

Guidelines for specialists for group work

8.1. Principles of working with a group/ class

Just as in the case with individual work, in order to make progress and increase their abilities, the members of the training/ learning group need to feel safe and listened to. The main role of the teacher of small pupils is to manage the group in such a way as to increase trust, develop cooperation relations, promote respect for individuality and stimulate freedom of expression. All of those are attributes of a *safe space for learning and development*, which is absolutely inherent in order for the pupils to set and achieve learning goals.

Creating a safe space for a group of small pupils starts from the teacher's attitudes towards the children, because the teacher is, as previously pointed out, a role model and a person that pupils are relying on for guidance and support:

- ⊙ Children are genetically engineered to search for the protection and care of an adult - this is also common to other species - and, because the school presents them the challenge to rely on other people than their own families, on which they are attached to, the next best thing is the teacher, which they see every day and which they trust simply because their parents seem to trust him/ her. What is expected of the teacher is to take on gracefully the role of the bigger, stronger, wiser and kind person that the children may rely on, even when the situations are not strictly related to school (e.g. if a child is sick or gets hurt or if he/ she is anxious about something).
- ⊙ Pupils learn better and faster when they feel relaxed, joyful, stress-free and when they feel free to express their ideas and creativity. The teacher should promote a

non-judgemental atmosphere, in which pupils feel comfortable to make mistakes and learn from them and in which personal rhythms are respected.

- ⊙ Small children need structure in order to feel safe: they need to have a schedule, they need to know what is expected of them, they need to know the rules they should abide by. Communicating these aspects right from the start and having them posted in a visible place will ensure a smooth group dynamic.
- ⊙ Active participating in collective decisions and having the opportunity to express their opinions and preferences helps the children adapt faster and feel responsible for implementing those decisions and actions.
- ⊙ Usually a class of pupils is quite a heterogeneous group, thus the teachers should design accessible and inclusive learning experiences, regardless of ability level, economic situation, gender or race variance, religious affiliations or culture. In this respect, employing a variety of teaching methods and techniques and adapting the learning objectives and materials to the particularities of the pupils is most recommended.
- ⊙ Small pupils can easily be discouraged by failure and critique, thus teachers should consider adapting the tasks in order to make them achievable and offer feedback with care and focusing on the improvement potential instead of on the mistake itself. Of course, honesty and trust are desired in this relationship like in any other.
- ⊙ Generally speaking, the level of social awareness in the case of small pupils is modest, as they still tend to have a partially self-centred image of the world, thus they are prone to hurt each other without realizing or to say mean things without completely grasping their impact. Teachers should be prepared to mediate such behaviours, in order to prevent children from getting hurt (physically or emotionally), but also in order to educate their awareness and behaviours. They should also stress the idea that the safe space for learning and developing is mutually created by all members of the

group and should lead pupils towards mutual cooperation and kind behaviours.

- ⊙ In those cases in which the specialist or the teacher works with a class which includes children with behavioural problems, the recommended approach is to avoid any differentiation between the pupils and work with the class as a whole, in order to help them feel safe and included. Moreover, these children need

enhanced validation in order to get to know and integrate their own resources.

Every child is unique and has his/ her own constellation of personal resources and needs, while the educational goal is singular: helping pupils reach their potential. In this respect, teachers and specialists are the ones that need to adapt to the children's particularities and not the other way around.



8.2. Groups sessions

Introductory session

GROUP SESSION 1

Title/ topic:

- Establish a safe group for growth and development

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- learn new things about the other members of the group;
- be able to participate in the elaboration and to accept the rules of the group;
- feel integrated as part of a group;
- feel motivated to take responsibility for the co-construction of the safe group for learning and development.

Preparation:

- The classroom hosting the group lessons should be friendly and allow frequent reorganization of the space in order to facilitate interaction between members.
- The specialist will invite the group members to sit in a circle, so they may see each other.
- The specialist will present himself/ herself and will explain the purpose of the group sessions they are starting together, stressing also how the pupils will benefit from those group lessons.
- The point of this session is to get to know each other and establish a trustworthy relationship.

Resources:

- coloured pencils/ felt pens;
- sheets of paper for drawing;
- flipchart and markers.

Main activity:

- The specialist will instruct the group members to think about a real or imaginary place that helps them feel safe and draw it on the paper. The pupils are encouraged to draw as much detail as possible. All the pupils will then share their drawings with the others and explain how the place they have drawn makes them feel safe.
- After all the drawings have been shared, the specialist will summarize the common aspects which describe a safe space and will point out that all people need to feel safe in order to be able to learn and grow, that safety refers to both physical and psychological aspects and that every member of the group plays his/ her part in creating a safe space for himself/ herself and for the other.
- The specialist will then establish together with the group some rules that will regulate the sessions of the learning group and will write them on a flip-chart sheet. The group may also be invited to establish consequences if the rules are broken.
- Also, the specialist should observe the dynamics of the group and point out the need of safety (sitting together with people they know already etc.) and the co-creation of the learning environment (people helping each other, leading etc.).

Reflection/ discussion/ tasks for the following period:

- The following questions might be used to guide the group discussion: *Why do we need to feel safe in order to be able to learn and grow? How does the class resemble a family? What do we need to do/ not do in order to feel safe in our group?*
- The session ends with a summarization of the group rules and a motivational message to inspire the pupils to take care of each other and facilitate a friendly atmosphere.



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SELF-AWARENESS



GROUP SESSION 2

Title/ topic:

- “The world of emotions” - pleasant and unpleasant emotions.

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- discover the world of emotions;
- identify pleasant and unpleasant emotions.

Preparation:

- The expert sits down with the pupils in a circle and greets them.
- The expert introduces the topic and goals of the meeting to the children.

Resources:

- 2 flipchart paper sheets and markers;
- sticky notes in the following colours: red, yellow, blue, green, pink, orange, white.
- worksheets “Our journey through the world of emotions” and “Mask” (see the annexes at pages 105-106);
- a pair of scissors for every participant, string, crayons, paints, markers, pastels, tissue paper, cut-outs and other art and craft supplies.

Main activity:

- The specialist shows the children colourful sticky notes. Each note represents an emotion: red = anger, yellow = joy, blue = sadness, pink = fear, green = disgust, orange = surprise. The expert makes sure that all children understand these emotions. In case of doubt, he/ she explains what the different emotions are. The children’s task is to stick the notes in the colours that correspond to their current emotions to the common flipchart sheet of the entire group (e.g. if a child feels angry and disgusted, he/ she sticks a red sticky note and a green one). The child can also use a white sticky note to write down the name or draw a face expressing a different emotion from the 6 basic ones, that he/ she is feeling at the moment.
- After all the children stick their notes, the expert discusses the flipchart to show the young participants what emotions they start their class with, what emotions predominate and what emotions are scarce. The flipchart sheet hangs in a visible place until the end of class.
- The specialist will then read the story “Our journey through the world of emotions”, inviting the children to engage themselves in a symbolic role play (pretending). Afterwards, the children are invited to share their impressions on the journey. The following questions may be asked: *How did you feel on each planet? Visiting what planet made you feel comfortable? Which planet made you feel uneasy and why?*
- Next, the expert distributes to the children the worksheet “Mask”, inviting them to cut out the masks and attach a string to them. Each child decides which planet gave him/ her the most pleasant experience and paints the mask in such a way that it matches the emotions associated with the chosen planet. Next, the children choose the planet where they felt the least comfortable and paint the other side of the mask so that it

matches the emotions associated with the second planet they chose. At the end, all the children present both sides of their masks, explaining which planets they have chosen and why.

- The expert summarizes the presentation of the masks made by the children, by drawing attention to the emotions repeatedly referred to as pleasant and unpleasant. He/ she points out that there are many emotions in life and people especially like to experience the pleasant ones, but they are all equally important and the children will see how in the following sessions.

Reflection/ discussion/ tasks for the following period:

- The expert reminds the children of the meaning of the sticky note colours: red = anger, yellow = joy, blue = sadness, pink = fear, green = disgust, orange = surprise and white - to write/ draw another emotion. He/ she asks the children to stick the notes on a clean flipchart sheet to show their emotions at the end of the class. As at the beginning, the specialist discusses the flipchart to show the pupils what emotions they end the class with: *What emotions predominate? What emotions are scarce?*
- The expert sticks the flipchart sheet created at the beginning of the class next to the one that has just been created and asks the children if they can see the difference between the emotions they felt at the beginning and at the end of the class. The specialist initiates a brainstorming: *Have the emotions within the group changed? What could have led to a change in emotions? Or why has nothing changed?*



OUR JOURNEY THROUGH THE WORLD OF EMOTIONS¹

We are going on a journey through the galaxy. During the space travel we are going to visit many mysterious planets. Of course, we are going to travel in a huge space ship that can accommodate us all. So let's sit down, make ourselves comfortable, buckle up and get ready cause we are about to lift off. 3... 2... 1... START! The speed of the rocket pushes us all back into the seats. Now I will explain to you that we will be visiting different planets where the inhabitants feel different emotions. When we reach a given planet, we must remember to behave like all its inhabitants.

