

## Cross-cultural best practices

The final chapter of this model is dedicated to best practices of emotional intelligence development in Europe and around the world, providing references for further documentation. This chapter is not designed for teachers, professionals or parents alone, but also for all the stakeholders involved in the education systems and for the whole community who could organize itself around the values of developing emotional intelligence.

BEST PRACTICE 1	
COUNTRY:	 ITALY 
<b>Title/ topic:</b> <i>EMOTIONAL INTELLIGENCE AS AN EDUCATIONAL-RELATIONAL METHOD IN DISTANCE LEARNING: WORK CARRIED OUT BY THE PUPILS OF 1ST B AND 1ST C OF CAMPORA PRIMARY SCHOOL</i>	
<b>Description:</b> <p>In primary school education, storytelling and fairy-tale imagination play a fundamental role in learning and developing emotional intelligence. This is why the Comprehensive Institute “Campora S.G. - Aiello C.” from Amantea has used the fairy tale technique as a therapeutic activity in workshops held both in the classroom and at a distance. By using the metaphor of the dualism protagonist/ antagonist - good/ bad, the children were able to develop the emotional literacy necessary for empathic development. In particular, the pupils were asked to create and invent stories so that they could identify with the events of the characters presented.</p> <p>The work was carried out in a three-stage process. The first phase involves, through the use of the platform adopted by the school for video lessons, listening to the thematic story about Covid-19 (better known as the Coronavirus) depicted as an evil King that has overwhelmingly become part of our lives. This is the fairy tale incipit that kicks off the second phase, in which the pupils created their very own story, making it a powerful learning tool. The third and final phase deals with translating the metaphorical language presented by the pupils into disciplinary content, becoming a tool for the harmonious development of the personality. In the various stages of constructing the story together with the children, various working techniques were used, such as cooperative learning and brainstorming, in order to increase peer support and emotional closeness in the pupils in order to learn to communicate with empathy.</p> <p>The primary aim of the workshop was, therefore, to facilitate the development of empathy. In fact, the distance learning allowed the emotionally more intelligent pupil to develop strong resilience and the one with more difficulties to open up more. It was demonstrated how, through experiential workshops and the use of different learning techniques, pupils were motivated to overcome the emotional distress expressed at the beginning of the year. Very important is the role of the expert who, by pushing the hemisphere of creativity, adaptation and divergent thinking, ensured that the pupils kept their attention on the project.</p>	
<b>Link:</b> <a href="https://www.compensivocampora-aiello.edu.it/attivita-alunni/1161-intelligenza-emotiva-come-metodo-educativo-relazionale-nella-didattica-a-distanza-lavori-esequiti-dagli-alunni-della-1-b-e-1-c-della-scuola-primaria-di-campora.html">https://www.compensivocampora-aiello.edu.it/attivita-alunni/1161-intelligenza-emotiva-come-metodo-educativo-relazionale-nella-didattica-a-distanza-lavori-esequiti-dagli-alunni-della-1-b-e-1-c-della-scuola-primaria-di-campora.html</a>	

## BEST PRACTICE 2

COUNTRY:  ITALY 

Title/ topic:

*ACTIVITIES ON EMOTIONAL COMPETENCE AND EMPATHY - A STORM OF EMOTIONS (RECOGNITION OF PRIMARY AND SECONDARY EMOTIONS)*

Description:

The activity was carried out by the Comprehensive Institute “Bastiano Genovese” in Messina on secondary school pupils in order to help them understand the difference between primary and secondary emotions. The activity can be carried out in the classroom, as well as with other age-relevant social groups.

The pupils were divided into small groups and were asked to write down all the emotions that come to their minds in a limited amount of time (about 5 minutes). The teachers then stopped them and guided them to the next stage of the assignment: for each emotion on the paper they were asked to add a moment/ a situation when they have felt it (about 10-15 minutes). Then each group choose a spokesperson, who spoke on behalf of all and the teacher then asked each group to share what they have written down. From what the children have reported the teacher led the discussion towards differentiating the types of emotions (e.g. happiness, sadness, fear, anger, disgust and surprise are primary emotions) and stimulated the pupils to come up with a definition of secondary emotions (e.g. shame, jealousy, embarrassment, guilt etc.). Primary emotions are more naturally occurred (and they are the first to appear in small children) and most of the times unconscious, while secondary emotions require self-awareness, which implies consciousness, a “sense of me” and awareness of the others. This activity helps students recognize and understand the differences between primary and secondary emotions

The activity involves students and teachers in formulating some questions and food for thought like:

- In what situations do you experience emotions?
- Can you experience different emotions at the same moment? Why/ why not?
- Are there similar situations that arouse different emotions? Why/ why not?
- What are the differences between primary and secondary emotions?

