour of my feeling.**

The aim of this exercise is to identify and deal with emotions, especially when they are not pleasant, and to work on them constructively with peers. We play with the mood jewel showing the different colours corresponding to the different moods (red=angry; blue=sad; purple=shy; white=calm; yellow=happy; green=frisky). The children work in pairs and have to identify the colour they think best matches their mood, one child holds the jewel and the other talks about the emotion they identify.

## activity 3

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When the feeling is negative, the partner asks "what do you think we could do to turn the feeling into the opposite emotion? To do this, first of all the teacher gives some ideas such as counting and breathing deeply to feel calm; hugging to feel happy; talking about fears, overcoming shame, etc.... At the end, the jewel is used again and the roles are exchanged so that the one who has the jewel now talks about emotions.



# Session 2: 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.

# Working Methods and Materials

Methods: brainstorming, group work, individual work, pair work



# Session 2 activity 1

Procedure: The children sit in a circle and take it in turns to complete the beginning of the sentence: "I am proud that..." "that..."

- For example:
- *I am proud that I dared to walk past a big menacing looking dog.*
- *I am proud that I didn't hit when I was picked on.*
- *I am proud that I learned to ride a bicycle.*
- .....

We try to make sure that children find as many reasons to be proud and satisfied as possible. Finally, we ask how it was for them to talk positively about themselves, is it an easy task?

# Session 2 activity 2

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- Teachers gather their students in a circle so everyone can see each other and ask each child to share something about themselves, such as:
- *I have a dog/I play the piano/My birthday is in September/I love to play soccer/My favorite color is yellow.*
- If a statement also applies to other students, ask them to raise their hands.
- In the second part of the game, each child must remember the characteristics in common with the other children.

For example: *I like the color yellow as Erick, Pau, Lisa ect.*

**Empathy** is the ability to put yourself in the role of another and to focus on the characteristics of your own personality and that of others.



# Session 2 activity 3

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- The child sits in a group with some friends and talk to each other about the reasons why they are friends. While one speaks, the other must listen without interrupting. At the end of the exercise, the teacher can encourage the child to restate what he has heard and understood:
- *"How do you feel when you hear your friend say this about yourself? What have you learned about yourself? Can you tell me about a time when you demonstrated a quality mentioned by your friend?"*
- This exercise can be carried out in the presence of an adult who simply asks a few questions to guide and stimulate the debate, for example: *"What led you to be friends?"; "Can you tell me what you like about him/her?" What is good about it that you would also like to have?*



# Session 3 – communication, assertiveness

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# Presentation of Session 3 - what is communication

Human communication is the exchange of information between two or more people , in which verbal or non-verbal messages are sent, received and interpreted clearly.

In interpersonal communication, a number of communication situations can be taken into account that need to be taken into account. From speech, pantomime, writing, and even the modern means that are available today in new technology such as SMS, emails, photos, videos, and instant messaging. Nothing can be overlooked, as the communication process is crucial on a professional, friend, and family level. Every word and gesture in the communication process is of great importance. A person communicates with another person in every situation. Each behavior is a message that is not always clear. A well-conducted one is the basis for mutual understanding of the interlocutors.



# Communication

Communication is understood as the exchange of information between one person (issuer) and another (receiver) whose purpose is to transmit a certain content or message. Communication is present in any type of interrelation and the way in which it is done is crucial in the resolution of conflicts and in the course of life. Conflicts arise daily in the classrooms, where children communicate incorrectly without being aware of the risks that can be derived from poor communication. They also find it difficult to express their feelings assertively and empathically with others. In this sense, non-violent communication, a term coined by Rosenberg (2013), is presented as a way of relating based on assertiveness, empathy and active listening, aimed at satisfying the needs of all parties. According to Rosenberg, CNV allows us to listen carefully and guide us to express ourselves with sincerity, respecting and empathizing with others. It also helps us detect behaviors and situations that harm us to clearly identify and express what we expect from a situation. The application of non-violent communication has advantages in the school environment and in everyday life. Some of the benefits are that it fosters relationships based on sincerity and empathy, as well as increases security and a positive climate, strengthens academic performance through relationships with peers, and improves conflict regulation.

# What is assertiveness

Assertiveness is that peculiar communicative capacity that allows people to assert their own opinions, needs and demands while fully respecting the needs and rights of others. Assertiveness is on a continuum in which we find aggressive communication and behavior, on the one hand, and passive communication and behavior, on the other. The two opposite poles, aggressiveness and passivity lead to the creation of unsatisfactory and frustrating relationships. Assertiveness, for its part, favors the creation of positive and meaningful relationships.



