

MODEL OF WORKING WITH A PUPIL AGED 11-15 FOR DEVELOPMENT OF EMOTIONAL INTELLIGENCE

Coordinated by PhD. Oana DĂU-GAȘPAR

EQ
Teens



EQstudents
Emotional Intelligence
The mind that feels



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She graduated from the Maria Grzegorzewska's Academy of Special Education in Warsaw, majoring in Therapeutic Pedagogy. She is authorized to conduct pedagogical and speech therapy for school-age pupils. She improved her professional competences by completing postgraduate studies in Early Childhood Education (University of Economics and Innovation in Lublin). She has over 20 years of experience working with children and young people. On a daily basis, she works with pupils aged 7-14 years old, conducting classes for developing emotional and social competences, as well as group or individual classes with pupils with special educational needs.

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Psychologist with a MA in Community Psychology and experience in family orientation and coaching. She has worked with children from diverse backgrounds in several facilities. Her experience allows her to provide guidance and support to different age groups especially towards increasing mental health and improving their well-being.

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He holds a PhD in Psychology, a coach certification and he is a career advisor and a recommended Level II trainer of the Polish Psychological Association. He is co-founder of PROGRESS Trainer School and research and teaching staff member at the Institute of Sociological Sciences at Catholic University of Lublin. He is a certified teacher with extensive experience as a school psychologist and career advisor in primary schools, secondary schools and high schools. He develops and conducts training and workshops in soft skills for teachers and youth, as well as train-the-trainer sessions. He is expert in international, innovative projects supporting general and vocational education and lifelong learning and the author of several scientific publications on personal development and competence measurement.

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The *EQ Teens model* defines processes, tools and rules of working with pupils aged 11-15, especially those with adaptive difficulties, for the development of emotional intelligence in the educational environment and at home, involving teachers, tutors, school pedagogues, psychologists, counsellors and parents. It is a *continuation of the EQ Kids model*, which deals with pupils aged 6-10 years, so if you're interested in processes, tools and rules to work with that age group, please check that model too.

The EQ Teens model focuses on both the pre-adolescence and adolescence stages, namely 11-15 years of age - a time in which there are new opportunities for developing the emotional intelligence and new problems and issues connected with the specificity of entering the teenage period. The adolescence is a period characterized by an identity crisis and experiencing own emotionality in the context of relationships with peers, forming an identity and searching for own path, creating an idea about the self, also in the context of expressing own emotions. Entering this age stage comes with its own challenges and pupils aged 11-15 years old experience accelerated emotional and social development. There are different needs and dynamics of older pupils compared with the younger ones. Thus, assisting pupils in this stage by guiding them towards the development of their emotional intelligence is an important aspect of ensuring a smooth transition and adaptation to the new expectations of teenage life.

The goal of the model is to present the *comprehensive scheme how to work with pupils and how to support them in developing their emotional intelligence*. The model is addressed to school personnel, namely teachers, tutors, school pedagogues, counsellors, psychologists, socio-therapists and other experts working with pupils aged 11-15 experiencing difficulties and with their parents or other family members.

The emotional state of a pupil influences the way he/ she acquires knowledge and the success in school depends largely on the emotional traits. Thus, the EQ Teens model will cover *four key components of emotional intelligence*, in order to promote well-being of

pupils, to boost their ability to adapt to the school environment and to ensure successful interpersonal relationships and educational success. These four key components are *coloured coded* with the same colours throughout the entire model: *self-awareness* - red, *self-management* - green, *social awareness* - yellow and *relationship management* - blue.

The model contains two parts:

- ✍ *part 1* - dedicated to *theoretical information* - about the dimensions of emotional intelligence, about the impact of the systematic training guided by teachers, parents and other professionals upon the development of emotional intelligence and also about the systemic perspective upon behavioural and disadaptive problems - and
- ✍ *part 2* - dedicated to *practical information* - describing specific techniques, exercises, worksheets, guidelines, organized by key components (follow the colour codes to search for a certain one), for managing the development of emotional intelligence, which are to be implemented directly with the adolescent pupils in different contexts (one to one or in a group) or with the parents.

Part 1 is addressed to both teachers and specialists involved in the education process of the adolescents, while part 2 is divided into chapters focusing on different target groups, as follows:

- 📖 one chapter with *short activities, which teachers may implement in their everyday lessons*, no matter what subjects they teach;
- 📖 one chapter containing a *complete program for developing the emotional intelligence of adolescents in 50 minutes one-to-one sessions*, meant to be delivered by trained school specialists (psychologist, school counsellor, school pedagogue, social worker, tutor, support teacher, psychotherapist/ socio-therapist etc.); the program is composed of 18 sessions (1 introductive, 4 for each key component and 1 final);
- 📖 one chapter containing a *complete program for developing the emotional intelligence of adolescents in 45-50*

minutes group/ class lessons, meant to be delivered either by trained school specialists (psychologist, school counsellor, school pedagogue, social worker, tutor, support teacher, psychotherapist/ socio-therapist etc.) or by experienced teachers/ youth educators who are already familiar with emotional intelligence development mechanisms; the program is composed of 18 lessons (1 introductive, 4 for each key component and 1 final); the length of the group session is approximated in accordance with the length of the usual lesson in partner countries of the project, but it may require extra time, according to the specific situation and size of each work group;

one chapter containing a *complete program for supporting parents in developing the emotional intelligence of their adolescent children*; the program is composed of 5 workshops (1 introductive and 1 for each key component) having a duration of approximately 90 minutes and it is recommended to be delivered either by a trained school specialist (psychologist, school counsellor, school pedagogue, social worker, tutor, support teacher, psychotherapist/ socio-therapist etc.) or by experienced teachers/ trainers/ adult educators who are already familiar with emotional intelligence development mechanisms;

one chapter providing a *collection of best practices from different countries and continents*, which are *meant to inspire both professionals working in the adolescents' education and stakeholders involved in managing the education process* (such as school headmasters, education inspectors, education curricula and policy makers etc.).

The model is structured as follows:

- **Part 1. Emotional intelligence and the educational environment**
 - Chapter 1. Pre-adolescence and adolescence - crucial life stages in preparing for adult life
 - Chapter 2. Description of the emotional intelligence and its components

- Chapter 3. The development of the emotional intelligence and its importance
- Chapter 4. The role of teachers in the development of emotional intelligence
- Chapter 5. The systemic perspective upon behavioural and disadaptive problems
- **Part 2. Practical guidelines for developing the emotional intelligence within the school environment**
 - Chapter 6. Guidelines for teachers
 - Chapter 7. Guidelines for specialists for individual work
 - Chapter 8. Guidelines for specialists for group work
 - Chapter 9. Parent support
 - Chapter 10. Cross-cultural best practices
- Glossary
- References

The implementation of the EQ Teens is targeted towards secondary school pupils (aged 11-15), school personnel (teachers, tutors, counsellors, psychologists, pedagogues, psychotherapists etc. working to support the educational process) and parents. The application of the model will allow the pupils to: function more effectively in the education process, to overcome school and peer relationships difficulties and to benefit from a positive impact on their own self-esteem and self-efficacy. In regard to the professionals, the implementation of this model will help teachers, psychologists and other experts to support pupils with special educational needs to fulfil the educational goals and not to drop out of the educational system in the future, thus avoiding social exclusion. Last, but not least, the model is also useful for supporting the pupils with no obvious difficulties in tackling the personal development needs and cultivating better emotional grounding and better social relationships.

The EQ Teens model is an innovative one, because it offers a broad understanding and a comprehensive approach of the 4-component emotional intelligence model and its applicability, not being limited to the recognition and coping with emotions, which is already present in the core curriculum, and is focused on handling the development of

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emotional intelligence, as a key predictor of success, from school level. Also, a strong point of this model is the fact that it involves teachers and parents in developing the emotional intelligence of pupils, not leaving it entirely up to specialists to do that. Still, ***cooperation between teachers, parents and specialists is recommended***, because they may coordinate the activities and have a more efficient impact on the child's development. Also, if teachers or parents find themselves in situations in which they are overwhelmed or unprepared for, they are strongly recommended to ask for the support of a psychologist or counsellor.