The same activity may also be proposed to younger pupils, but adapting it, for example by using images of faces expressing primary emotions and using a simpler age-appropriate language.

Links:

<https://www.icgenovese.it/>

<https://www.icgenovese.it/Attivit%C3%A0%20su%20competenza%20emotiva%20ed%20empatia.pdf>

## BEST PRACTICE 3

COUNTRY:  CYPRUS

## Title/ topic:

*EMOTIONAL INTELLIGENCE OF EDUCATORS APPOINTED IN CYPRIOT PUBLIC SECONDARY SCHOOLS AND IN-SCHOOL CONFLICT MANAGEMENT TECHNIQUES*

## Description:

Nowadays, emotional intelligence has become ever more crucial and relevant to the teaching profession. Nonetheless, its role in in-school conflict incident management involving educators has not been sufficiently investigated, either in Greek or Cypriot secondary schools. This dissertation examined the emotional intelligence of educators appointed in Cypriot public secondary schools as well as in-school conflict management techniques, both on a theoretical level and research-wise. Subsequently, it explored the correlation between the degree of emotional intelligence of educators and their choice of technique for effectively handling a conflict incident. The occurrence of conflict among members of the school workforce is neither avoidable nor rare a phenomenon. Thus, emotions as well as the techniques employed to manage such outbreaks are of the utmost importance in order to successfully resolve them.

According to scientific literature, in-school conflicts are distinguished in different types, are caused by various factors, follow certain development stages and are managed with such techniques as avoidance, domination, collaboration, compromise and smoothing. Irrespective of its theoretical approach, the impact of emotional intelligence is deemed as decisive by researchers both in terms of the process of understanding, managing and normalising the emotions of others during the conflict, and the choice of a suitable conflict management technique so that the consequences for the parties involved and the school alike are not adverse but, rather, advantageous.

Firstly, this dissertation, through self-referencing questionnaires, provided an assessment of the emotional intelligence of educators, studied the frequency, intensity and the causes leading to in-school conflicts and, finally, evaluated the management techniques employed by educators to settle their differences. Furthermore, a link between the degree of emotional intelligence of educators and the choice of conflict management technique was established. IV Through the statistical analysis of the data gathered, the high degree of emotional intelligence in educators has been ascertained, with women outclassing men. Moreover, it was established that educators view conflict as a frequent phenomenon in the school environment, which they describe as mild and support that its most common cause is poor communication. In addition, the study has shown that the technique of cooperation is the first choice for the majority of educators dealing with in-school conflict management and resolution. Furthermore, it was revealed that older, more experienced educators were more emotionally intelligent than younger, less seasoned ones. Regarding the choice of conflict management technique, it was determined that an educator's age and years of service affect the manner in which they opt to handle in-school conflicts. Finally, according to the research data, there was positive correlation between emotional intelligence and the technique of collaboration.

## Link:

<http://hephaestus.nup.ac.cy/handle/11728/11446>

## BEST PRACTICE 4

COUNTRY:  CYPRUS

Title/ topic:

*STUDENTS' SELF ASSESSMENT ON EMOTIONAL INTELLIGENCE AND SELF AWARENESS*

Description:

The data base offers an array of scientific articles regarding researches conducted on students' emotional intelligence, pointing out the vital role that emotional intelligence plays in the development of healthy and balanced personalities of children as well as in their future success, development and happiness. The studies are also underlining the significance of parents and educators in the development of children's emotional skills and the qualities of highly emotionally intelligent people, such as, empathy, social skills, autonomy and the benefits of emotionally adequate people.

The articles present theoretical frameworks and different perspectives on emotional intelligence, evaluation techniques, social and emotional education programmes that may be implemented by teachers, counsellors or even parents.

Adults in general and parents especially play the biggest part in the children's emotional intelligence development, due to the fact they are often regarded as role models. Scientific evidence is provided for the idea that parents who act as 'emotional mentors' and aim at the implementation of emotional education, are capable to give value to all the emotions their children experience, while identifying their emotions and using the expression of emotions as a way of bonding with their children and of supporting them through consultative intervention.