Attention, my little astronauts, we are reaching the Planet of Joy, where the beautiful sun always shines and you can see a colourful rainbow in the sky at all times. The inhabitants of this planet are happy and smiling. They are pleased from morning to evening. They stretch contentedly, greet each other with a smile, jump up in joy, and laugh holding their stomach. It is time to say goodbye to the Planet of Joy. We are moving on.

Suddenly it gets dark and cloudy; the sun is nowhere to be seen. We have arrived at the Planet of Sorrow. Its inhabitants are always sad and depressed. Nothing makes them happy, nothing gives them joy. They walk slowly, dragging their feet, staring at the floor, not looking others in the eyes, not saying anything to anyone, and sometimes crying softly. We are about to say goodbye to the Planet of Sorrow.

We board our rocket and, in no time, we land on the Planet of Love. Here, everyone says nice things to one another, draws hearts in the air, sends kisses to each other, picks flowers from the ground and visit friends to have a chat. If they want to, they hug each other or walk hand in hand. Everyone is pleased and comfortable.

We're moving on to the next planet. This time we have arrived at the Planet of Anger. The people who live here are always angry. They bare their teeth at others and offend one another. They are nervous, walk fast, stamp their feet, growl at each other and even swinging at others. Let's get off this planet quickly. We hurriedly get into the rocket and move on...

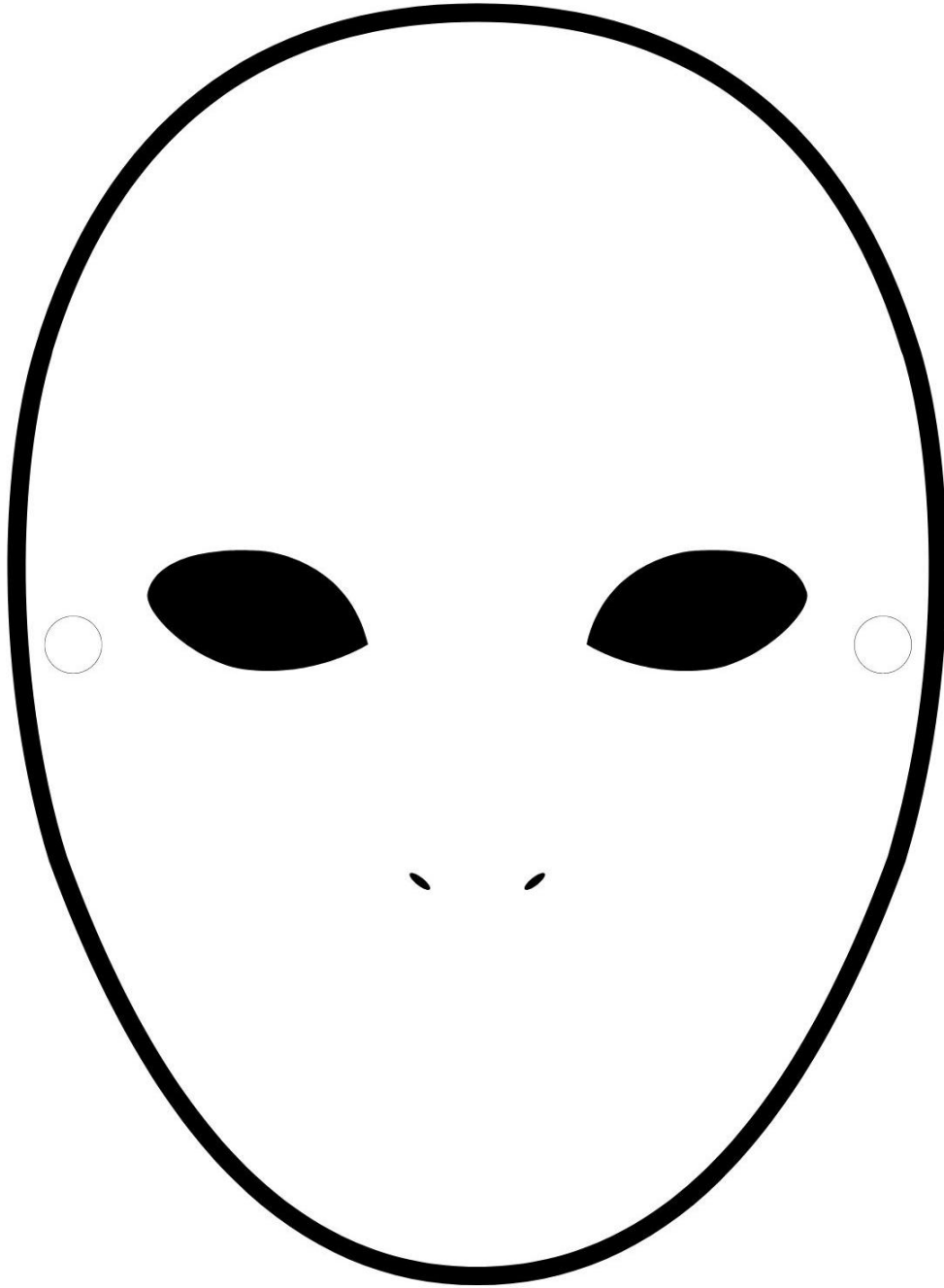
...straight to the Planet of Gratitude. Here, every resident expresses gratitude to other residents. The gratitude can be expressed in words, by a handshake, embrace or asking them to dance. Some people give flowers or gifts to others. Everyone is smiling. The rocket is waiting, we're moving on.

We are reaching another planet where you can see nothing! Look around, can you see anyone? And yet, if we look closely, we can see the inhabitants who are hiding. Can you see them? They are hidden behind various objects: chairs, benches, beds. That means we're on the Planet of Fear. Here, everyone is hiding from everyone else, staring at each other with wide eyes, chattering teeth, and even shaking with fear. They only talk in whispers and walk so quietly that no one can hear them. Let's get out of here before they get scared!

Now we have a long journey ahead of us to another unknown planet, so let's sit down, take three big breaths and calm down. The spaceship flies on and drops us off on the Planet of Peace. Everyone here is smiling. They move calmly and carefully, gently stroke each other's backs, walk hand in hand or sit side by side. It is quiet, every inhabitant feels good on this planet.

¹ Prepared on the basis of the "Land of emotions" game - Agnieszka Lasota, Dominika Jońca SM "Emotions, Communication, Acceptance - Preventive and Therapeutic Programme for Preschool and School Children"

MASK



GROUP SESSION 3

Title/ topic:

- “How do emotions arise and what do they signify?”

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- developing the ability to recognise, name and express emotions;
- have raised awareness on the fact that all emotions are important, necessary and provide us with important information.

Preparation:

- The specialist sits down with the pupils in a circle and greets them.
- The expert introduces the topic and goals of the meeting to the children.

Resources:

- 3 flipchart paper sheets;
- A4 paper sheets;
- sticky notes in the following colours: red, yellow, blue, green, pink, orange, white.
- crayons, paints, markers, pastels, tissue paper, cut-outs and other art and craft supplies.

