Technology is everywhere! Where is the balance?

VNIVERSITAT ɪᴅ VALÈNCIA

Module 3
Spending free time constructively
6-9 years

Presentation module 3

This module aims at engaging children and young people in attractive, safe activities that are, for example, a form of spending free time - theater and art classes, a gymkana or a team building day for the whole school community which will be planned and concluded with the presentation of the achieved results and will expand the range of constructive forms of spending free time.

Planning your free time

Objectives of Module 3

Planning your free time. Skills acquired:

❏ Students learn to cooperate in a group with their peers, parents and teachers.

❏ Learners get know their agency and how to set and achieve positive goals.

❏ Children and their families get involve in the organization of an activity*.

❏ To favor the connection between school and community.

• *Activities should be tailored to the needs, capabilities and interests of the recipients and foster their personal and social development.*

Exemplary sessions – projects to be implemented in module 3
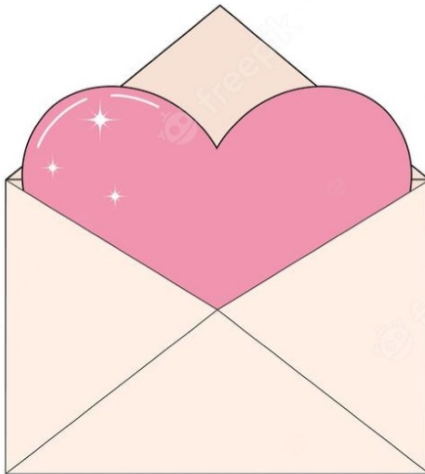
Session 1.

Session 1. "A NICE SURPRISE".

AIMS

- To encourage writing letters with cheerful messages to people.
- To fill the close environment of childhood with positive and encouraging messages.

- Based on the activities carried out in module 2, by way of encompassing all the knowledge learned in relation to the recognition of emotions and the implementation of non-violent communication, the following activity is proposed.

- The students should choose a verse of a song or a poem with a positive message through which to awaken a smile in the person who reads it. Once the phrase has been chosen, the students should write a handwritten letter and decorate it in the most striking way possible and place it in an envelope
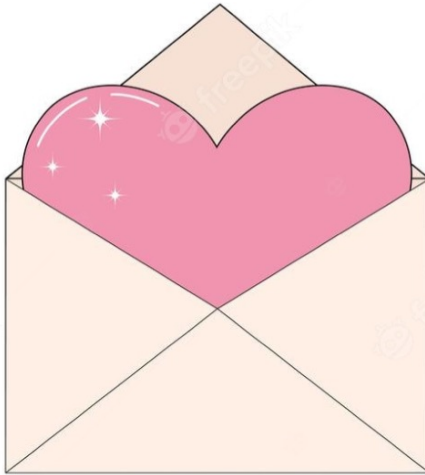
- The envelopes will be stuck in the child's immediate environment, so they will also have to think about where they want to leave it and who they want to encourage with their message.

- In this way, through the content of the letters, the aim is to brighten anyone's day. It is therefore an initiative from the school but to be carried out from home occupying the free time in a constructive way.

Session 2.

AIMS

o To integrate personal and social skills in carrying out activities.

o To favor an alternative use of playground time.

o To offer a list of activities for the revitalization of active playground.

o To create a climate of coexistence and good treatment among primary education students.

ACTIVE PLAYGROUND

Playground time in schools is one of the spaces dedicated to student play and leisure time, as well as the place where a large part of social relationships take place. Likewise, it occupies one tenth of the center's annual hours. Therefore, it is a valuable time and opportunity to work on relational and preventive aspects that would be wasted when is not addressed (Salas and Vidal, 2020). When it comes to knowing the interactions between students, what happens in the playground cannot be overlooked, since understanding recess as a possibility of relationship would be the challenge to face one of the great epidemics of our current times such as loneliness in childhood.

Active playgrounds are understood as that transformation of the space of educational centers that allows the socialization and inclusion of students through the revitalization of activities. In this sense, the playground opens as a space for participation for children when it comes to co-creating teaching-learning places.

Friendship Bench:

- The development of the activity consists of offering a list of activities or games through which to work on the implementation of personal and social skills among the students. Some of the activities can be those worked on in other modules, such as proposed in Module 2 (Jewel of mood; Just like me; To talk about how I feel).

- Another alternative can be focused on spaced to talk about feelings:

- **Friendship Bench**: To carry out this activity, a place to sit comfortable in the school will be stipulated, which will be decorated with colors and posters. Any boy or girl who wants to start a new friendship can go to the bench and the students in charge of carrying out the activity must sit down with them and propose the option of joining one of the aforementioned games or talk about hobbies, story books, etc.

Peace table:

Another alternative can be focused on spaced to talk about feelings:

- **Peace table:** students will be asked to share things that calm them down, to put them in a basket.

- Afterwards, it will be explained to them that a table with different elements will be set on a table in the playground, such as the basket with the elements they have chosen, a wheel of options, so that when they feel "negative" emotions or strong emotions such as rage, anger, anger, go to that place to calm down. And so later to be able to solve the problem, in a calm state. They can use the options wheel to choose a solution, or they themselves can propose another solution.