Links:

<https://gnosis.library.ucy.ac.cy/handle/7/65083>

<https://gnosis.library.ucy.ac.cy/handle/7/65025>

<https://gnosis.library.ucy.ac.cy/handle/7/65028>

<https://gnosis.library.ucy.ac.cy/handle/7/65217>



**BEST PRACTICE 5****COUNTRY:**  **GREECE****Title/ topic:*****CONNECTION BETWEEN ACADEMIC PERFORMANCE, CLASSROOM CLIMATE AND EMOTIONAL INTELLIGENCE*****Description:**

Emotional intelligence as a personality trait refers to one's behavioural predispositions and personal assessments of one's abilities. The purpose of the present research was to study emotional intelligence as a characteristic of pre-adolescent children who attend the last two grades of Primary School. More specifically, it investigates how two dimensions of children's school life - school performance (cognitive dimension) and classroom climate (emotional dimension) - are related to emotional intelligence as a characteristic of children.

The survey involved 499 students (276 girls and 223 boys) from 17 public elementary schools in the wider area of the centre of Athens, of which 224 were studying in the 5th grade and 275 in the 6th grade. The students completed (a) the Emotional Intelligence as a Characteristic Knowledge Questionnaire for Children-Short Version, which is the Greek translation-adaptation of the Trait Emotional Intelligence-Child Short Form questionnaire (Petrides personal website, <http://www.psychometriclab.com>) and (b) the Questionnaire "Life in the School Classroom", which is the Greek translation-adaptation of the Classroom Life Measure questionnaire (Johnson & Johnson, 1983. Johnson, Johnson, Buckman, & Richards, 1985. Vogiatzoglou & Galanaki, 2008. Galanaki, 2005. Babalis, 2009. Babalis, Galanaki, & Stavrou, 2007). The teachers completed the School Performance Scale, which assesses the school performance of the students in the subjects of Mathematics, Language and History.

The children had high overall emotional intelligence as a characteristic, they performed well in lessons and they evaluated their classroom climate positively. Specifically, they reported that their classroom teacher supports them both academically and personally and that they do not feel alienated from the classroom. Overall emotional intelligence as a trait was not found to be related to children's school performance. It found that children with high trait emotional intelligence were likely to report high levels of cooperation, and children attending a classroom characterized by high levels of cohesion were likely to have high trait emotional intelligence. The findings are discussed in the context of the relevant international literature on children's emotional intelligence and its relationships with children's school life. Finally, proposals for pedagogical applications are formulated, based on the findings of this research.

**Link:**<https://www.didaktorika.gr/eadd/handle/10442/39119>

## BEST PRACTICE 6

COUNTRY:  GREECE

Title/ topic:

*THE EFFECT OF A SOCIAL AND EMOTIONAL LEARNING PROGRAMME ON THE EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL STUDENTS*

Description:

The purpose of the present study was to investigate the effect of a social and emotional learning programme on the emotional intelligence of primary school students. Moreover, this study investigated the effect of the program on students' classroom climate, mental resilience and academic performance, as well as the differentiation based on class and gender.

The research involved one hundred forty-five (145) students from the fourth and sixth grades of primary schools of Attica, who were divided into two groups: the experimental group with seventy-five (75) students, who attended in the context of the course Greek Language an intervention program called "Eumenides", and the control group with seventy (70) students. All students completed in three administrations (pre-test, post-test and follow-up) the subsequent questionnaires: a) Trait Emotional Intelligence Questionnaire: Child Form (TEIQue-CF), b) Classroom Life Measure (CLM), c) Classroom Maps and d) Demographic Characteristics Questionnaire. Moreover, students' scores were taken into account.

The results showed statistically significant differences and correlations between the variables. Students' emotional intelligence in the experimental group improved significantly, which, also, improved classroom climate and their mental resilience and academic performance. The program had a greater impact on students of sixth grade and girls, which remained statistically significant even on the follow-up. These findings must be taken into account by those involved in the educational scene for creating responsible and psychosocially balanced students.

Link:

<https://www.didaktorika.gr/eadd/handle/10442/44173>



## BEST PRACTICE 7

COUNTRY:  GREECE

Title/ topic:

*CREATIVE, INTERACTIVE PSYCHO-EDUCATIONAL PROGRAM FOR CHILDREN OF PRIMARY SCHOOL, TO ENHANCE THE ROBUST ACTION AND THE FORMATION OF THEIR EMOTIONAL RESILIENCE*

Description:

The concept of prevention of mental health care is a component of study and research in the fields of social sciences in the last decades. Adults, who work with children as professionals, pay particular attention to factors, which are not limited in the field of knowledge acquisition alone, but extended to the cultivation of those skills, that will help young people develop themselves into empowered adults mentally. The cultivation of virtues contained in the meaning of emotional intelligence will give the students an opportunity to discover positive personality traits, as well as positive emotions, inherent both to themselves and their peers.