Main activity:

- The specialist shows the children colourful sticky notes. Each note represents an emotion: red = anger, yellow = joy, blue = sadness, pink = fear, green = disgust, orange = surprise. The expert makes sure that all children understand these emotions. In case of doubt, he/ she explains what the different emotions are. The children’s task is to stick the notes in colours that corresponds to their current emotions to the common flipchart sheet of the entire group (e.g. if a child feels angry and disgusted, he/ she sticks a red sticky note and a green one). The child can also use a white sticky note to write down the name or draw a face expressing a different emotion from the 6 basic ones, that he/ she is feeling at the moment.
- After all the children stick their notes, the expert discusses the flipchart to show the young participants what emotions they start their class with, what emotions predominate and what emotions are scarce. The flipchart sheet hangs in a visible place until the end of class.
- The specialist will then initiate a conversation with the class about the rainbow. The expert asks the children if they know when a rainbow appears? If necessary, he/ she explains that a rainbow appears when it is still raining after a storm, but the sun is already starting to shine. Children list the colours of the rainbow in the correct order by themselves or with the expert's assistance.
- The expert asks the children to create a rainbow of emotions/ moods. A flipchart paper sheet will serve as the background for the rainbow. Each colour symbolises a specific emotion/ mood. It is important that children use a different technique for each colour - paints, crayons, pastels, plasticine, tissue paper or other supplies provided by the specialist. When the rainbow is ready, the children draw or write (by themselves or with the specialist’s assistance) the name of the corresponding emotion inside each colour associated with this particular emotion (e.g.: The colours of the rainbow appear in the following order: red - anger; orange - surprise; yellow - joy; green - calm; blue - sadness; navy blue - fear; purple - shame).
- When the rainbow is ready, the children together fill the rest of the background with a cloudy sky on one side and a clear sky on the other. The completed rainbow that the children have prepared together will be hanged on the wall so that every child can see it.

- The specialist talks to children about the importance of all the emotions we experience in our lives. He/ she explains to children that just like the rainbow needs all these colours we also need all the emotions in our life.
- The specialist explains to the children that every emotion is evoked by a situation. Next, all the children take part in a brainstorming session to fill one side of the rainbow (the cloudy one) by sticking notes with drawn/ written situations that could evoke each of the emotions. There should be at least one situation for each emotion.
- At the other end of the rainbow (the clear sky), the children stick notes in the same way, but this time they draw/ write their ideas about the information conveyed by a given emotion. At least one idea should be listed for each emotion (e.g., anger informs us that our boundaries have been violated; sadness informs us that we have lost something important to us; anxiety/ fear protects us from danger; shame informs us that we have exceeded some norms; joy informs us about feeling fulfilled and happy).
- At the end, the specialist sums up the resulting rainbow, emphasizing that all emotions are good and that there are no “bad” or “negative” emotions. He/ she indicates which emotions are pleasant and which are unpleasant for us, emphasizing the importance and significance of all emotions in our lives, referring to the exercise the children have just completed.

Reflection/ discussion/ tasks for the following period:

- The expert reminds the children of the meaning of the sticky note colours: red = anger, yellow = joy, blue = sadness, pink = fear, green = disgust, orange = surprise and white - to write/ draw another emotion. He/ she asks the children to stick the notes on a clean flipchart sheet to show their emotions at the end of the class. As at the beginning, the specialist discusses the flipchart to show the pupils what emotions they end the class with: *What emotions predominate? What emotions are scarce?*
- The expert sticks the flipchart sheet created at the beginning of the class next to the one that has just been created and asks the children if they can see the difference between the emotions they felt at the beginning and at the end of the class. The specialist initiates a brainstorming: *Have the emotions within the group changed? What could have led to a change in emotions? Or why has nothing changed?*

GROUP SESSION 4

Title/ topic:

- “How can I identify my emotions? How can I recognise what I feel?”

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- recognize their own basic emotions;
- be able to label their own emotions.

Preparation:

- The specialist sits down with the pupils in a circle and greets them.
- The expert introduces the topic and goals of the meeting to the children.

Resources:

- 6 flipchart paper sheets;
- sticky notes in the following colours: red, yellow, blue, green, pink, orange, white;
- worksheet “What are emotions?” (see the annex at page 110);
- crayons, paints, markers, pastels.

Main activity:

- The specialist shows the children colourful sticky notes. Each note represents an emotion: red = anger, yellow = joy, blue = sadness, pink = fear, green = disgust, orange = surprise. The expert makes sure that all children understand these emotions. In case of doubt, he/ she explains what the different emotions are. The children's task is to stick the notes in colours that corresponds to their current emotions to the common flipchart sheet of the entire group (e.g. if a child feels angry and disgusted, he/ she sticks a red sticky note and a green one). The child can also use a white sticky note to write down the name or draw a face expressing a different emotion from the 6 basic ones, that he/ she is feeling at the moment.
- After all the children stick their notes, the expert discusses the flipchart to show the pupils what emotions they start the class with, what emotions predominate, what emotions are scarce. The flipchart hangs in a visible place until the end of class.
- The specialist reminds the children the emotions we may experience, making reference to the previous classes and gives instructions for playing the game "What emotion is this?". The pupils sit in circle. The expert reads descriptions of emotions from the worksheet "What emotion is this?". The children's task is to identify the emotion corresponding to each description. After completing the game, the expert asks the pupils: *Which emotion was the easiest to guess? Which was the hardest?*
- Next, on 4 large sheets of paper (flipchart paper), the expert and the children outline four children silhouettes. Each silhouette is outlined using a different colour: red, blue, yellow and black. The specialist explains that the colour of each silhouette corresponds to a particular emotion: red = anger, blue = sadness, yellow = joy, black = fear (other emotions may be chosen if they are worth discussing concerning the specificity of the group). The expert divides the children into 4 groups, each of them gets one silhouette corresponding to a given emotion. Children in groups are asked to come up with answers to the following questions: (1) *How do we know when we feel a given emotion?* (2) *Where does this emotion reside in our body?* Children can write down (by themselves or with the educator's assistance), draw or colour the parts of the body where they feel a given emotion. They should try to find as many examples as possible.
- Each group presents their work to the rest of the children, explaining the marked/ written items. After each group has given their presentation, the specialist asks all the children if they know any other examples which did not appear on the posters. Children talk about all four emotions, not just the one they described in their group.
- The specialist sums up the discussions, emphasizing that there are many ways to know whether we feel anger, fear, sadness or joy in a given moment. He/ she points out that each of us may feel our emotions in a different way, but there are also many similarities.

Reflection/ discussion/ tasks for the following period:

- The specialist reminds the children of the meaning of the sticky note colours: red = anger, yellow = joy, blue = sadness, pink = fear, green = disgust, orange = surprise and white - to write/ draw another emotion. He/ she asks the children to stick the notes on a clean flipchart sheet to show their emotions at the end of the class. As at the beginning, the expert discusses the flipchart to show the pupils what emotions they end the class with: *What emotions predominate? What emotions are scarce?*
- The expert sticks the flipchart sheet created at the beginning of the class next to the one that has just been created and asks the children if they can see the difference between the emotions they felt at the beginning and at the end of the class. The specialist initiates a brainstorming: *Have the emotions within the group changed? What could have led to a change in emotions? Or why has nothing changed?*

WHAT EMOTION IS THIS?

1. What opens your mouth wide in awe and makes eyes round like a hat made of straw?

(answer: surprise/delight)

2. What frowns your forehead and narrows the eyes, stumps your foot and swings the fists around?

(answer: anger)

3. What makes things look twice as bad as they should, shakes your body or makes you unable to move?

(answer: fear)

4. What turns the corners of your lips down and gets tears flowing from your eyes?

(answer: sadness)

5. What makes your arms wave and your body jump high, your eyes like the sparks ignite and your teeth like diamonds shine?

(answer: joy)

GROUP SESSION 5

Title/ topic:

- “How can I express my emotions? How can I communicate my emotions?”

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be able to express their own emotions in front of a group;
- be able to express their emotions both verbally and non-verbally through movement, gestures, facial expression.

Preparation:

- The specialist sits down with the pupils in a circle and greets them.
- The expert introduces the topic and goals of the group session to the pupils.

Resources:

- 2 flipchart paper sheets and markers;
- sticky notes in the following colours: red, yellow, blue, green, pink, orange, white.