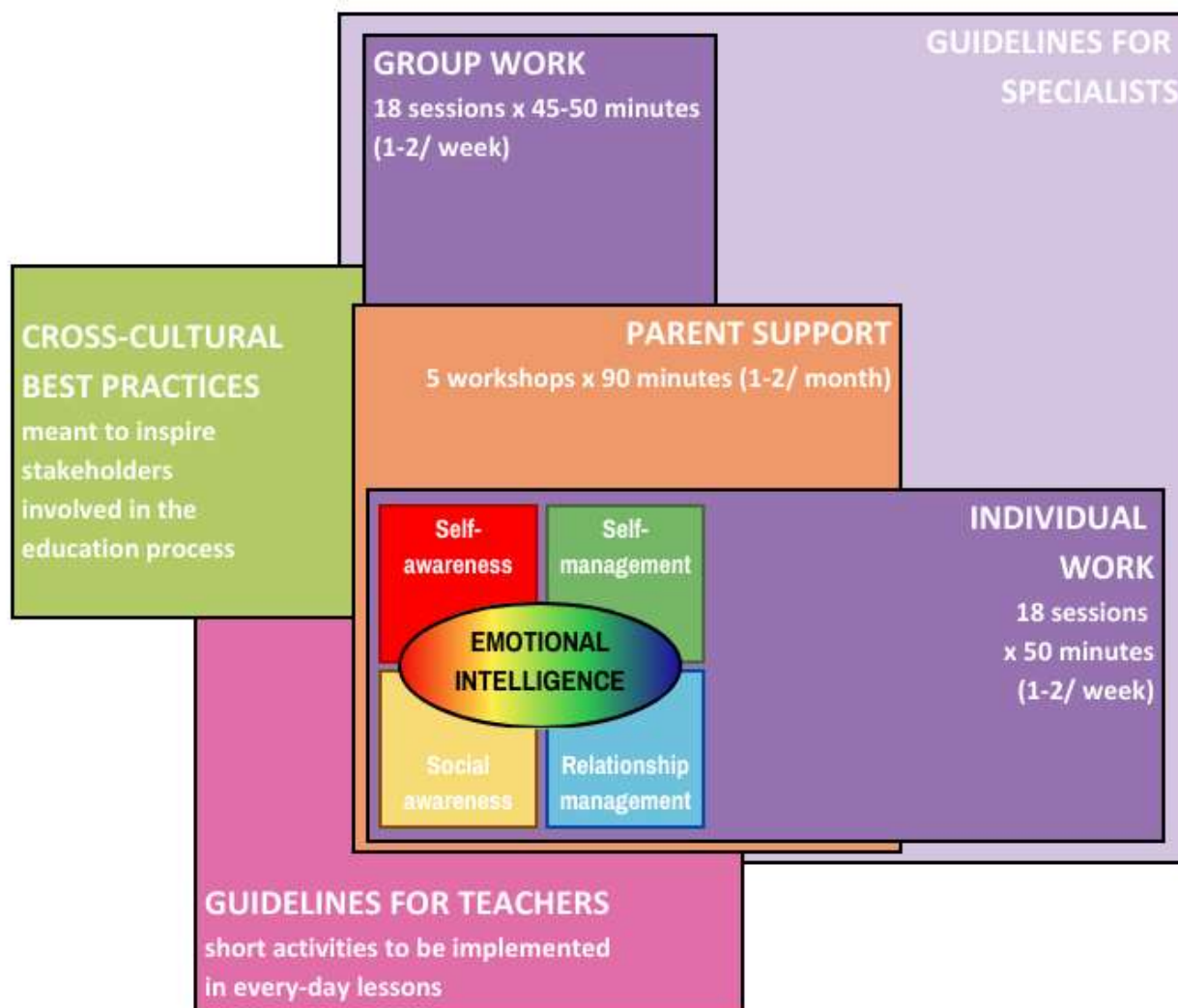
Even though the guidelines for each category of professionals may be regarded as complete programs (see the diagram on page 10 for the recommended frequency and estimated duration of each), their key value will be their ***circularity*** and the fact that teachers and specialists are not restricted to follow the lessons/ sessions from beginning to end, but they may choose where to start and where to finish, according to the needs of the pupils they work with.

Furthermore, one of the most important features of the EQ Teens model will be its ***replicability***, thus ensuring future usability in different school systems, communities and countries.

Moreover, all the activities found in the model may be ***complemented with*** the emotional intelligence assessment tool (***EQ Teens Test***) and the hybrid game for the development of the adolescents' emotional intelligence (***EQ Game***).



GRAPHIC OVERVIEW OF THE EQPUPILS MODELS: EQ KIDS / EQ TEENS



PART 1. EMOTIONAL INTELLIGENCE AND THE EDUCATIONAL ENVIRONMENT

PART 1

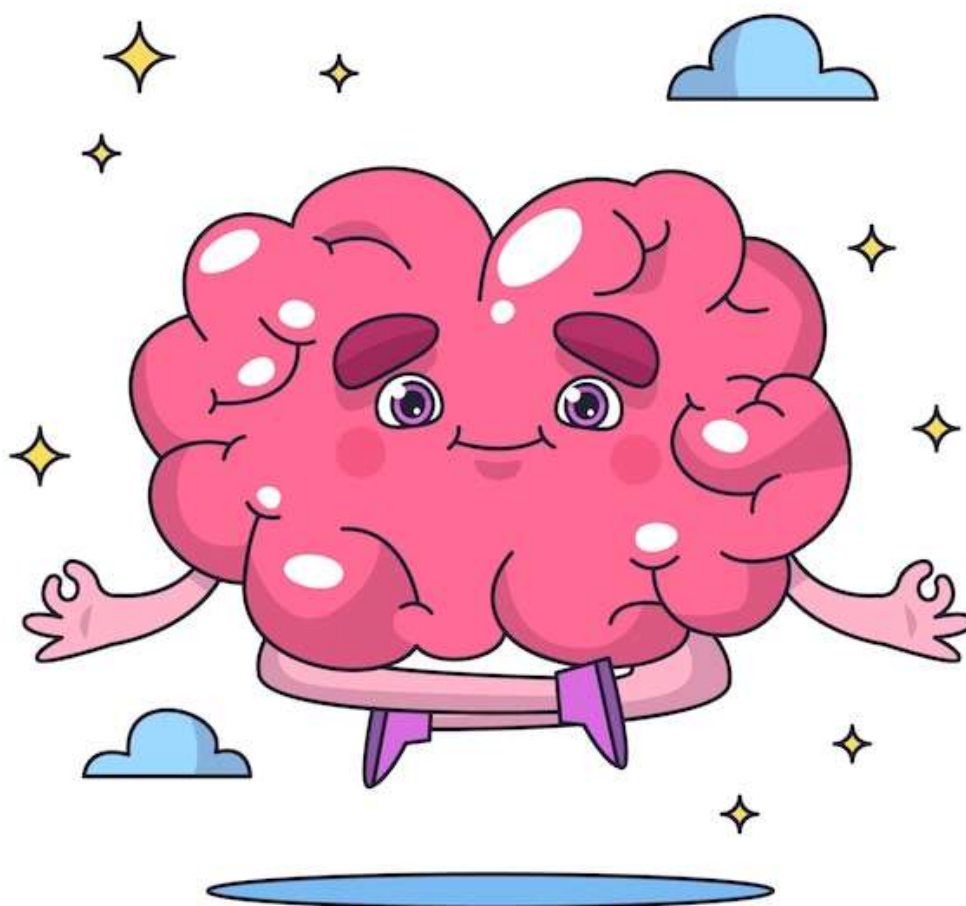
Chapter 1. Pre-adolescence and adolescence - crucial life stages in preparing for adult life

Chapter 2. Description of emotional intelligence and its components

Chapter 3. The development of emotional intelligence and its importance

Chapter 4. The role of teachers in the development of emotional intelligence

Chapter 5. The systemic perspective upon behavioural and disadaptive problems



Pre-adolescence and adolescence – crucial life stages in preparing for adult life

In the attempt to better understand and explain the ontological evolution, scientists have divided human life into several stages, each of them focusing on different goals and triggering certain changes that individuals go through in response to the constant challenges of the environment.

1.1. Pre-adolescence and adolescence

Pre-adolescence and adolescence are consecutive psychological life stages marking the transition of an individual from being a child to being an adult.

Pre-adolescence it's the first stage in which the child undergoes significant physical and psychological transformation towards becoming a fully functional grown-up. It is often assimilated with puberty, because they roughly overlap the same period - from 8/9 to 12 years old - but while puberty is a biological process triggered by the increased secretion of gender hormones and leading to sexual maturation of the reproductive system, pre-adolescence is mainly a psychological and social set of transformations marking the development of the individual's intellectual and relational abilities (Verza, Verza, 2000).

During this stage, the individual:

- ⊙ is motivated by the will to be independent;
- ⊙ is more aware of moral values, while exploring both the hero and the villain roles;
- ⊙ becomes more aware of his/her own traits and of the influence of his/ her behaviour upon the other people;

- ⊙ has a less visible intellectual activity, which reaches a deeper and more interiorized level;
- ⊙ cultivates relationships outside the family system and explores emotional and relational skills and strategies developed within the family in a nuanced way;
- ⊙ understands differences between people and makes sympathy and antipathy conscious choices.