This study examines the applicability and the degree of effectiveness of a creative, interactive psycho-educational program for children of primary school, to enhance the robust action and the formation of their emotional resilience. In the program, which lasted almost for a year and a half (pilot phase and main survey), took part 362 children in total, aged 9 - 10 years. The program was delivered in the school class once or twice a week (intervention) and it lasted for one school hour. Each intervention consisted of playful exercises and original creative activities based on the principles of cognitive-behavioural therapy and were designed specifically to meet the objectives of each intervention and to be manageable by students regarding their age. Furthermore, the content of the intervention program was adapted to the program of each elementary school, was applied. The analysis of the results supports the effectiveness of the program and demonstrates its suitability for children of primary school.

Link:

<https://www.didaktorika.gr/eadd/handle/10442/39286>



## BEST PRACTICE 8

COUNTRY:  POLAND

Title/ topic:

*PREVENTION AND TREATMENT PROGRAMMES FOR SCHOOL-AGE CHILDREN AND YOUNG PEOPLE*

## Description:

In Poland, there has been a noticeable increase in the publication of books with ready-made preventive and therapeutic programmes for school-age children. Professionals/teachers have increasing access to ready-made lesson plans developing, among other things, emotional intelligence. The books are divided into individual lessons, which include: the aims of the lesson, the theory of the topic discussed as well as a description of the exercises (step by step).

In addition to the books, folders with ready-made worksheets are issued at the same time, which professionals/teachers can use as described in the book or introduce them as a tool for their own lesson plans. It is worth noting that the worksheets are immediately adapted for use in the classroom (the student worksheets are on soft paper so that they can be easily photocopied, while the presentation worksheets are made on stiff paper, laminated).

Examples:

- "Emotions Communication Acceptance - A prevention and therapy programme for pre-school and school-age children". Authors Agnieszka Lasota and Dominika Jońca SM. Difin Publishing House. The book, published in 2021, contains scenarios implementing the theme - the world of emotions and feelings. Sample chapters:
  - "In the land of emotions - what do I feel? what do you feel?"
  - "In the land of emotions - feelings change".
  - "In the land of emotions - windows of emotions"
  - "In the land of emotions - we play with emotions".
  - 'In the land of emotions - a hat of feelings'.
- "Emotional and social skills training for children - Therapy cards and worksheets", published in 2021. Author Agnieszka Lasota. Difin Publishing House. The publication contains work cards and demonstration cards. Example cards:
  - Emotions. Demonstration card
  - How do I look when I feel sadness/anger/joy? Showcards
  - Sadness/anger/joy - causes
  - Anger/joy/sadness - Emotions - Behaviours
  - What my body feels when I am afraid/angry/pleased
  - What can I do when I am afraid/angry/sad/pleased? Demonstration card



## BEST PRACTICE 9

COUNTRY:  POLAND

Title/ topic:

***BOARD GAMES TO DEVELOP EMOTIONAL INTELLIGENCE*****Description:**

More and more board games with emotions as a theme are appearing on the Polish market. Games are increasingly being used not only by parents, but also by professionals/teachers. The biggest advantage of such games is the possibility to learn through play. Emotions are very often a difficult topic to talk about, especially during adolescence, but also at a younger age when we discuss unpleasant emotions with children. At such times it is useful to talk about emotions during play.

**Examples:**

- "Mountain of feelings" - a game prepared by psychotherapist Dagmara Teczke. Heim Publishing.  
It is a therapeutic and educational game that supports the work of professionals as well as parents who want to get to know their child better. The aim of the game is to share feelings, emotions and experiences in a safe and comfortable way. The set includes a board, 50 cards divided into two groups, a dice, pawns and instructions. It is a great educational tool and an ideal excuse to have serious conversations about emotions.
- "Playing on emotions" - Author Victoire de Taillac. Published by Nasza Księgarnia.  
The game contains more than 100 icon cards with which players will represent different emotions. Each can be associated with many things, guaranteeing great fun. The player asks a question starting with HOW DO I FEEL WHEN... (e.g. How do I feel when I'm late for my first date?) the other players each lay out one icon card - the one they think best fits the answer to the question. The person asking the question chooses the one they feel best represents their emotion. The person whose card is chosen scores a point. The question is now asked by the next player. The first person to score 3 points wins the game. In addition to the more than 100 icon cards mentioned earlier, the game set includes: blank cards for creating your own icons, cards with ready-made questions HOW I FEEL, WHEN... as well as blank cards prepared for writing down your own questions.