Main activity:

- The specialist shows the children colourful sticky notes. Each note represents an emotion: red = anger, yellow = joy, blue = sadness, pink = fear, green = disgust, orange = surprise. The expert makes sure that all children understand these emotions. In case of doubt, he/ she explains what the different emotions are. The children’s task is to stick the notes in colours that corresponds to their current emotions to the common flipchart sheet of the entire group (e.g. if a child feels angry and disgusted, he/ she sticks a red sticky note and a green one). The child can also use a white sticky note to write down the name or draw a face expressing a different emotion from the 6 basic ones, that he/ she is feeling at the moment.
- After all the children stick their notes, the expert discusses the flipchart to show the pupils what emotions they start the class with, what emotions predominate, what emotions are scarce. The flipchart sheet hangs in a visible place until the end of class.
- The pupils sit in a circle. The specialist explains that the task of each pupil will be to express a given emotion without using words. Children are supposed to show the indicated emotion using body movements, gestures or facial expressions. The pupils take turns to express the emotions indicated by the expert in their own way. The game continues until every pupil has presented the following emotions: *joy, sadness, horror, satisfaction, fear, astonishment, disgust, surprise, delight, pride, anger, love, rage, shame, happiness, longing, regret, embarrassment*. At the end, the game is summarised. The specialist asks the children questions about how they felt expressing each emotion and if they found some emotions easier and some harder to express.
- Next, the same exercise is repeated, but this time the children have to communicate a given emotion using words only. The game continues until every child has presented all the emotions that the educator indicates, one by one: *joy, sadness, horror, satisfaction, fear, astonishment, disgust, surprise, delight, pride, anger, love, rage, shame, happiness, longing, regret, embarrassment*. The pupils cannot use the name of a given emotion indicated to them by the educator (e.g. "joy" - the correct way of describing the emotion is "I smile a lot when I feel it", the wrong way is "I feel joy"). At the end, the game is summarised. The specialist asks the children questions about how they felt expressing each emotion verbally and if they found some emotions easier and some harder to describe.

- The expert sums up both games by asking the children questions: *Which way is easier for you to communicate your emotions - verbal or non-verbal? Which emotions do you prefer to communicate verbally and which ones non-verbally, and why?*
- The specialist invites pupils to play: the pupils should imagine they only know how to say one sentence "ALICE HAS GOT A CAT". Every pupil is asked to choose an emotion without revealing it to the others. Next, the children are asked to express the sentence "Alice has got a cat" with the appropriate voice modulation corresponding to the emotion they have chosen, so that the others can guess what the emotion was.

Reflection/ discussion/ tasks for the following period:

- The specialist reminds the children of the meaning of the sticky note colours: red = anger, yellow = joy, blue = sadness, pink = fear, green = disgust, orange = surprise and white - to write/ draw another emotion. He/ she asks the children to stick the notes on a clean flipchart sheet to show their emotions at the end of the class. As at the beginning, the expert discusses the flipchart to show the pupils what emotions they end the class with: *What emotions predominate? What emotions are scarce?*
- The expert sticks the flipchart sheet created at the beginning of the class next to the one that has just been created and asks the children if they can see the difference between the emotions they felt at the beginning and at the end of the class. The specialist initiates a brainstorming: *Have the emotions within the group changed? What could have led to a change in emotions? Or why has nothing changed?*



SELF-MANAGEMENT



GROUP SESSION 6

Title/ topic:

- “Can I control myself?” - impulse control

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be able to explore self-control and impulse control through educational play;
- learn to listen carefully and think before acting.

Preparation:

- The class can continue the flipchart emotions activity (see self awareness group session plans) here as well, in the beginning and the end of the lesson. It would be advisable that, if a child consistently reports unpleasant emotions, the specialist should follow up after the end of the lesson and check up on him/ her.

Resources:

- flipchart sheets;
- sticky notes in the following colours: red, yellow, blue, green, pink, orange, white;
- markers/ highlighters/ pens/ pencils;
- music;
- a room with enough space to allow movement (e.g. sport hall, classroom free of desks or with furniture pulled to the sides etc.).

Main activity:

- The specialist informs the class that today’s topic will be about self-control. He/ she asks the pupils if they know what this means (the trick part is that, if children call out without raising their hands to speak, the specialist can use that as an example of lack of self-control!). The expert then proceeds to give some examples of self- and impulse control.
- Further on, the specialist will ask the pupils if they can think of a time they were tempted to do something they knew they shouldn’t. He/ she may offer examples for clarity (e.g., eating dessert before dinner). Then, the expert discusses with the pupils what did they do - give in to temptation or control themselves? What were/ would be the consequences in each case, what happened or could have happened?
- Note: A nice and immediate way to help the pupils exercise impulse control is to remind them to raise their hand and wait for their turn before speaking in class discussions.
- For the kinaesthetic part of the lesson, ask the children to dance on the music and to pay close attention to the music as they dance. When the music stops, they will have to freeze immediately, even if they are mid-motion. Whoever fails to do so, “melts” and will exit the game. After playing some rounds, the specialist will remind the pupils that it might be difficult to “freeze” while not being focused, so they should stop and think before acting on an impulse, just as they did while dancing.
- Using the flipchart, the specialist invites the pupils to collectively create a FREEZE POSTER, where they write ideas and ways that allow them to slow down and control

their impulses. The poster may be hanged in a prominent place in the classroom as a reminder for children to practice self-control, and, this way, it may be also updated throughout the year.

Reflection/ discussion/ tasks for the following period:

- The specialist iterates what was learnt during this class and challenges pupils to practice self-control in at least one situation for the following week (e.g., to raise their hands before speaking, to not interrupt someone else, to refrain from eating sweets before or after a certain hour etc.). The pupils may be invited to write down the instances they succeeded in a notebook or a journal.
- The expert may also ask the pupils what stuck out to them or what did they find interesting throughout today's session.
- The emotions flipchart activity can be iterated at the end of the lesson as well, if there is time. This will help children keep in touch with their emotions and express themselves throughout the school year.

GROUP SESSION 7

Title/ topic:

- Coping with disappointment

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- learn how to effectively deal with disappointment.

Preparation:

- The class can continue the flipchart emotions activity (see self awareness group session plans) here as well, in the beginning and the end of the lesson.
- Alternatively, the specialist can follow up on the impulse control challenge given in the previous session and ask if anyone wants to share their success in achieving self-control.

Resources:

- sticky notes in the following colours: red, yellow, blue, green, pink, orange, white and some extra in whatever colours you want;
- flipchart sheets and A4 papers;
- markers/ highlighters/ pens/ coloured pencils/ crayons.

Main activity:

- The specialist introduces the topic of the session to the children, which will revolve around disappointment and how to deal with it. The expert then proceeds to ask children to think of a time when they felt disappointed. Some prompts that can be used: when they lost in a game, when they don't have nice food at home, when they open a cookie box and find sewing materials inside etc. The specialist should guide the children to reflect on: *How does it feel when those things happen?* The expert is encouraged to share a personal experience of disappointment as well.
- During the session, the specialist will also remind the children to practice self-control in group discussions by raising their hands and waiting permission to speak, not interrupting others etc.
- Further on, the pupils will receive A4 sheets and colouring pencils or crayons and they are asked to draw a fallen sand castle, like the ones that fall down on the beach when the water crashes them. They should be instructed to use light colours, so that

it will be possible to write inside or around the castle. After the drawing is complete, they will write down, inside or around the fallen castle, some things that made them feel disappointed recently or a long time ago but still remember it. Pupils will not be forced to share out loud their reflections, but they can be encouraged to do so if they feel like it, as others might follow the example.

- Next, the specialist brings up the flipchart. It should be divided in the middle in two columns: one column will have the title "Helpful" and the other will be entitled "Not helpful". The expert can either ask the pupils to brainstorm ideas of helpful and not helpful ways of dealing with disappointment and note them down in the respective column or use the following prompts and ask the pupils to place them in the correct column: "Yell at someone", "Count to 10", "Push the other person", "Stomp your feet", "Calm your body", "Walk around a bit", "Pout", "Tell yourself you can handle it", "Throw something", "Take deep breaths", "Try again", "Use kind words", "Break something", "Go be by yourself for a few minutes". The specialist may add his/ her own ideas or the pupils' ideas to the poster.
- The specialist then hands out sticky notes to the children. He/ she explains that we all sometimes deal with disappointment in unhelpful ways and asks the pupils to write down on their sticky notes one or two such unhelpful behaviours that they would like to change. Next, the pupils are asked to write down with which helpful behaviours they would like to replace the unhelpful ones. The expert should suggest that the children keep the sticky notes and put them somewhere where they can see them often to remind them to choose a helpful reaction in order to cope with disappointment (e.g. a notebook or in their room).
- Towards the end of the lesson, the specialist iterates what was discussed about disappointment and ways of coping with it and proceeds to hang the "Helpful - Not Helpful" poster in a place where all pupils can see it and possibly add to it through the course of the school-year.

Reflection/ discussion/ tasks for the following period:

- As a task/ challenge for the next week, the specialist asks the children to try and use at least one helpful behaviour the next time(s) they are faced with disappointment. The children can again be encouraged to write down their achievement on a notebook or journal, so as to make their progress clear to them.
- The emotions flipchart activity can be iterated at the end of the session as well, if there is time. This will help children keep in touch with their emotions and express themselves throughout the school year.