Adolescence is the stage which follows pre-adolescence and in which the physical growth, the quest for independence and the personality structure are to be finalized so that the individual becomes ready for the challenges of adult life. It is usually set between 12 and 24/25 years old, but the age delimitations might vary. In most cases, adolescence - or teenage - is divided in two other stages (Verza, Verza, 2000):

- a) *the proper adolescence* - ranging from 12 to approximately 18 years old;
- b) *the late adolescence* - ranging from 18 to approximately 25 years old.

The World Health Organization divides adolescence into three stages, including pre-adolescence as an early adolescence stage next to the afore-mentioned stages. The division is less important though, as the effective characteristics of this period are the ones that really matter.

During this stage, the individual:

- ⊙ experiences complete body growth and development of all body functions (at the end of this stage, the individual reaches both his/ her maximum height as well as the maximum brain weight, the bones ossify completely, the circulatory system and the reproductive organs reach complete maturation);
- ⊙ reaches the maximum potential of the sensorial sensibility and speed of reaction;
- ⊙ becomes completely equipped with intellectual skills: logic memory, abstract thinking, extensive imagination, nuanced language, efficient and prolonged attention concentration;
- ⊙ is defined by stable and recognizable personality traits and by personal behavioural styles (dressing style, speaking style etc.);

- ⊙ experiences a wide range of emotional ups and lows, a variety of relationships and a deepening of the self-reflection and self-knowledge processes;
- ⊙ has an enhanced capacity of decision, but most often it is only in the late adolescence stage that the decision capacity is backed up by the necessary will to sustain the effort to implement those decisions;
- ⊙ has a wider range of interests and is more open for new experiences, while a more stable motivation will follow towards the end of the proper adolescence stage;
- ⊙ is defined by a nuanced sense of responsibility and loyalty towards own principles and people of reference;

During both preadolescence and adolescence, the individuals have a somewhat paradoxical social status, as adults around them tend to deny their former, more dependent, social identity as children and have higher expectations from them, while also preventing the teenagers to take on full grown-up roles and responsibilities. The teenagers are still seeking for the entertainment and carefree life specific for the childhood times, but also reaching out to obtain the social advantages of independence, authority and recognition that adults may enjoy, without willingly take responsibility for their decisions (Swindoll). This fact draws with itself an *identity crisis* - the adolescence stage is often referred to as the identity seeking stage -, which leads to high inner emotional distress and frequent conflicts within the inter-generational relationships (Cousinet). During this life stage, the adults-to-be are experimenting and making choices in their attempt to define themselves, they are seeking to prove themselves both in front of the others and in their own eyes, sometimes taking unnecessary risks and ending up hurt and vulnerable. The identity seeking process is a sinuous one and cannot be avoided, but it may be guided towards meaningful self-knowledge, healthy relationships and successful adaptation to adult life tasks and responsibilities.

1.2. Appropriate guidance in preparing for adult life

Because pre-adolescence and adolescence are preceding adulthood and are shaping the personality and personal identity of the future grown-up, they are to be considered transitional stages with an important role in the preparation for adult life. Thus, having the appropriate emotional guidance during these crucial times insures the structuring of a balanced inner self and an adaptive relational self.

There are five levels in which the individual needs to develop adaptation skills in relation with the surrounding environment (Șchiopu, Verza, 1989):

- a) *personal autonomy*;
- b) *temporal coherence*;
- c) *interpersonal relationships*;
- d) *social integration*;
- e) *moral conduct*.

Throughout pre-adolescence and adolescence the *personal autonomy skills* are refined and the individual becomes able to take care of oneself. In this respect, the teenager may benefit from the specifically skill-targeted assigned tasks which the parents, the teachers and the other significant adults may challenge him/ her with. For instance, the skill of budget managing may be shaped by offering a fair amount of pocket money only once a week, no matter if they run out sooner than that; preparing dinner once a week for the entire family or doing laundry might also be appropriate stimulation for developing healthy personal autonomy.

Temporal coherence means essentially to live in the present by implementing lessons learnt in the past in order to ensure a friendly future and usually the difficulties of the adolescent arise from dreaming too much about an often improbable future, while being detached from the current existence and insufficiently exploiting the past experiences. The proper support and assistance with building temporal coherence may come in the shape of stimulating deeper reflection upon past experiences and drawing relevant conclusions for the future, as well as in the shape of being mindful and gaining

awareness upon the present and its significance. Also, it is worth underlining the fact that the present is the proper moment to build the future and all current actions may have repercussions upon the future.

Adolescence is the time in which the adult-to-be is detaching from the tight social circle of the family and embracing a variety of roles in other *interpersonal relationships*. Sometimes those roles get overwhelming or the emotional investment in the relationships is not mutual, so the adolescent needs support to distinguish between mutually developing relations and toxic ones, while making sense of the behavioural expectations one has to meet in order to cultivate strong interpersonal bonds. The adult persons may offer a clearer perspective upon the entanglement of emotions brought by the confusion of roles and may explain what lies behind the people's visible reactions.

Social integration refers to the abilities of a person to be part of a group, to follow the norms of a group and to maintain mutual relationships in order to achieve a common goal. All humans are part of social groups all their lives, often even more than one at once, assuming different roles and behaviours. It's by being socially integrated that people are able to stand together in order to be safe, to cooperate in order to survive and face adversities in order to be successful, so the abilities which allow the teenager to integrate on social level are essential for his/ her well-being, personal development and easy access to resources and opportunities. In this respect, the adolescents need special guidance, as they tend to reject social norms at this age and create their own, without being aware that they cannot thrive apart from the social system. Thus, the main goals of their guidance should be to point out the importance of togetherness, of team effort and community spirit, to teach them how to integrate social norms and shape their own roles within the community and also to motivate them to be kind, helpful and tolerant in relation with their peers.

Last, but not least, the adolescence is the stage in which the *moral self* is structured and the *moral conduct* is shaped, as the future grown-ups are more prone to ask philosophical and moral questions, they are

more interested in what is right and what is wrong and they care about what their role in the world would be. Adolescents love to debate moral dilemmas and to imagine responses to ethical challenges, but also they are tempted to seek real-life situations in which to explore their own reactions and those of the others and sometimes they take high, uncalculated risks to achieve that. This is where they most need the intervention of the adults, which should steer them away from danger and provide real-life challenges and decisions - like managing a group of younger kids in a camp, organizing a fund raising, getting involved in community events etc. - in which the teenagers may explore their moral values and exercise their decision capacities in a safe and healthy way. Experiential and structured exercises - like role plays, forum theatre, debates, mock trials etc. - may also help the adolescents clarify their position towards a variety of social and political topics and make use of their moral criteria while judging the current situations. Offering them the chance to prove themselves as competent future adults will help them enhance their sense of responsibility, will shape their ethical principles and will lay the foundation for a healthy moral conduct.

All these levels in which pre-adolescents and adolescents need stimulation to grow are connected, one way or the other, with the domain of emotional intelligence and its components and it will be clear further on in this model how developing each of those components will actually contribute to enhancing the teenagers' adaptation process in the above mentioned areas, thus helping them navigate through the social maze they are part of.



Description of emotional intelligence and its components

Emotional intelligence is a wide spoken concept nowadays and the attention it gets from both scientists and the general public proves its great importance in reaching the human potential. Moreover, by accepting that emotional intelligence is a general ability - as opposed to innate talents - activities and strategies for developing it have emerged in the past decades in the scientific literature.

2.1. Emotional intelligence as a scientific concept - literature review

Emotional intelligence can be defined in a variety of ways, and there are numerous definitions online. Several of these concepts are based on popularizations of emotional intelligence that may be found in popular books and the media. But since it takes the concepts of emotion and intellect seriously, a precise and scientifically valuable definition of emotional intelligence may be identified. In other words, the definition of emotional intelligence specifically refers to the intelligent interaction of concepts and emotions. For instance: The ability to use emotions to support thought and to rationally reason with them is known as emotional intelligence (Mayer, n.d.).

The term "emotional intelligence" was first used by Salovey and Mayer in 1990 and they were aware of earlier research on non-cognitive aspects of intelligence. According to their definition, emotional intelligence is "a sort of social intelligence that entails the ability to monitor one's own and others' moods and emotions, to discriminate between them, and to utilize this information to inform one's thinking and action." (Salovey & Mayer, 1990). Moreover, Salovey and

Mayer started a study to create reliable emotional intelligence tests and investigate its relevance. For instance, they discovered in one study that viewers who scored well on emotional clarity—the capacity to recognize and categorize an experienced mood—recovered more quickly after watching an unpleasant movie Salovey et al. (1995). According to a different study, people who scored higher on the capacity to effectively sense, comprehend, and judge others' emotions were better able to adapt to changes in their social settings and form supportive social networks (Salovey, n.d.). The outcomes showed that one was able to spread his emotion throughout the group, and that positive emotions enhanced cooperation, fairness, and overall group performance. In fact, quantifiable measurements showed that the happy groups were more adept at allocating the funds fairly and in a way that benefited the business.