[www.freepik.com](http://www.freepik.com)

## BEST PRACTICE 10

COUNTRY:  ROMANIA 

Title/ topic:

*COLLECTION OF METHODS AND TECHNIQUES FOR THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE IN YOUNG CHILDREN (PUBLISHED UNDER THE TITLE "HAPPY CHILDREN - SUCCESSFUL ADULTS")*

Description:

It is a methodological guide designed especially for educators and teachers working with small children and it aims to guide them and motivate them to apply different methods and techniques in their everyday work for developing the children's emotional intelligence.

The guide is quite consistent (over 200 pages) and it offers well-documented theoretical information regarding the development of emotional intelligence, as well as a variety of already tried and proven effective techniques of working with children of different ages within the school environment to choose from. It also contains recommendations for parents and family members. It is available for download in Romanian free of charge.

Link:

[https://www.isj-db.ro/static/files/RED/1.PRESCOLAR/aprilie/prescolar\\_Patrascu\\_Tocan\\_Copii\\_fericii\\_a\\_duli\\_de\\_succes.pdf](https://www.isj-db.ro/static/files/RED/1.PRESCOLAR/aprilie/prescolar_Patrascu_Tocan_Copii_fericii_a_duli_de_succes.pdf)



## BEST PRACTICE 11

COUNTRY:  ROMANIA 

Title/ topic:

*PILOT PROGRAM FOR THE DEVELOPMENT OF SOCIAL AND EMOTIONAL INTELLIGENCE OF THE PRIMARY SCHOOL PUPILS FROM "RADU PETRESCU" HIGH-SCHOOL (PRUNDU BÂRGĂULUI, BISTRIȚA-NĂȘĂUD) (2016-2018)*

Description:

The high-school has implemented an educational program for developing the social and emotional intelligence of the primary school students between 2016 and 2018. The program was focused on two main components: (1) recognizing the emotions and (2) dealing with those emotions and aimed at improving emotional self-control, facilitating the adaptation to the school environment, developing the active listening skills, developing empathy, improving self-consciousness and self-responsibility over others, developing the relationships, improving conflict resolution strategies, reducing physical and verbal aggressiveness, increasing self-esteem and self-understanding.

The methods of intervention used during the workshops were: story-telling, collage, structured games, mental experiments of potential situations, thematic dialogue, role play, self-reflection, presentation, brainstorming, working with metaphors etc.

Examples of activities from the program:

- ***The box with emotions*** - each pupil writes on a piece of paper how he/ she feels at a given moment (anonymously) and all the pieces of paper are gathered in a box. The teacher then extracts the notes with emotions and reads them out loud, using the opportunity to speak about a certain emotion (how to recognize it, the situations in which we feel it etc.), also asking the pupils in the class to offer solutions to regulate the respective emotion. Validating all emotions as natural is very important.
- ***The realm of emotions*** - an activity in which pupils learn about the variety of emotions and their different intensities (images or cards may be used), how to recognize them within their own body and in others. Negative emotions are addressed and pointed out as normal, while some coping mechanisms are also presented.
- ***I am what I do with joy and gratitude*** - pupils are oriented to find their strong points and talents, as well as to set learning goals for themselves. They are also taught to be grateful for what they have and are in the present.
- ***My journey*** - pupils are challenged to experience an optimistic attitude towards their future and make a life plan that will bring them closer to their dream/ goal, by identifying and formulating objectives, identifying necessary actions and resources, assessing from time to time where they are in relation to their dream/ goal and how to adjust their actions.
- ***You and me*** - the pupils practice through role play offering and receiving compliments, conflict resolution strategies and anxiety and anger management. They will be able to train their stress resilience and apply solutions to everyday life situations.
- ***The line of my life*** - the pupils learn about the axis of life and about the identity matrix, which help them know themselves better and improve their decision capacity regarding their future. They are invited to travel ten years into their future and project how they see themselves then. Then they are invited to reflect on what they need to do now in order to achieve their goals.
- ***The little writer and the life mission*** - metaphors are used in order to create a story in which the main techniques and lessons learnt are summarized and which will help empower the pupils to keep applying what they have learnt and practiced.

Link:

<https://sutliana.wordpress.com/pagina-elevilor/scolari-2/dezvoltarea-inteligentei-emotionale-si-sociale-la-scolarii-din-invatamantul-primar-liceul-radu-petrescu-prundu-bargaului-program-pilot-2016-2018/>



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