GROUP SESSION 8

Title/ topic:

- Coping with worry, stress and fear

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be able to identify the things that elicit stress, worry or fear;
- be able to classify stress or fear factors;
- be able to find ways to cope with these emotions.

Preparation:

- The class can continue the flipchart emotions activity (see self-awareness group session plans) here as well, in the beginning and the end of the lesson.

- Alternatively, the specialist can follow up on the disappointment coping challenge given in the previous session and ask if anyone wants to share their success in dealing with disappointment in a helpful way.

Resources:

- sticky notes in the following colours: red, yellow, blue, green, pink, orange, white;
- flipchart or whiteboard/ chalkboard;
- worksheet “On a scale from...” (see the annex at page 117);
- pencils, pens, markers etc.

Main activity:

- The specialist begins by announcing the theme of the session and by reassuring children that the emotions of stress, worry and fear are perfectly normal and that everyone experiences them, since there are a lot of things happening around us that scare or worry us. He/ she will point out that every emotion is important and that the role of fear is to help us protect ourselves from a dangerous situation and it is helpful to understand it, as well as find ways to cope with it.
- The specialist may lead with the question: *Who here has ever been scared?* (presumably, some hands or all hands will be raised). He/ she then proceeds to pose the question: *Can somebody explain what fear is?* After the children have answered and a definition of the emotion has emerged (some somatic symptoms can be named by the specialist as well), the expert may go on with providing a personal example of fear or worry.
- Further on, the specialist hands out the previously prepared worksheets to all the pupils and asks them to think of and write down a few of the things that make them feel worried, stressed or afraid. After that, they can place them on the scale according to how serious these things seem to be for each child. The teacher can provide an example to help pupils complete the exercise.
- While the children are filling the worksheet, the specialist draws the same scale on the whiteboard/ flipchart sheet. After the pupils have completed the identifying and assessing of their worries and fears, they may be invited to share some reflections with the class, if they are comfortable with it.
- Note: The sharing part of the exercise should not be mandatory and pupils should be encouraged and pupils should be reminded to be respectful towards the others’ fears and worries and that many people might have the same fears, thus nothing is irrational or abnormal.
- Then, the specialist prompts the children to think of ways they can cope with fear, stress or worry. The pupils may also be directed to the “Helpful - Not Helpful” coping strategies of the previous session and invited to reflect on which strategies they can apply and if there are some new ones that can be added to either of the columns. Some examples may include; taking deep breaths, talking to a friend or parent or someone else they trust, doing nothing, not talking about the fears, feeling ashamed about their fears/ worries, thinking about positives (or negative) consequences that can happen etc.
- If there is some time at the end, the class can practice some deep breathing exercises (e.g. inhale for 4 seconds, hold for 4, exhale for 4, hold for 4).

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes what was discussed during the session. He/ she explains that it is normal for one person to be fearful about something that another isn’t. He/ she also talks about the importance of talking about our fears to our parents, teachers, friends and trusted others, as they can make us feel better and help us devise a plan to overcome the fear or move it down the scale.



ON A SCALE FROM...

PART 2

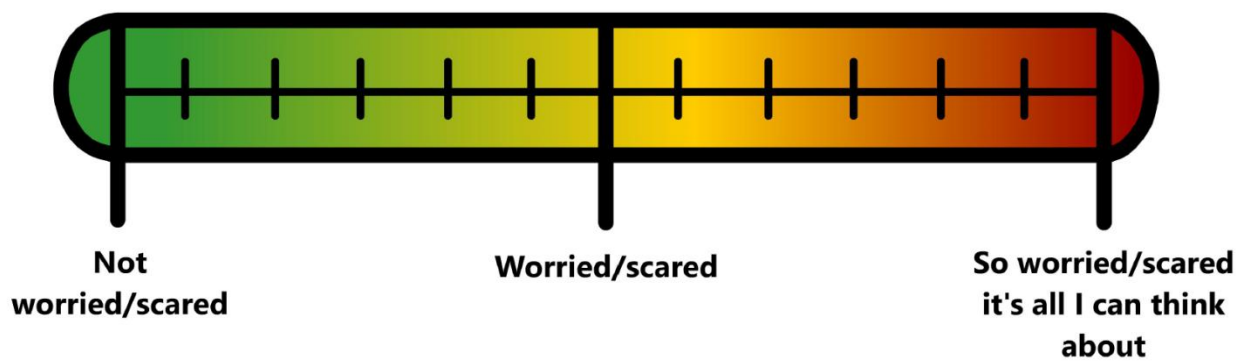
On the space down below, write a few things that make you feel worried, stressed or afraid:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

SELF-
MANAGEMENT

CHAPTER 8

Have a look at the scale below. Where would your worries or fears fall on this scale? You can mark the things listed above by using their numbers or key words.



GROUP SESSION 9

Title/ topic:

- “You is kind, you is smart...” - strengths identification and positive self-talk

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be able to identify their strengths;
- be able to engage in positive self-talk in response to adversities.

Preparation:

- The class can continue the flipchart emotions activity (see self-awareness group session plans) here as well, in the beginning and the end of the lesson.
- Alternatively, the specialist can invite pupils to share any progress/ successes in maintaining self-control in a tempting situation or in managing disappointment or calming down when feelings of fear/ worry arose, as an iteration of all that has been discussed in the previous sessions on self-management.

Resources:

- sticky notes in the following colours: red, yellow, blue, green, pink, orange, white;
- A4 sheets;
- flipchart or whiteboard/ chalkboard;
- worksheet “My strong flower” (see the annex at page 120);
- coloured pencils, pens, crayons, markers etc.

Main activity:

- The specialist introduces the topic and objectives of the current session, which will revolve around identifying one’s own strengths, but also getting acquainted with positive self-talk when negative or difficult thoughts overwhelm us. He/ she explains that everyone has different strengths, that is, things they’re good at, and those personal strengths can make things better for ourselves and the people around us, like the flowers that make a garden prettier. The expert instructs the pupils to think about their strengths and to write them down on the worksheet “My strong flower”, highlighting that usually the strengths pertain more to character rather than physical traits.
- The specialist then proceeds to show his/ her own drawing of a flowerpot (the worksheet “My strong flower” may be used, but it also may be replaced with a drawing activity). On the pot, the expert has written a personal strength (e.g. “I have humour”), on the leaf he/ she has written a time when he/ she used this strength (e.g. “I told jokes to my friend”) and on the flower itself there should be written what happened when that strength was used (e.g. “My friend was sad before and then started laughing”). Then, the specialist asks the children to draw a flowerpot of their own (with a pot, leaf and flower) or to use the worksheet and write down their own strength, when they used it and what happened. The pupils may colour their flowers as they like.
- If the pupils have trouble finding out their strength, the expert will give examples of what he/ she observed during the sessions or may invite the others to contribute. These prompts may be used: good listener, helpful, respectful, good friend, polite, patient, learns new things fast etc.
- After having completed this activity, the pupils can decide whether they want to take their flowers at home or have them on display in class, like a flower garden mounted on a wall.
- Next, the children get acquainted with positive self-talk. The specialist briefly explains what positive self-talk means (e.g. talking to oneself aloud or silently, like a little voice

which tries to battle the unpleasant and difficult thoughts when they arise). The expert can provide an example: when one is disappointed with the result on a test, that person may say to oneself that he/ she tried her best and that next time he/ she will study harder and do better.

- The specialist divides the flipchart/ the whiteboard in two columns:

Feelings

When I feel nervous...
 When I feel disappointed...
 When someone is mean to me...
 When I'm left out...
 When I feel worried...
 When I feel frustrated/ angry...

Positive thoughts

"I believe in myself"
 "I am a good person"
 "I have courage and confidence"
 "I'm going to get better"
 "I can get through anything"
 "I am proud of myself"
 "I am a good friend"

- He/ she asks the pupils to connect the feelings with each positive self-talk that could apply and together come up with more sentences of feelings and responses.