Assertive behavior is, therefore, a manifestation of full recognition, for oneself and for others, of certain inalienable rights that we summarize here:

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- ✓ Always be treated with respect and dignity;
- ✓ Express one's own feelings, emotions and points of view;
- ✓ Recognize one's own experience as equally important and valuable as that of others;
- ✓ Being able to say no to a request;
- ✓ Ask for what you want or feel you need;
- ✓ Change your mind;
- ✓ Being able to not necessarily take into account the judgment of others.
- Assertiveness is a skill that can be learned and that allows you to improve your relationship with yourself and with others.

# Tips -assertiveness

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What the student should know:

If you want to be assertive, try today:

1. Use the words YES and NO openly.
2. Don't apologize if you're not at fault.
3. Don't make excuses or overexplain, but explain the reasons for your actions if you want to be understood.



# Working Methods and Materials

**Methods:** circle, round,  
brainstorming, group work,  
individual work, mini lectures, talk

**Materials:** postcard sheets,  
markers, markers, coloured  
markers, crayons



# Session 3 activity 1

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The teacher will randomly assign each student a partner. To work on active listening and observation, the first part of the activity will consist of collecting information through the "interview with a friend". It's about knowing what your likes and dislikes are, your interests and skills. Subsequently, each child must write and deliver a postcard to the friend with a positive and pleasant message related to those aspects that have been collected throughout the interview.

## Session 3 activity 2

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Divide children into groups of 4-5 and ask them to sit in a circle. Choose a child to speak of what he has done during the weekend, on a vacation, or who likes to do with his family, while others listen carefully. When the child finishes speaking, he asks others to resume what he has said. Repeat the exercise with each child of the group.

# Session 3 activity 3

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**Talk to your students about ASSERTIVENESS (mini lecture) and about possible behaviors and reactions in the presented situations:**

**Scene I. Your friend takes your sandwich from the bag without asking and you are very hungry. What would you do?**

- 1. Passive response
- 2. Aggressive response
- 3. Assertive response

**Scene II. You have decided to go with your classmates to see a movie at a certain time and on a certain day. But in the meantime, they changed the date without even letting you know.**

- 1. Passive response
- 2. Aggressive response
- 3. Assertive response







**Scene III - Your classmates have written "You're a geek!" on your table.**

- 1. Passive response
- 2. Aggressive response
- 3. Assertive response

**Scene IV - A person cheats on you by saying false things about you in a circle of friends.**

- 1. Passive response
- 2. Aggressive response
- 3. Assertive response

**Scene V - You are a master. What would you say to students who are always late for class?**

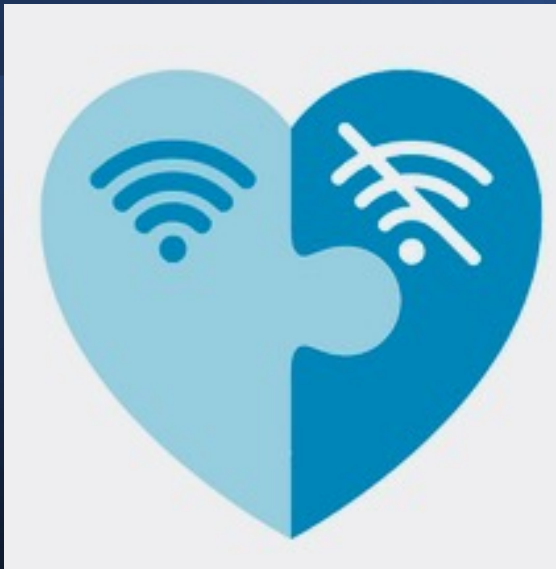
- 1. Passive response
  - 2. Aggressive response
  - 3. Assertive response
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# Valuation of the module

The introduction of a topic, a theme and specific activities in the class always implies, on the part of the teacher, a reflection on his pedagogical and educational intentions, accompanied by the constant observation of the modalities and conditions with which the children and the girls own it. After an initial time, it is with the regular practice of research situations and real exercise of cooperative life that real learning can take place. For this reason, it is essential to dedicate moments of reflection, dialogue and exchange of opinions on how the pupils felt in doing the proposed exercises, if they think they were useful for the intended purposes, if they want to repeat the experience or deepen some specific contents .



# Technology is everywhere! Where is the balance?



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