- The Peace Table can also be used when students need to talk about a problem they have had. To do this, the students will be asked to sit one in front of the other, and present their point of view, for this before, the first one to speak must move the water stick and thus indicate that it is their turn to speak and the other person will only be able to listen, when the first of them has finished, it will be the turn of the next, and they will do the same, they will move the water stick to indicate that it is their turn to speak. They will follow these steps until they reach a solution to the conflict.

Session 3.

Emotions and music

- As a result of an investigation carried out by scientists from the University of California Berkeley (UC B), a map of the emotions provoked by various pieces of music was created. More than 2,500 subjects were analyzed recording their emotional responses to thousands of songs from different genres. **What feelings does the music generate in you?**

- The teachers propose some musical pieces of different genres and related to different feelings…depressing, happy, energetic, sad.

After listening, the students are asked to name the emotions they felt when listening to the music, creating a map of emotions.

Session 4.

Emotions and photographs

- In this activity the theme of emotions is addressed using the taking of photographs and written production.

- Knowing how to read a photograph is a key competence in education and communication, but photography can not only be used as a historical source, but also as a means of self-expression.

- The students are provided with some cameras and are asked to photograph the faces of their classmates while listening to various pieces of music.

- The photos are then printed and analyzed by the group, and a written text is added to each image about the moment the photo was taken: the emotions felt, the desires, the thoughts.

What the face says: expressions in art

Anger, fear, disgust, surprise, joy and sadness. These are, according to scholars, the six primary human emotions, which correspond to many other typical facial expressions. Already identified by Charles Darwin, who spoke of them in his "The Expression of Emotions in Man and Other Animals" (1872), primary emotions have recently been expanded by Paul Ekman and other scientists by introducing the concept of microexpression and adding the expression of contempt.

Art has also been interested in this aspect of the human face.

Activity: the teacher selects some artistic images from different periods and asks the students to decipher the emotions... the visible ones and the most hidden.

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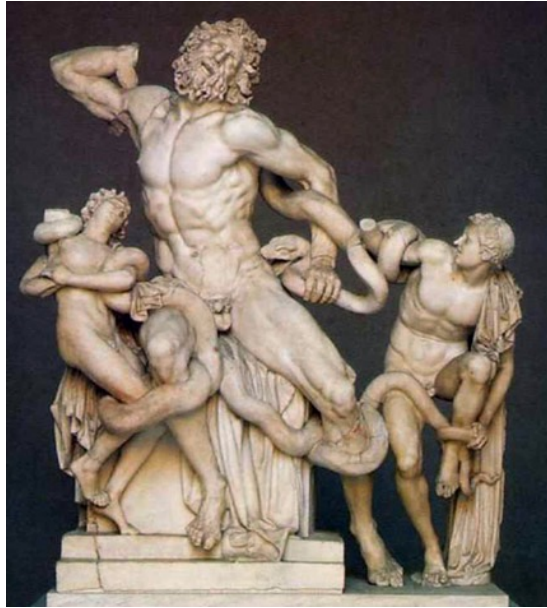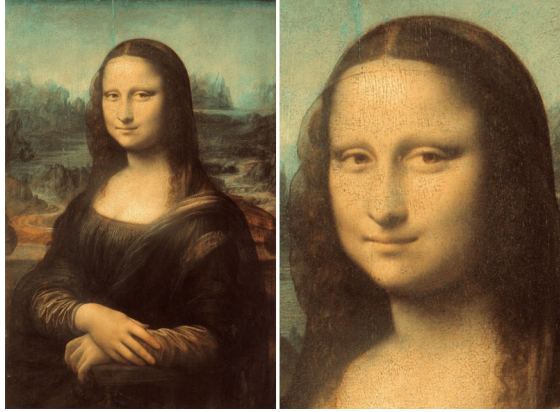
Valuation of the module

At the end of the module, the aims of this module will be taken up again with the students and families in the form of participatory discussion groups. Some recommended questions to initiate reflection:

❑ Do you think your participation is important for the school?

❑ Have you carried out alternatives activities in your free time, and if so, would you like to share or invite the rest of the community?

When a final activity is constructed among the community, the gathering day would be the date for this assembly time.
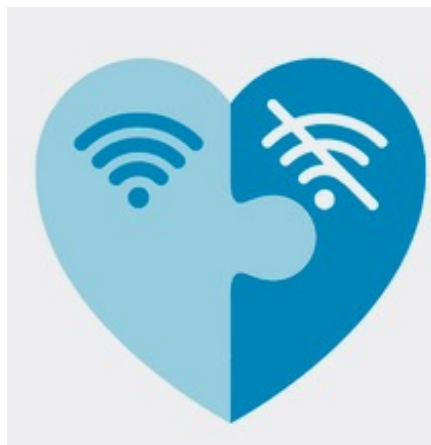
Elaboration:Ana Ancheta Arrabal, Ángel San Martin Alonso, Donatella Donato y Natalia Giménez Gonzalvo

Editing: Marta Szuberska