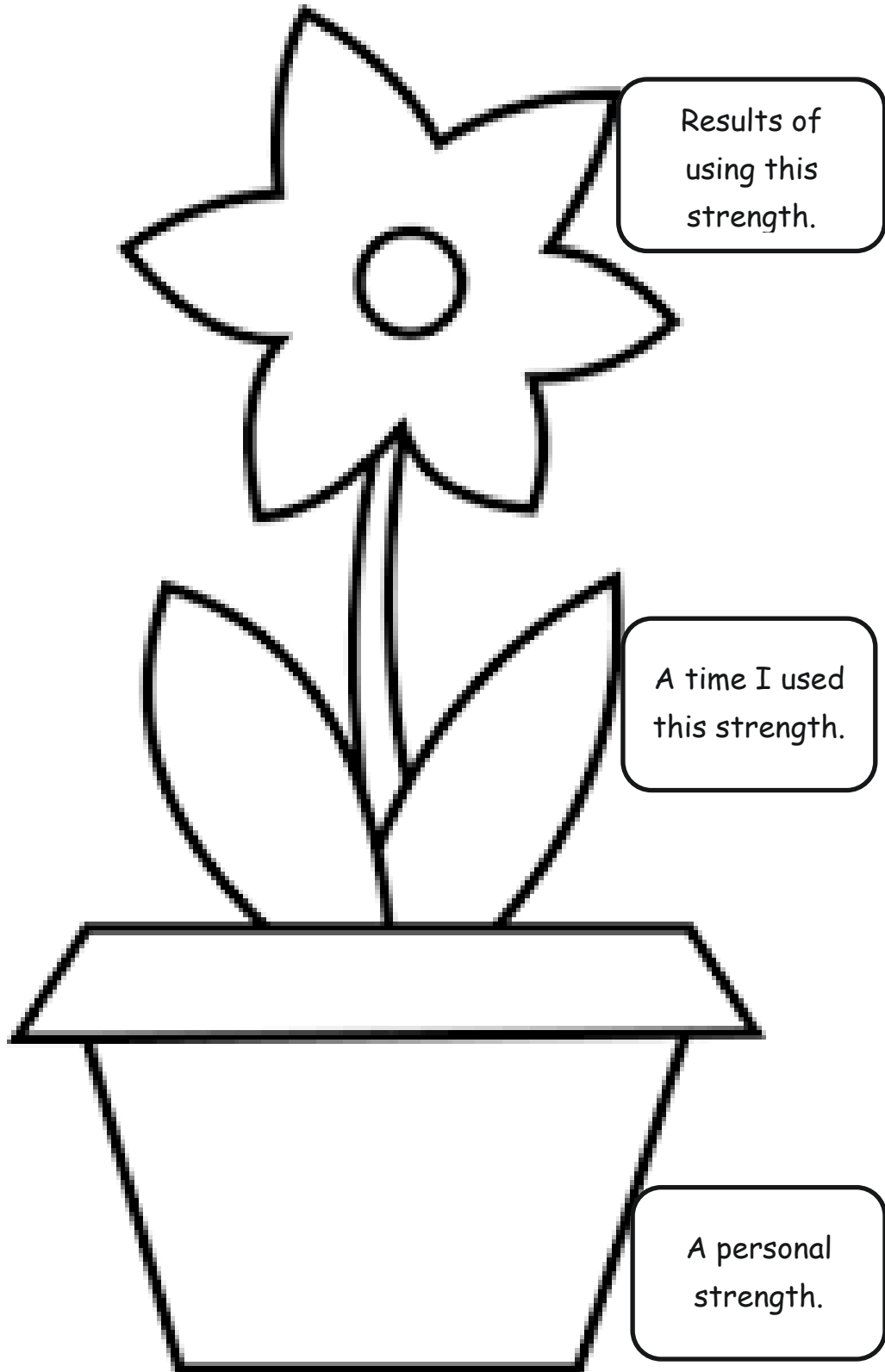
Reflection/ discussion/ tasks for the following period:

- The specialist summarizes what has been discussed and poses the following questions: *What have you learnt from today's session?, What can you do differently in a future difficult situation?, How can you make yourself feel better?*
- The emotions flipchart activity can be iterated at the end of the lesson as well, if there is time.

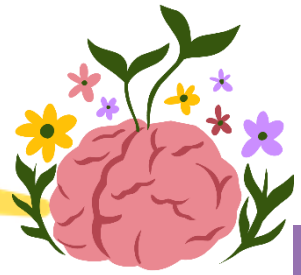


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MY STRONG FLOWER



SOCIAL AWARENESS



GROUP SESSION 10

Title/ topic:

- “The daisy game” - education of tolerance

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- understand that it is not peers that annoy us, but their attitudes;
- improve their attitude of tolerance.

Preparation:

- The specialist needs to prepare two large drawings of two daisies on separate boards/ flipchart sheets, both of them having a number of petals equal to the number of children in the group. On the petals it will be written during the activity what each member of the class likes and dislikes.

Resources:

- 2 flipchart sheets/ whiteboards;
- pens, markers etc.

Main activity:

- The children sit in a circle, so that they may all see each other. Ground rules should be reminded: they need to speak one at a time, by raising their hand, and wait for the previous speaker to finish; they need to show respect and not to make fun about the things that others are sharing; they need to understand that the things to be discussed are not personal attacks on anyone, but a way of paying more attention to each other and their needs.
- The specialist invites the pupils to share what they like during school mornings with their classmates (e.g. chatting with friends, exchanging pencils etc.) and notes down the answers in the first daisy drawing.
- After the first daisy is completed, the specialist invites the children to share what they don't like when they are at school with the classmates (e.g. have their hair touched, have their things taken from them without permission etc.) and writes down the answers in the second daisy drawing.
- In the case of older children (9-10 years old), they may be invited to write their own answers on the daisy petals, so as to enhance the collective experience.
- The two drawings may be coloured and enriched with details, if the children enjoy dwelling on that.

Reflection/ discussion/ tasks for the following period:

- After both drawings are completed, the expert points out how different people are and how everyone needs to accept that, but also the fact that variety offers strength to a group/ community. Also, the expert help pupils reflect on the fact that there may be attitudes or behaviours that we don't like, that annoy us or even cause pain and initiates discussion on how to prevent that.

- The main conclusion of the activity is that pupils should pay attention to what others do not like and try to avoid those behaviours, while they should also pay attention to what others like and enjoy and try to do more of those behaviours.

GROUP SESSION 11

Title/ topic:

- Empathy development

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- understand that words and gestures have meaning;
- be able to find new ways of relating to peers.

Preparation:

- The specialist may prepare a list of inappropriate behaviours that have occurred or keep occurring during the pupils' interactions with each other (e.g. specific bullying situations, lack of respect for others' opinions or things etc.).
- Alternatively, the specialist might refer to a story that the pupils know and like, so that they may relate to (e.g. situations from the Harry Potter novels).

Resources:

- writing paper, pens.

Main activity:

- The specialist invites the pupils to discuss different situations of inappropriate behaviours that may occur or have occurred in their everyday life, without labelling the behaviours in any way. For example, the expert might say: *Let's imagine the following situation...*
- For each situation, the children are invited to identify how each character might feel and think.
- Further on, the specialist leads the discussion towards hypothetical changes of those situations: *What if the characters have said or done different things? What behaviour would have led to another type of feelings or thoughts?* Practically, the pupils are asked to reconstruct the situations/ the story line in order to obtain a different effect on the way that the characters are feeling and thinking.
- They may also be asked to write or draw a different ending to a story based on the discussions in the session.

Reflection/ discussion/ tasks for the following period:

- A potential task for the following week might be to pay attention to the others around them (in the family or in the classroom) and try to identify what they feel and think. The pupils may also verify if they were right or not by asking those persons to share their feelings and thoughts in the respective situations.

GROUP SESSION 12
Title/ topic:

- “The emotions on my face” - “reading” facial expressions and non-verbal language

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- recognize the emotions of others, by deciphering non-verbal language;
- be able to name the others’ emotions;
- develop empathy.

Preparation:

- According to the level of proficiency of the pupils regarding the social skills, the emotions that may be chosen to work on may vary: if the proficiency level is lower, the activity should focus on the more basic emotions, while if the proficiency level is higher, the activity may focus on more elaborate emotions (check the Plutchik wheel of emotions for further ideas).
- In the beginning of the session, pupils may be asked to share their experiences from trying to identify the emotions of others during the previous week.

Resources:

- several sets of picture cards representing different emotions/ written notes with words designating emotions.