Researchers have long recognized that emotional intelligence, and empathy in particular, play a role in professional success. More than 20 years ago, Rosenthal and his Harvard colleagues found that persons who were good at recognizing others' emotions were more successful in both their professional and social lives (Rosenthal, 1979).

Goleman has made an effort to illustrate this concept by differentiating between emotional competence and emotional intelligence. The personal and social abilities that result in greater performance in the workplace are referred to as emotional competence. Emotional intelligence is a foundation for and a relationship between the emotional competencies. Learning the emotional skills requires a certain amount of emotional intelligence, according to the Consortium for Research on Emotional Intelligence in Organizations (Goleman, 1996). A perfect example of this, is that one can build a certain talent like Influence by being able to precisely identify what another person is feeling. Similar to this, those who are more adept at controlling their emotions will have an easier time growing a competency like initiative or achievement drive. In the end, if we want to be able to anticipate performance, we need to be able to identify and assess

these social and emotional competencies (Goleman, 1996).

According to Goleman, emotional intelligence is a perspective that goes beyond the cognitive qualities of intelligence (like memory and problem-solving). We are mostly talking about our ability to successfully communicate with others and with ourselves, to connect with our emotions and manage them, to be self-driven, to control our impulses, and to get over our disappointments. Goleman explains that his theory of emotional intelligence has four fundamental dimensions: The first is awareness of oneself (self-awareness) and it alludes to our capacity to comprehend how we feel, to be in touch with our core principles. The second dimension is self-motivation, which refers to our capacity to focus on our objectives, bounce back from failures, and control stress. The third relates to social consciousness (social awareness). It has to do with our capacity to relate to, communicate with, come to agreements with, and establish positive, respectful connections with people which is unquestionably the fourth link and the philosopher's stone of emotional intelligence (Goleman, 1996).

Being emotionally intelligent generally entails realizing that feelings are an integral component of who we are and how we live. Being talented emotionally it can make us more flexible, adaptive, and emotionally mature. (Konsep Dan Makna Pembelajaran: Untuk Membantu Memecahkan Problematika Belajar Dan Mengajar / Oleh, H. Syaiful Sagala | OPAC Perpustakaan Nasional RI., n.d.) mentioned that one of the characteristics that teachers need to be aware of in order to assist pupils with learning issues is intelligence so as to raise pupil performance. Emotional intelligence skills to work in synergy with cognitive skills, people who are high achievers have both. Uncontrolled emotions can make people good at being stupid. Without emotional intelligence, people will not be able to use their cognitive abilities according to its maximum potential.

One study determines how emotional intelligence—which includes self-awareness, self-management, motivation, social awareness, and relationship management—

influences pupil accomplishment in part and simultaneously. It concluded that the purpose of The Impact of Emotional Intelligence Against Academic Success is to identify how emotional intelligence—which includes self-awareness, self-management, motivation, social awareness, and relationship management—affects academic achievement. 135 pupils from SMP Negeri 4 Lalan Great Earth Village in Banyuasin Regency served as the respondents. Strategies for data analysis using regression analysis, preliminary assay outcomes (t-test) Self-awareness, self-control, motivation, social awareness, relationship management, and a significant favourable impact on academic accomplishment are all examples of emotional intelligence that has been demonstrated. Emotional intelligence includes self-awareness, self-management, motivation, social awareness, relationship management, and has a strong favourable impact on academic accomplishment, according to the results of the Simultaneous Test (Test-F). Social awareness has a stronger impact on academic success (*GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan Dan Konseling*, n.d.).

2.2. The components of emotional intelligence

The most basic definition of emotional intelligence is the capacity to identify and control our own emotions as well as those of others. This definition's four key EI domains are the following:

- ① **self-awareness** - defined as the capacity of a person to recognize and name his/ her own emotions at any given time by being aware of own thoughts and body cues;
- ② **self-management** - defined as the capacity of a person to manage the expression of emotions, meaning the behaviours and reactions which are triggered by his/ her emotions, according to the situation they are in;
- ③ **social awareness** - defined as the capacity of a person to identify and name the emotions of other people by the verbal (words), non-verbal (mimics, gestures, posture, behaviours) and para-verbal

(characteristics of the voice: tone, volume, inflexions etc.) cues;

- ② **relationship management** - defined as the capacity of a person to choose a reaction best suited to the situation they are in and produce the anticipated effects upon other persons, thus influencing the others' feelings, thoughts, behaviours.



Fig. 1. The four components of emotional intelligence are like four differently flavoured slices of the same cake

All of the primary EI theory variations refer to these four domains, though they are known by different names. For instance, the domains of social awareness and relationship management go under what Gardner (1983) defines as interpersonal intelligence, whereas the areas of self-awareness and self-management belong under what Gardner (1983) calls intrapersonal intelligence. Some distinguish between emotional intelligence (EI) and social intelligence (SI), viewing EI as a person's capacity for personal self-management like impulse control and SI as interpersonal competency. The phrase social and emotional learning, or SEL, is used generally to refer to the movement in education that aims to develop curriculum that teach EI abilities.

This domain is known as the Self-awareness stage, according to Goleman (1995), where one is able to identify a feeling as it arises. This idea is regarded as the cornerstone of emotional intelligence. The capacity to recognize and keep track of one's genuine emotions improves self-awareness and one's

capacity to keep an eye on and manage one's life. This idea enables an individual to consciously choose both important and unimportant life decisions.

A child's capacity for verbalizing emotions is a crucial aspect of satisfying basic wants (Shapiro, 2010). Gaining emotional control and effective communication both depend on the ability to recognize and express one's emotions. This idea is particularly helpful in creating connections that are loving and satisfying. An awakening of the self is the first step in the idea of understanding oneself. An individual gains the capacity to reflect inwardly on one's thoughts, feelings, and behaviour as a result. It is comparable to psychoanalysis when someone employs self-reflection to develop a more accurate picture of who they are. One develops emotional competence of the self by fine-tuning the level of understanding of one's sentiments where conscious and unconscious thought are susceptible to a level of research Goleman (1995). Here is an example of knowing one's emotions: Anna's parents gave her the chance to experience her first concert as a birthday present. Anna finds out two days prior to the performance that the band had to postpone the show due to a member's illness. Anna expresses her displeasure in words and anticipates to the rescheduled event.

The impulses that are sent to the brain directly correlate with the cause and effect of emotions. According to Howard (2006), situations that have the potential to cause emotional reactions must first pass through the mind's and brain's appraisal process. This activity is thought to be a fast response that happens in the interval between the stimulus and the response. As a result, the brain regulates how and when emotions are triggered. A certain feeling is transmitted through the stimuli's impact. Because of this link, a person can control the intensity and duration of a certain feeling. Here's an indication of how to control your emotions: Ted is stuck in traffic on his way home from work because a semi-tractor trailer that has overturned is blocking all lanes of the highway. Ted is troubled by his current circumstance, but he chooses to vent his

CHAPTER 2

anger by practicing deep breathing and listening to calming music Gardner (1983).

It's critical to consider other people's feelings and needs as one continues to develop a high level of self-awareness. One's social skills, empathic perspective, and social competence are all moulded by this sensitivity. According to Gardner (1983), the fundamental trait of interpersonal intelligence is "the ability to recognize and make distinctions among other individuals" in terms of mood, temperament, and motivations. He compares the basic form of interpersonal intelligence to a child's ability to distinguish between and recognize other people's moods. Here is an example of how to identify emotions in others: On the playground, Margaret was playing a game of soccer when she tripped and scraped her knee. Apart for Justin, who watched Margaret from the other side of the playing field, no one else intervened to assist Margaret as the game went on. Justin congratulated Margaret on her try to score a goal as he helped her to her feet and led her to the nurse to get her knee inspected.

The degree to which one builds and maintains relationships is a reflection of how self-aware and socially skilled one is. As a result, developing relationships is seen as a process. We must recognize some demands that are inherent in the process of forming relationships, such as creating, sustaining, and upholding affiliations with varied levels of intimacy. Given the complexity of emotions and how they affect interactions with others, this process may be rather challenging. The likelihood of forming effective relationships improves with exposure to social circumstances (Gardner, 1983). We obtain a sense of equilibrium in our exchange of emotional expressions and social competency by partaking in activities that broaden our viewpoint and improve our socialization abilities. Moreover, relationships can be seen as a state of reciprocity where the giving and receiving of emotions and interactions is a respectful and mutual exchange. According to Hendrick & Hendrick, humans have a wide range of feelings for other individuals. The degree to which we like or detest somebody might sum up such encounters. The idea of interpersonal

attraction, or just attraction, can be used to define like and disliking. Understanding relationships requires taking into account topics like interaction and affiliation as essential elements of the person's experiences and associations (Hendrick & Hendrick, 1992). Here's an example of managing relationships: Judy was made team captain of her football team after five months as the team captain of her school's football team. Some of her teammates think highly of her as an intellectual, creative, and imaginative person. Judy is aware that certain members of her football team disagree with this appointment and have decided not to support the coach's decision. In order to win the confidence, collaboration, and respect of her teammates and give them the chance to express their ideas for the future of the school's football team, Judy has chosen to implement a monthly brown bag lunch series.

Goleman makes the case that emotional intelligence (EI) is a phenomenon distinct from IQ in *The Brain and Emotional Intelligence: New Insights* by citing studies to back up his claim (IQ). For instance, Goleman outlines a number of traits that contribute to EI, which are fundamentally different from a person's IQ. Creativity, desire, perseverance, motivation, rapport, and empathy are a few of these traits. He cites a number of published research findings that "inform us there are brain regions that govern EI, which distinguishes this collection of human talents from academics (verbal, math, and spatial) intelligence, or IQ," in which he claims that there are brain centres that govern EI (Goleman, 2012).



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The development of emotional intelligence and its importance

The goal of teenage-hood in the length of human existence is for the individual to get to know oneself and to be able to perceive others as original, but socially connected beings and to understand that between oneself and the others there may be established a way of communication by using the processes of empathy and resonance. The prerequisite for those is recognizing and understanding the feelings of others. As abstract thinking progresses, adolescents are better able to anticipate and react to changes in others' emotional states and to detect others' emotional dissimulation.

3.1. The importance of emotional intelligence for teenagers

Teenagers with a high degree of emotional intelligence are:

- using their emotions in an effective and productive way, thus being able to have better relationships;
- adapting better and faster to new challenges, so they feel more self-confident;
- able to set personal goals and keep themselves motivated to accomplish them;
- better able to control their emotions and behaviour when things don't go their way, so they are happier;
- more autonomous, because they are relying on their own skills and competences to succeed;
- prone to do better in school, because they pay attention, take in information, stay motivated and get along with teachers and classmates.

Therefore, in order to offer them a great start in adult life and direct them towards a healthy, socially and morally functioning becoming, developing their emotional intelligence and helping them shape their relational and emotional skills is the most efficient direction to take.

Looking back, at the pandemic times that the humanity has recently confronted with, we may see anxiety and panic attacks at early age when confronted with the perspective of illness or death, we may see rage for being locked down and inability to follow rules, we may see helplessness and lack of motivation for self-setting learning goals and achieving them. All of those effects and many others that we might not be fully aware yet can be counteracted by developing emotional intelligence and, thus, providing the adolescents with tools and soft skills which will help them balance their emotions, seek for help, connect with others, understand moral concepts and social laws and norms, set their own personal development goals and achieve them.


Because of its crucial importance for personal development and functioning, as well as for social development and cultural evolution, emotional intelligence's development should not be left to chance or to sporadic sources, but instead should be assumed formally by the education system throughout the world. Teachers should be initiated in methods and techniques for developing the pupils' emotional intelligence and its components in schools, but also for guiding the parents towards a better understanding of the concept and a more efficient practical approach at home.


3.2. Methods and techniques for developing emotional intelligence


As recognized before, emotional intelligence is in fact a general ability, which may be developed and trained through specific methods and techniques. Because the brain of children is highly oriented towards absorbing information, skills and facts, the sooner we approach the training of emotional


intelligence in our lifetime, the better performances we get. Still, that doesn't mean that emotional intelligence cannot be developed during adulthood or at old age - actually it can, but the best way we may benefit from it is to master it before we reach maturity.


Further on, we list some educational goals and methodological approaches that may be applied in order to improve the emotional intelligence of adolescents:


 **Teach self-awareness:** Help teenagers understand and identify their emotions by asking them to describe what they are feeling. Encourage them to label their emotions and teach them that it is okay to express their feelings. Encourage pupils to regulate their emotions by teaching them self-soothing techniques, such as deep breathing, counting to ten or visualization exercises. This is particularly useful for teenagers who struggle with anxiety or are prone to emotional outbursts.

 **Practice mindfulness:** Introduce simple mindfulness exercises like deep breathing or meditation to help adolescents become more self-aware and manage their emotions better.


 **Build resilience:** Help pupils understand that setbacks are a natural part of life and teach them to bounce back from disappointments.


 **Foster empathy:** Encourage adolescents to put themselves in other people's shoes and develop a sense of empathy towards others. Teach them to actively listen to other people's perspectives and to show kindness and respect.

 **Teach social skills:** Teach teenagers to interact respectfully with others and communicate effectively. Encourage them to share their thoughts and feelings with others in a positive way. Practice social skills such as active listening, expressing empathy and resolving conflicts. Role-playing situations can be a fun and useful approach to help teenagers develop social skills.

 **Provide a safe and supportive environment:** Create an environment where pupils feel safe to express

themselves and where their emotional growth and development are valued.

 **Positive self-talk:** Encourage pupils to use positive self-talk, even during challenging situations, to build resilience and confidence. This can be done through positive affirmations, visualization exercises or mindfulness techniques.

 **Problem-solving:** Teach pupils how to identify problems, analyse situations and develop solutions. This can be done through brainstorming, group discussions and creative play.

Further on, adolescents have certain age particularities, which may be exploited in the favour of a more nuanced educational approach - here is how:

- ◎ They are prone to learn from their experience, by exploring, testing and failing.
 - Use experiential exercises to trigger reflection and point out concepts.
- ◎ They are trying hard to be independent and act like adults and they feel offended if treated like children.
 - Challenge them with tasks that make them feel more grown-up-like and independent or that they can see grown-ups are usually doing; you may include some abstract concepts or some difficult questions.
- ◎ They learn better when they enjoy themselves in the process.
 - Use gamification and humour.
- ◎ They learn more thoroughly when they feel challenged.
 - Create a healthy competitive environment (without forgetting cooperation).
- ◎ They feel more motivated if they see immediate results.
 - Teach what they can apply in their everyday life.
- ◎ They are stimulated by novelty and diversity.
 - Make use of diverse materials and tools, of the outdoor spaces and create adventures.

- ◎ They are highly interested in their bodies and the transformations they are going through during this stage.
 - Including scientific facts about the physiological aspects of their emotions might be “cool” and interesting for them.
- ◎ They are highly creative, but don’t always know how to make use of their abilities.
 - Validate their personal resources and their original ideas, offer them a purpose; visual arts, theatre, music and movement are means of expression which may be used to combine creativity with the developing process of emotional intelligence.
- ◎ They are very social and relationship driven.
 - Use small workgroups to help them interact with each other and offer them the opportunity to discover one another and connect through their interests and passions; challenge them with activities and situations they are most likely encountering in their every-day life.
- ◎ They may be harsh with each other.
 - Keep them safe through firm rules and stimulate emotional connection.

Emotional intelligence may be developed through consistent practice and reinforcement. By using these methods, instructors can help teenagers develop emotional resilience, empathy and social skills that will help them throughout their lives. Moreover, the key is to make learning about emotional intelligence fun, engaging and practical. These techniques should help the adolescents develop critical skills and strategies that would benefit them as they grow and develop into mature and responsible adults (Mba, 2023).

3.3. Assessment of emotional intelligence

Development of emotional intelligence should always start from the current level of ability,

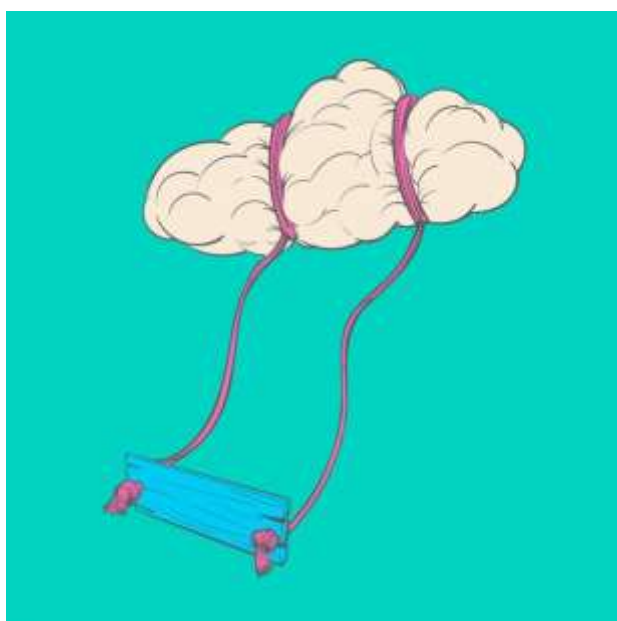
thus the starting point of any developmental approach should be a training need analysis.