Main activity:

- The specialist divides the group into smaller workgroups (3-5 persons), according to the total number of pupils. He/ she explains to the pupils that they will play a game in which each member of a team will have to randomly pick an emotion card/ an emotion name and represent, using only facial expression, the respective emotion. The other members of the workgroup have to guess which emotion their colleague is non-verbally expressing.
- This game can be played in numerous ways (e.g. emotions of different characters from books or movies may be represented, the group may be divided in pairs or work frontally as well etc.), offering flexibility for the specialist and options to adapt to the pupils’ needs and interests.
- The specialist will then explain how people may experience differently the same emotions, but there are some similarities that help us recognize the emotions of others. He/ she may point out some of these specific clues of some emotions. Also, the specialist may share the fact that no matter how hard we try to hide our emotions, they may be visible for someone that knows us really well.
- Equally essential is to point out to the pupils the importance of non-verbal language in our lives and to stress the fact that we need to pay attention to each other to better understand our social environment and also to understand the impact of our own actions upon others.

Reflection/ discussion/ tasks for the following period:

- A potential task for the following week might be to pay attention to the others around them (preferably people that are less known than family members or classmates) and try to identify what they feel, judging by their facial expressions. If opportunity arises, the pupils might verify if they were right or not by asking those persons to share their feelings and thoughts in the respective situations.

GROUP SESSION 13
Title/ topic:

- “The special forest” - group drawing/ cooperation

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- enhance their collaboration skills;
- develop their group identity attitudes.

Preparation:

- The final product will be a group drawing representing a forest.

Resources:

- long drawing paper/ flipchart sheet;
- felt-tip pens, colouring pencils, crayons, water colours, finger paints etc.

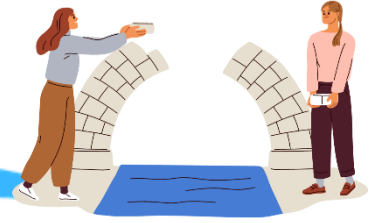
Main activity:

- The specialist will start the session with an imagination exercise. He/ she asks the pupils to imagine that they are trees. Each child will picture in his/ her mind the type of tree he/ she wants to be: they will reflect on the shape of their branches and their leaves, they will imagine if they have flowers or fruits; the children do not have to stick to the reality trees: they may picture a Christmas tree that makes figs for instance. After each pupil has a clear picture in mind of the tree that he/ she wants to be, the specialist asks the pupils to choose a spot on the drawing paper/ flipchart paper and draw the tree from their imagination exactly how they envisioned it (the specialist needs to help the pupils chose the right size of the drawing: if it is too big, there will be too small place left for the other pupils and if it is too small, the drawing will not be distinguishable among the others). The pupils will create together the drawing of a unique forest, each tree representing one member of the group.
- After the drawing is completed, the group is asked to give a name to their special forest. The specialist invites the pupils to reflect on the particularities of each tree and how these reflect the characteristics of each member of the group, but also on how each tree has its own needs to thrive in the forest.
- Also, the expert may strengthen the idea of togetherness, of collective effort and mutual support, inviting the pupils to continue to cooperate with one another in order to cultivate their special forest.

Reflection/ discussion/ tasks for the following period:

- The specialist will use the forest drawing to remind the children on different occasions about their common identity and mutual support, but also about the fact that each tree is different and must be treated with a special attention.
- Also, a possible task for the children is to think how they can enhance their special forest and improve teamwork in order for their forest to thrive. They may present their ideas in front of the class.

RELATIONSHIP MANAGEMENT



GROUP SESSION 14

Title/ topic:

- Mutual presentations - active listening

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- understand the meaning of a relationship and how to manage it;
- be familiar with and have practised active listening;
- understand personality and attitude.

Preparation:

- All the materials should be prepared in advance.
- The specialist will present the topic to the class.

Resources:

- flipchart/ whiteboard;
- writing paper;
- pens, pencils, colouring pencils, eraser, sharpener, markers.

Main activity:

- The specialist writes the word “relationship” on the whiteboard and asks the pupils to elicit relevant words to describe this concept, leading the discussion towards aspects that build a good relationship and aspects that destroy it.
- After the group discussion, the expert divides the group in pairs and each pupil asks their partner some questions about oneself in order to get to know each other, take notes and then each pupils present their partner to the class.
- The specialist then points out the importance and characteristics of active listening and may ask the group to vote for the most precise description. Also, in order to trigger understanding of social principles and active listening, as well as communication rules, the specialist analyses the key elements and attitudes appeared during the mutual presentation exercise (e.g. protection, help, enhancement etc.).

Reflection/ discussion/ tasks for the following period:

- The specialist gives the pupils as a task for the following week to practice active listening with those around them.

GROUP SESSION 15

Title/ topic:

- Conflict management

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- be familiar with the fact that relationships have both positive and negative aspects;
- be able recognise problems/ conflicts which can rise in relationships;
- work collaboratively in order to manage conflict;
- communicate effectively verbally and non-verbally and take decisions in groups;
- improve their negotiation skills.

Preparation:

- The specialist may ask the pupils to share their experiences with active listening during the past week.
- All the materials should be prepared in advance.
- The specialist will present the topic to the class.

Resources:

- list with positive and negative situations/ scenarios and illustrations of problems/ conflicts (see the annexes at pages 127-128);
- writing paper;
- pens, pencils, colouring pencils, eraser, sharpener, markers.

Main activity:

- The pupils are each provided with a set of cards depicting different emotions: e.g. joy, sadness, anger, disgust, fear etc. (the emoticons from the worksheet at page 91 may be used). The specialist presents the pupils with different positive and negative situations, while the pupils are asked to raise the emotion cards which reflect how each situation makes them feel.
- Next, the pupils are divided into groups of three and each group receives the worksheet with illustrations of different problems/ conflicts which may harm a relationship. Pupils need to cooperate and figure out what the problem is and how they can deal with it. They will write out/ draw their ideas on resolving the conflicts and then present them to the group.
- Alternatively, each group must choose one illustration and role play the situation and its solution in front of the group.

Reflection/ discussion/ tasks for the following period:

- After all small groups have presented their solutions, the pupils are invited to offer their feedback and identify the main guidelines of resolving conflicts. The specialist will point out the value of conflict in relationships and the main strategies to deal with conflict.
- A potential task for the following week may be to observe how they and others are handling conflicts in the relationships.

SITUATIONS WHICH MAY TRIGGER DIFFERENT EMOTIONS FOR DISCUSSIONS

Scenario 1:

You have asked your friend to lend you their scissors to do a project but now you don't know where they are.

Scenario 2:

You have got a brand new toy and your friend asks if they can play with it.

Scenario 3:

Your friend has fallen over and hurt his/ her leg. They are crying.

Scenario 4:

Your teacher asks you to solve a very difficult Math problem on the board.

Scenario 5:

Your mum has told you to get ready because she's driving you to your friend's house.

Scenario 6:

Your parents surprise you with a gift you really wanted for your birthday.

Scenario 7:

You have lent your favourite toy to your friend but he/ she has broken it.

CONFLICT ILLUSTRATIONS



GROUP SESSION 16

Title/ topic:

- Personal values

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- learn about the concept of personal values;
- identify their personal values;
- understand they should not compromise their values to please others;
- communicate their needs clearly and be able to maintain good relationships with others.

Preparation:

- The specialist may ask the pupils to share their experiences with observing the way they and others tend to solve conflicts in the relationships.
- All the materials should be prepared in advance.
- The specialist will present the topic to the class.

Resources:

- flipchart/ whiteboard;
- worksheet “The pyramid of values” (see the annex at page 130);
- writing paper, pens, pencils, colouring pencils, rubber, sharpener, eraser, markers;
- internet connection, laptop, video-projector and speakers.

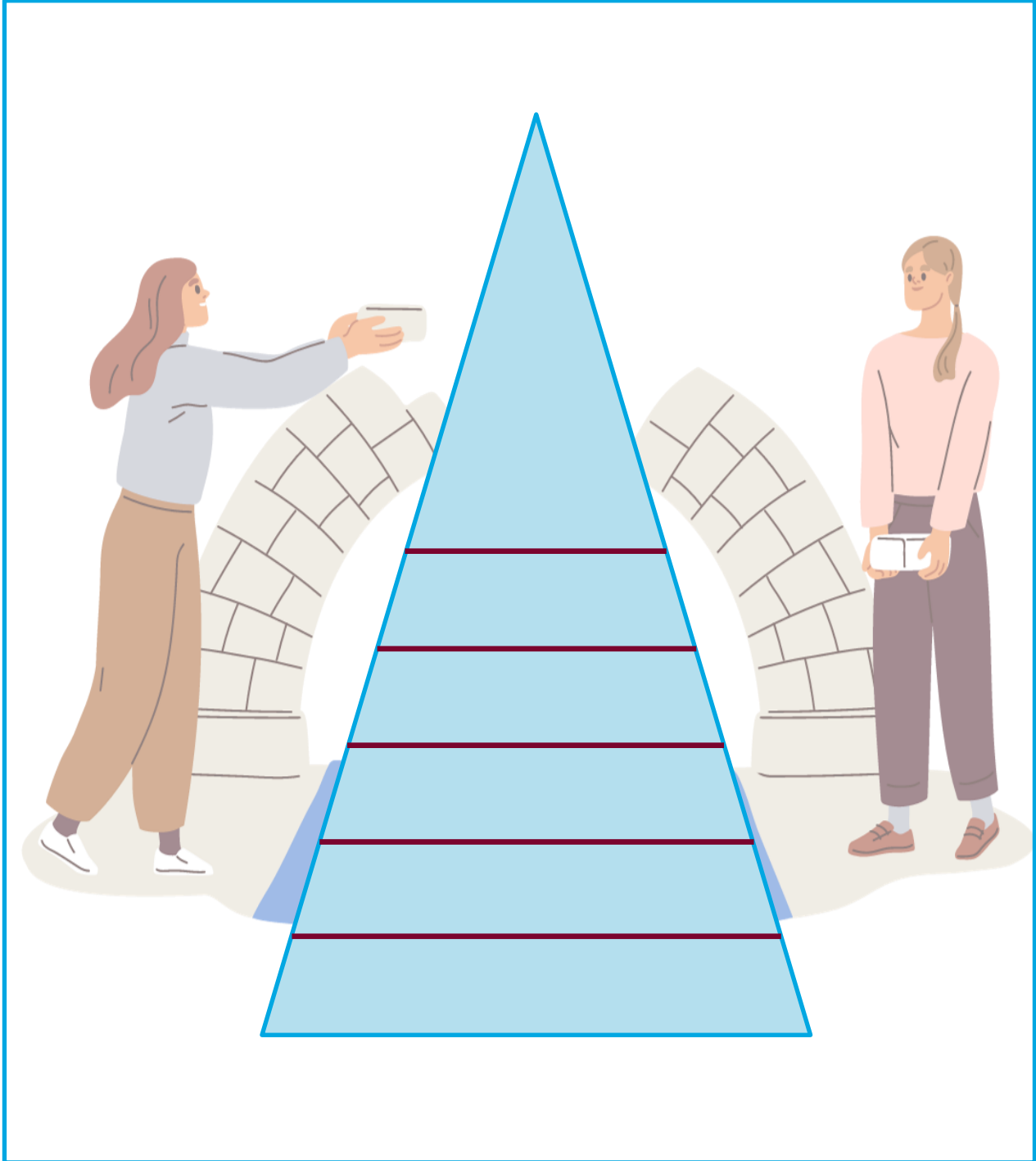
Main activity:

- As an introduction to the session, the specialist shows the pupils a video (<https://www.youtube.com/watch?v=He9JqYX85qU>) and discusses with the group the concept of personal values, pointing out the different values required to build a good relationship.
- The expert will then make a list on the whiteboard/ flipchart with different personal values. The pupils receive the worksheet “The pyramid of values” and they are asked to write down their most important six values according to their importance (the most important one will be on top) on the pyramid included in the worksheet. The goal is for each pupil to reflect upon his/ her values.
- Then the group is divided in workgroups of 3-4 pupils. The workgroups need to negotiate the personal values and come up with a top reflecting the main 6 values of all members. They then present their results to the group.
- The specialist discusses with the group the process of choosing the small group’s values from the members’ personal values. He/ she points out the elements of the process and the risks of renouncing the personal values in favour of others, as well as the risks of being inflexible when trying to join a group. The expert will stress the fact that similarities in personal values are the premises for initiating social relationships and compromises from one’s personal values in order to avoid conflicts or to please others are not necessary functional choices.

Reflection/ discussion/ tasks for the following period:

- The activity may be continued by creating a common hierarchy of social values for the whole group. The specialist may point out that all people that become members of social groups need to adhere to the social values of that group, but a balance between personal and social values is needed.

THE PYRAMID OF VALUES



GROUP SESSION 17

Title/ topic:

- Dealing with emotions in relationships

Therapeutic objectives/ expected results: by participating in/ doing this activity, the children will:

- understand negative and positive aspects of relationships;
- learn that all emotions are valid but not all reactions are;
- be able to assist others in managing difficult situations;
- improve their communication skills.

Preparation:

- The specialist may ask the pupils to remember the common group values.
- All the materials should be prepared in advance.
- The specialist will present the topic to the class.

Resources:

- list with situations/ scenarios for the role play (see the annex at page 132);
- whiteboard/ flipchart;
- writing paper;
- pens, pencils, colouring pencils, sharpener, eraser, markers.

Main activity:

- The specialist divides the group in pairs and invites them to brainstorm about the positive and negative things in a relationship. The pupils will then share a few ideas, which the expert will list in two drawings (a cloud and a sun) made on the whiteboard/ flipchart sheet: the negative things of a relationship will be noted in a cloud, while the positive ones will be noted down in a sun. The expert should point out that relationships have their good and their difficult moments and that we benefit from learning how to navigate them all.
- Further on, the pupils are divided into groups of 4-5 and they are given situations which they are asked to role-play (relate to the characters) and in which one of the group members has to face some problems/ difficult situations in relationships, while the others take the role to support, to “think outside the box” of the situation and help them. Pupils need to cooperate to figure out how they can deal with the problem. They can write down all their ideas and then choose one idea they consider the most appropriate to present in front of the whole group.
- The specialist facilitates the sharing of opinions and feelings regarding the role play and points out healthy ways of validating emotions and offering support.

Reflection/ discussion/ tasks for the following period:

- The specialist highlights that all emotions are valid and acceptable. However, not all reactions are acceptable! Releasing intense emotions is healthy if done in an appropriate manner. While it is not okay to yell and scream at others, the act of yelling can be quite therapeutic. Providing children with a safe space to yell, followed by a healthy way of moving forward can be powerful.

SITUATIONS FOR THE ROLE PLAY

Scenario 1:

On a bus, an older kid demands that you change seats with his friend so they can sit together. You came early to get a window seat and don't like his friend's location.

Scenario 2:

Your friend does not want to play with you and he/ she seems to have some new friends and leaves you alone.

Scenario 3:

A friend has hurt your feelings by sharing your private secrets with another friend.

Scenario 4:

It's break time and you have forgotten your lunch at home. You're really hungry.

Scenario 5:

Someone has stolen all your pencils.

Scenario 6:

Your mum says that you cannot play any video games this weekend.

Final Session

GROUP SESSION 18

Title/ topic:

- Progress self-evaluation and lessons learnt

Therapeutic objectives/ expected results by participating in/ doing this activity, the children will:

- learn how to assess and summarize their learning experiences;
- be able to reflect and acknowledge their progress;
- be motivated to develop and grow further.

Preparation:

- The specialist should announce the group that this is the final meeting and its purpose is to self-reflect upon the progress and draw conclusions regarding the lessons learnt.

Resources:

- worksheet (see annex at page 134);
- writing paper, pens, pencils, colouring pencils, markers.

Main activity:

- The pupils are asked to remember the moment they started the group sessions and their level of expertise on emotional intelligence then and how they have progressed by participating in the group sessions and their current level of knowledge and skill regarding the components of emotional intelligence. They are asked to express their reflections by making use of their body while standing up, as if their body would be a thermometer or a vertical scale and point out with their hands their past level of knowledge and skill and then their current one.
- Further on, the pupils are asked to write down on the worksheet impressions and feelings regarding what they have learnt and experienced and ideas on how they plan to use their current level of knowledge and skill.

Reflection/ discussion/ tasks for the following period:

- In the end of the session, the pupils are invited to imagine that in the middle of the room there is a backpack that each of them will take on during their journey through life and each of them might put inside one important thing they wish to remember and continue to apply from the group sessions on emotional intelligence.
- As a continuation of the reflection upon the progress and the things they have learnt, the pupils might be instructed to:
 - design an individual/ group poster with rules or things they should keep doing in order to maintain their self- and social-awareness and to manage their emotions and their relationships;
 - create a journaling page (they may use drawings, symbols, words, stickers etc.) to remind them of the things they have learnt and the skills they have developed;
 - make a collage of photos with difficult emotions and potential ideas how to cope with them in a healthy and functional way.



WHAT DID I LEARN?



WHAT WILL I APPLY?



WHAT DID I LIKE?



WHAT DID I NOT LIKE?