Assessing emotional intelligence of teenagers may be carried on using several methods:

- ✓ **observational assessments** - teachers or parents can observe a teenager’s behaviour in various situations to get a sense of their emotional intelligence; for example, how do they handle conflicts with peers, how do they respond to different emotions (their own and others) and how do they communicate their feelings;
- ✓ **self-assessment** - there are several tools which can be used to help adolescents assess their own emotional intelligence, such as questionnaires or surveys; these tools can help teenagers understand their own emotional strengths and areas for improvement;
- ✓ **interactive assessments** - there are games and activities which can be used to assess a teenager’s emotional intelligence, such as role-playing activities or board games that require emotional intelligence skills, such as empathy or social awareness;
- ✓ **feedback from others** - teachers, parents or peers can provide feedback to a teenager on their emotional intelligence, highlighting areas where they excel and areas where they can improve;
- ✓ **observation of their emotional expression** - look for signs of emotional expression, such as facial expressions, body language and tone of voice. Adolescents who are emotionally intelligent tend to be aware of their emotions and able to express them in a healthy way;
- ✓ **component assessment** - empathy, emotion regulation, emotion expression are key components of emotional intelligence; observation or assessment of these separate components may provide a better perspective upon the adolescents’ general ability of being emotionally intelligent;
- ✓ **standardized tests** - there are a number of standardized tests which may be used to assess emotional intelligence of adolescents, such as EQteens Test (developed as a complementary tool to

the EQteens model), the Mayer-Salovey-Caruso Emotional Intelligence Test - Youth Version (MSCEIT-YV) or the Bar-On Emotional Quotient Inventory - Youth Version (Bar-OnEQ-i:YV).

It is important to note that emotional intelligence is a complex construct which may be difficult to assess accurately with one method. Therefore, a combination of methods may be necessary to get a comprehensive picture of a person's emotional intelligence. Additionally, it's important to remember that emotional intelligence is a skill that can be developed and nurtured over time, so providing adolescents with opportunities to practice and develop their emotional intelligence is crucial.



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The role of teachers in the development of emotional intelligence

Teachers are role models for the pupils to regulate emotions appropriately in the classroom. Especially for pupils aged 11-15 years, teachers are perceived as role models and that is why they are a great influence on their life.

4.1. Teachers as guides towards the development of emotional intelligence

Throughout Europe teenagers spend, on a regular basis, between 5 and 8 hours in school, 5 days a week. That's up to a 3rd of their teenage life. Thus, the role models they have and the people they meet in school undoubtedly leave a mark on their psycho-social development.

Looking deeper, to the influence teachers have upon their pupils' development of their emotional intelligence, we may be able to extract a few different functions that teachers play within this crucial stage of personal growth and development with a distinct contribution on the development of emotional intelligence:

- ✓ **modelling emotion regulation** - teachers can demonstrate how to manage emotions effectively, serving as models that the pupils will imitate;
- ✓ **creating a safe learning environment** - a supportive and empathetic classroom atmosphere allows pupils to express their feelings without fear, fostering emotional awareness;
- ✓ **teaching emotional literacy** - educators can explicitly teach emotional vocabulary and recognition, helping pupils label and understand their emotions;

- ✓ **encouraging empathy** - teachers can promote empathy by encouraging pupils to consider others' perspectives and feelings;
- ✓ **enriching social skills** - teaching interpersonal skills like active listening and conflict resolution aids emotional intelligence development;
- ✓ **offering emotional support** - recognizing and addressing pupils' emotional needs helps them build self-awareness and self-regulation;
- ✓ **fostering self-esteem** - teachers can boost pupils' self-esteem through positive reinforcement and constructive feedback.

In essence, teachers play a pivotal role in nurturing emotional intelligence, guiding their pupils' in the maze of social interaction through the behaviour model they offer, through the knowledge they teach about the relationships and through the social skills they shape during the educational process.

Furthermore, by implementing emotional intelligence related activities into their everyday lesson plans, teachers might take their role to the next level of performance, in order to help the pupils reach their potential. Let's explore below the benefits that pupils have from such a practice:

- **holistic development:** Emotional intelligence is a critical aspect of human development, encompassing self-awareness, self-regulation, empathy, and interpersonal skills. By incorporating these components into lessons, educators can help pupils develop into well-rounded individuals who can navigate not only academic challenges but also, the complexities of their personal and social lives.
- **improved learning environment:** An emotionally intelligent classroom fosters a positive and inclusive learning environment. When pupils are taught to understand and manage their emotions, they are better equipped to handle stress, conflicts and interpersonal relationships, creating a more harmonious and conducive setting for learning.
- **enhance academic performance:** Research suggests a positive correlation

between emotional intelligence and academic achievement. Pupils with strong emotional intelligence skills tend to perform better academically, because they can manage their emotions, focus on tasks and communicate effectively with teachers and peers.

- **long-term well-being:** Emotional intelligence is not just relevant in school; it is a lifelong skill that contributes to personal and professional success. Integrating emotional intelligence components prepares pupils for future challenges by equipping them with the tools to handle stress, build healthy relationships and make informed decisions.
- **conflict resolution:** emotional intelligence components help pupils manage conflicts and disagreements constructively. They learn to empathize with others, communicate their feelings effectively and work towards resolutions, reducing disruptive behaviour and fostering a more peaceful classroom atmosphere.
- **social skills:** emotional intelligence components enhance pupils' social skills, such as active listening, cooperation and collaboration. These skills are not only valuable in school, but also, in further careers and social interactions.
- **emotional resilience:** Teaching emotional intelligence helps pupils to develop resilience in the face of adversity. They learn to bounce back from setbacks, adapt to changes and maintain a positive outlook, which is essential for both personal and academic growth.
- **prevention of bullying and harassment:** emotional intelligence education can contribute to reducing instances of bullying and harassment. Pupils who understand the impact of their actions on others are less likely to engage in negative behaviours, creating a safer and more inclusive school environment.
- **self-advocacy:** Pupils with strong emotional intelligence skills are better at advocating for their own needs. They can express their concerns, seek help when necessary, and engage more actively in their own educational journey.

- **cultivating empathy:** emotional intelligence fosters empathy, which is essential for developing a sense of social responsibility and compassion for others. This promotes a more caring and compassionate society.

Gathering the educational resources that teachers have at their disposal and focusing them at developing emotional intelligence in a systematic way somehow resembles to how doctors use laser beams to solve a medical problem: a small, but concentrated beam of “emotional light” will produce massive effects in the overall personality and development of the individual.

4.2. Tips and tricks for teachers set on dealing with emotions

Dealing with emotions is a complex process parallel to the educational goals already set by the curriculum and the teachers, that requires a specific set of skills on behalf of the teachers, but once we start using those skills, we realize that they come pretty natural when interacting with other people, as they are part of human functioning relations repertoire.

Here is what teachers can do:

- 👁 **Active listening:**
 - Pay full attention when the pupil is speaking.
 - Maintain eye contact and use nonverbal cues to show they are engaged.
 - Avoid interrupting or finishing their sentences.
 - Reflect on what they say before responding.
- 👁 **Empathize and validate:**
 - Show empathy by acknowledging their feelings.
 - Validate their emotions by reassuring them that's ok to feel the way they do.
- 👁 **Use open-ended questions:**
 - Encourage conversation by asking open-ended questions that require more than a simple “yes” or “no”

answer (e.g. “Can you tell me more about what’s bothering you?”).

☯ **Offer emotional support:**

- Be available and receptive when the pupils need to talk or express their feelings.
- Provide physical comfort (e.g. hug, reassuring touch), when appropriate.

☯ **Use their language:**

- Adapt their language and communication style to the pupils’ age and developmental level.
- Avoid using jargon or complex terms that may confuse them.

☯ **Respect their pace:**

- Give the pupils space and time to open up. Some pupils may need more time to feel comfortable sharing their emotions.

☯ **Avoid judgment:**

- Refrain from passing judgment or criticizing their feelings or reactions.
- Create a safe and non-judgmental space for them to express themselves.

☯ **Share personal feelings:**

- Share personal feelings and experiences, when appropriate, in order to demonstrate that it’s normal to have emotions and to show vulnerability.

☯ **Model emotional expression:**

- Demonstrate healthy emotional expression by managing personal emotions constructively. Pupils often learn by observing adults.

☯ **Avoid over-reacting:**

- Maintain a calm and composed demeanour, especially when the pupil is upset. The teacher’s calmness can help them feel safe.

☯ **Maintain consistency:**

- Provide consistent responses and availability, so the pupils know they can rely on the teacher’s support.

☯ **Respect privacy:**

- Respect pupil’s privacy and trust, by maintaining confidentiality if they share something personal.

☯ **Follow up:**

- Check in with the pupil later to see how they are feeling. This shows

genuine care about their emotional well-being.

Sometimes pupils whose emotions teachers should address have behavioural issues of some sort which seems to complicate the interactions between them. Here are some recommendations for teachers in order to guide them in improving such pupils’ situations:

- ***build a positive relationship:*** establish a positive and supportive relationship with the pupils. Show empathy, patience and understanding.
- ***set clear expectations:*** clearly communicate classroom rules and expectations from the beginning of the school year. Be consistent in enforcing these rules and provide regular reminders.
- ***use positive reinforcement:*** recognize and reward good behaviour. Offer praise and constructive feedback to reinforce positive actions, in order to motivate pupils to exhibit desired behaviours.
- ***provide structure and routine:*** pupils with behavioural issues often benefit from a structured and predictable classroom environment. Maintain a consistent daily schedule with clear transitions and routines.
- ***offer choices:*** give pupils choices within boundaries (e.g., allow them to choose between two assignments or activities). This can help them feel a sense of autonomy and reduce power struggles.
- ***implement behaviour plans:*** work with the school’s special education team or counsellors to develop individualized behaviour plans for pupils with persistent issues. These plans can include specific strategies for managing and improving behaviour.
- ***use visual aids:*** visual schedules, charts, or reminders can be effective for pupils with behavioural issues. Visual cues help them understand expectations and manage their behaviour.
- ***teach self-regulation:*** teach pupils self-regulation techniques (e.g., deep breathing, counting to ten or using “cooling off” space), when they feel overwhelmed or frustrated.

- **provide immediate feedback:** address behavioural issues promptly and privately when necessary. Use “I” statements to express your feelings and observations rather than making accusatory statements.
- **differentiate instructions:** tailor the teaching methods to accommodate the pupil’s individual needs and learning style. Adjusting the curriculum and providing extra support can reduce frustration and acting out.
- **monitor progress:** continuously assess and monitor the pupil’s behaviour and progress. Keep records of incidents and improvements to track changes over time.
- **model appropriate behaviour:** demonstrate the behaviours and social skills you expect from the pupils. Pupils often learn by observing and imitating adults.

And here are also some ideas on how to approach a teenager with behavioural issues:

- ✓ **nonverbal cues:** Use nonverbal cues to convey understanding and empathy. Maintain eye contact, use a calm tone of voice and avoid crossing arms, which can be perceived as confrontational.
- ✓ **listen actively:** allow the pupils to express their feelings and concerns. Listen actively without interrupting or judging. Sometimes, pupils act out because they feel unheard.
- ✓ **validate feelings:** Acknowledge the pupils’ emotions and feelings, even when criticizing the behaviour. Validating their emotions can help them feel understood and less defensive.
- ✓ **use positive language:** frame instructions and feedback positively: e.g., instead of saying “Stop running in the hallway”, say “Please, walk in the hallway”.
- ✓ **set clear boundaries:** reinforce classroom rules and expectations consistently. Be clear about the consequences of certain behaviours while emphasizing the belief in their ability to make better choices.
- ✓ **reinforce positive behaviour:** recognize and praise the pupils when they exhibit positive behaviour. Reinforcement can motivate them to continue making good choices.
- ✓ **provide emotional support:** offer comfort and reassurance when the pupil is upset. Sometimes, a brief break or a few moments of emotional support can help them regain control. Sometimes it takes longer for a teenager to trust an adult, so it is important to be consistent in offering support.
- ✓ **individualized approach:** recognize that each pupil is unique and what works for one may not work for another. The approaches should be tailored for the pupils’ specific needs and changes.

Teachers may choose from so many different styles of teaching and so many different contents, so many methods and so many resources that they may use, but there is one thing which should remain a constant for every person who chooses this position: *the care* for the frail, yet full of potential young persons sitting in front of them and absorbing their every word.



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The systemic perspective upon behavioural and disadaptive problems

Human beings are developing a relation with their own physical and social environment ever since they come into this world. They are living in social systems - family, groups of friends, community - which they may get to influence, but that also leave an imprint upon their social behaviour and on their psychological development as well. Their psychological functioning is an inner system, as well, as all the processes and functions are interconnected. This chapter tackles the systemic perspective upon the psycho-social development of the individual and will attempt to explain how the behavioural and disadaptive problems are not actually individual, but social.

5.1. The systemic principles and the general theory of systems

The **system** is an abstract totality in which the whole means more than the sum of all its parts, because these parts interact with one another. Ludwig von Bertalanffy (1968, 1969) was the first biologist who pointed out that living organisms' growth over time may be regarded as systemic and summarized the systemic principles:

As stated by Bertalanffy (1969), the characteristics of the system are:

- ⊙ *non-summativity totality* - the whole represents more than the sum of all its parts;
- ⊙ *open system/ closed system* - the exchanges with the exterior environment are accepted, but filtered in order to maintain integrity and identity;

- ⊙ *homeostasis* - the balance between two tendencies of a system: changing and maintaining of a status quo; this expresses the natural tendency of a system to maintain coherence, stability, security and balance in the physical and social environment;
- ⊙ *equifinality (unpredictability principle)* - in an open system any given state can be reached by many potential means; two different intermediary states can lead to the same final state, this is why in an open system the actual state does not allow us nor to deduct its history, nor to predict its future;
- ⊙ *adjustment mechanisms* - in order to maintain homeostasis, a system may use:
 - *linear adjustment* - in which an event A determines an event B, meaning that A influences B and B has no influence upon A; according to this mechanism, human behaviours can be explained through past experiences;
 - *circular adjustment* - events A, B and C influence the event D, which in return will influence events A, B, and C, resulting a circular relationship, without beginning and end in which A, B, C, D, influence each other; according to this mechanism human behaviours can be explained through direct observation of relational exchanges;
- ⊙ *tendency towards growth, development, change* - in any functional system there will appear several modifications to which the system needs to adapt; the incapacity to adapt to change indicates a rigid and dysfunctional system;
- ⊙ *hierarchic organization* - any system is hierarchically organized, having several subsystems; within the family we can identify the parental subsystem (parents), the couple subsystem (the couple relationship is different than the parents relationship), the fraternal subsystem (children), considering the hierarchy between the parents and the children.

5.2. The family as a system

The family members have established interactional patterns and the family is a lot more than the sum of its own members. Thus, any family is a system consisting of its members and all the relational patterns among those and having all the general characteristics of the systems.

The individual experience and behaviour take place within the context of an interpersonal system, in which the family represents the most basic and powerful system. Everything one thinks, feels or does is related to this system (Parsons, 1951).

Every behaviour, no matter how irrational it may seem when viewed from outside the system, makes sense in a certain context and the analysis of every problematic behaviour may reveal a certain function of the symptom. The symptomatic behaviours often arise at moments when it becomes necessary to adapt or change rules that have been in force until that point and are no longer adequate or useful for the system: such moments may be represented by the birth of a child, a child starting school or reaching adolescence, the separation or the divorce of the parents, the departure or disappearance of one member of the family etc., in which the homeostasis of the family is shaken and the rules and the relationships between the members of the family must be re-defined. In this context, every “bad” behaviour has a “good” reason, meaning every symptom has a function of protecting the family system from undergoing any dangerous change and in spite the pain it may cause, it brings benefits for each member of the family. The dysfunctional behaviour thus represents the best solution that the family has come up with to ensure its survival (Dău-Gaşpar, Muranyi, Zamoşteanu, 2018).

5.3. The school as a system

Not seldom happens that the school is compared with a family and that is because the rules that govern the dynamics of the two are very similar. In a school class, for example, each pupil takes on a certain role - the rebel, the geek, the teacher’s pet, the

buffoon etc. - that seem to fulfil his/ her emotional and social needs through various mechanisms that he/ she has learnt in his/ her own family and behaves accordingly. If the role one plays meets another complementary role, the two persons acting them will start a certain relational dynamic that will abide by the systemic principles. Further on, that might consecutively draw around other people, thus creating a wider system. For instance, if one pupil acts as a rebel, another one, possibly the teacher, might act as “tamer”, trying to control the rebel’s behaviour, but if the method of putting down the rebellion fails, other pupils might like the power that the rebel seems to have and will join in, thus forming a rebellious group. Other pupils will cease the opportunity to ally with the teacher and become teacher’s pets, snitches or the heroes trying to save the day (Dău-Gaşpar, Muranyi, Zamoşteanu, 2018). Gradually the dynamic settles in and starts to define that school group or class.

If we zoom out from the school group, we realize that in fact the school group is a subsystem in the system of a whole school. If we are to identify some of the components of the school regarded as a system, we might name: the management, the administrative staff, the teachers, the pupils, the nurses, the counsellors etc. All these components are related to one another and every single change of either one of them will eventually affect the whole system. For instance, if the secretary is not present for a week, not just the activity of the administrative and management staff will be perturbed, as they might get stuck or overloaded, but also that of the pupils and of the teachers, who might miss some information or get asked to work supplementary time to complete databases or such.

And if we zoom out even more, we will be able to see how any school becomes a subsystem in the educational system of a country or a certain geographical area. The systemic principles apply to each level, even though the components might be different. The dysfunctional links between some components will reflect upon all the others (Jones 2015).

5.4. Systemic thinking

Systemic thinking refers to the ability to see the relations between the elements of a system, to be able to look beyond the facts and understand situations in relation with the context that they happened in, to identify rules and patterns that are not explicit and only have meaning when viewed through the lens of interconnectedness.

Each individual represents an element within one or several systems and interacts with other elements of the same systems - in this respect any new interaction with an element from a different system creates a new system and if these systems are included in others we can refer to them as **subsystems**. In practice, the whole community is a big system, in which there are included family systems, support systems (friends, neighbours etc.), professional systems and each small system could be divided into several subsystems (couple's subsystem, parents' subsystem, children's subsystem, organizational departments' subsystems, project team subsystems etc.) (Minuchin et al., 2015).

The attributes that help identify each element are its behaviours and the behaviours are triggered by the contexts, not just by one context but several at the same time. As one can see in the picture (fig. 1.), one individual taken in any moment in time can be influenced by several layers of systems and subsystems and all these influences will be reflected in a simple, almost instinctive, gesture. For instance, if one child destroys a toy in kinder-garden, that is not just because he was in the mood to do that and systemic thinkers should be able to see a bigger picture in order to understand the motivation. If we look at the immediate context of the behaviour, we might find out that the little boy got frustrated because the toy he was playing with was taken by a little girl, a girl that he was really fond of. He was taught in the family that he should protest if other people make things that annoy him, so he would have liked to protest somehow, but he was also taught by his teacher that it is a bad thing to hurt the people we love, so he won't discharge upon the girl. On the other hand he might also feel the pressure of the peer group

that might make fun of him because he let a girl take away the toy, so he wants to look strong and offer a power statement. He also knows that running away or leaving the room is a sign of weakness, because he heard his grandmother say that "while rabbits run away, wolves stay and fight" and he also experienced some fear when he overheard the policeman say to his dad about their neighbour, who destroyed some things in anger, that for some juridical reason there is nothing he can do about it. All of these thoughts and emotions have thus conducted him towards an only logical behaviour: protect the girl, but protest and show his power, while staying invincible like the neighbour, through destroying the toy. Of course, there would have been different options to react, but in the little boy's mind that reaction might have been the one that made the most sense (Weist et al., 2017).

Along with the basic principles of the systems, the systemic thinking presumes a good use of certain concepts and terms that appear in a recurrent way in the systemic-dialectical approach (Lipman, 1995):

- ✓ **integrality** - refers to the interdependency and inter-relations of the members' behaviours within a system;
- ✓ **feedback** - represents the answers or reactions given by the system, most of the times through amplifying or diminishing certain patterns of interaction, as a result of the pressures or stimuli from the outside or from within the system;
- ✓ **equifinality** - the same results in terms of behaviours or emotions can be obtained through various ways or starting from different triggers;
- ✓ **circularity** or **circular interactions** - exchanges in a system have a circular nature, because each behaviour is a reaction to another person's actions (the so-called triggers) and most of the times the initial behaviour of the whole circuit remains hidden in the past of the system;
- ✓ **hierarchy** - the manner in which power is distributed among the members and the subsystems of the family;
- ✓ **complementarity** - the behaviours and the roles that individuals have within a system are complementary with the

behaviours and the roles that other members of the same system have; if one member of the system is low-functioning, another could become hyper-functioning.

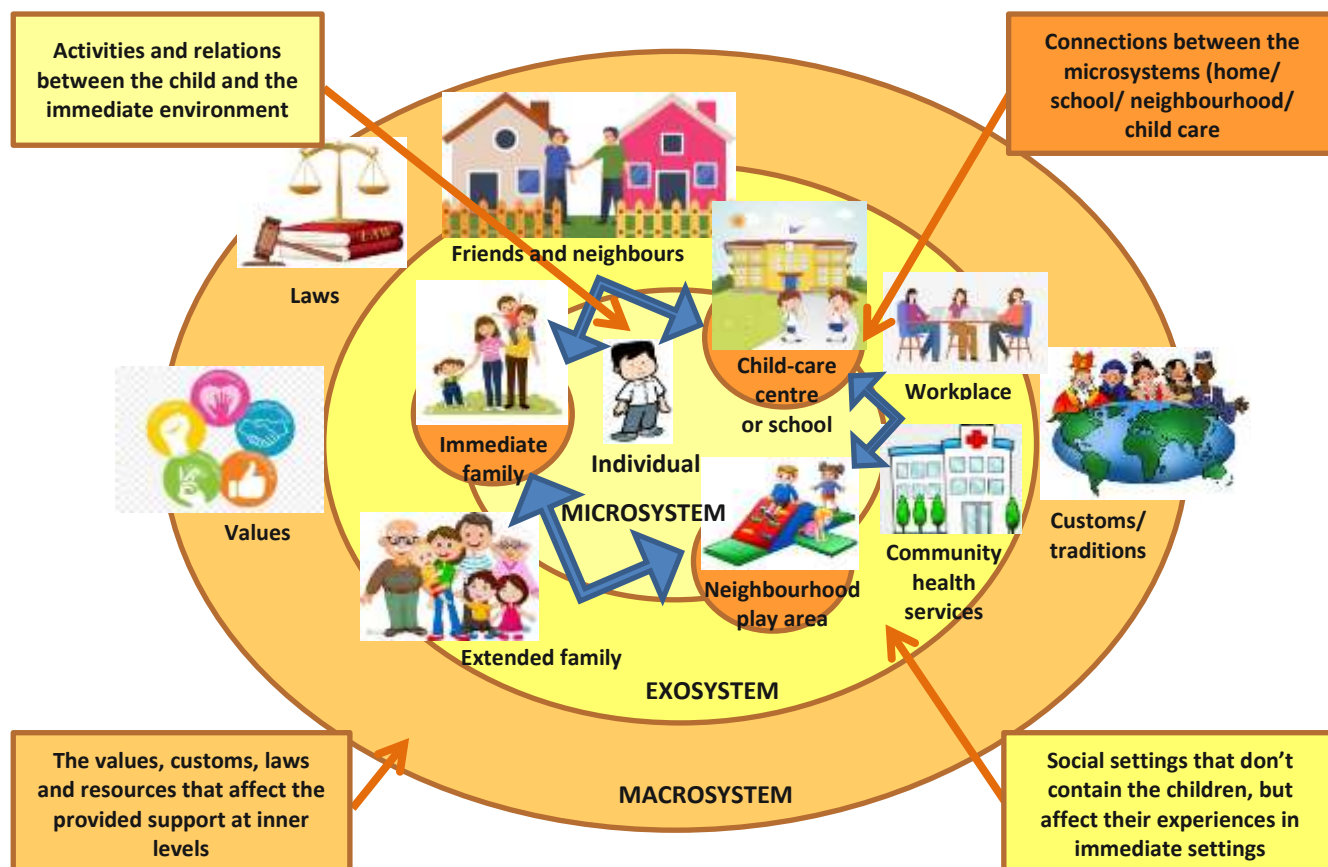


Fig. 2. Structure of systems and subsystems in the social environment

Any professional who uses the systemic lens in order to look at the behaviours of other people or, even children, should be able to extract a pattern from observing the interactions of that person in repeated circumstances and understand how the behaviours are linked to one another in the circular dynamic, how the power is distributed and in what manner are the members of the system trying to re-establish balance.

Teachers and educators of all sorts are invited to measure up to task of seeing the pupils, whose education they are trying to guide, beyond their dis-adaptive and non-

conformist behaviours and refrain from labelling them as “bad or undisciplined”, as these behaviours are just attempts of adaptation to a dysfunctional environment and pupils are not to blame for their behaviours, but they need to be supported to find new and more functional ways of coping to the social and emotional challenges they are faced with. The systemic lens will guide teachers and pupils with dis-adaptive behaviours towards a more secure path to an effective educational process.

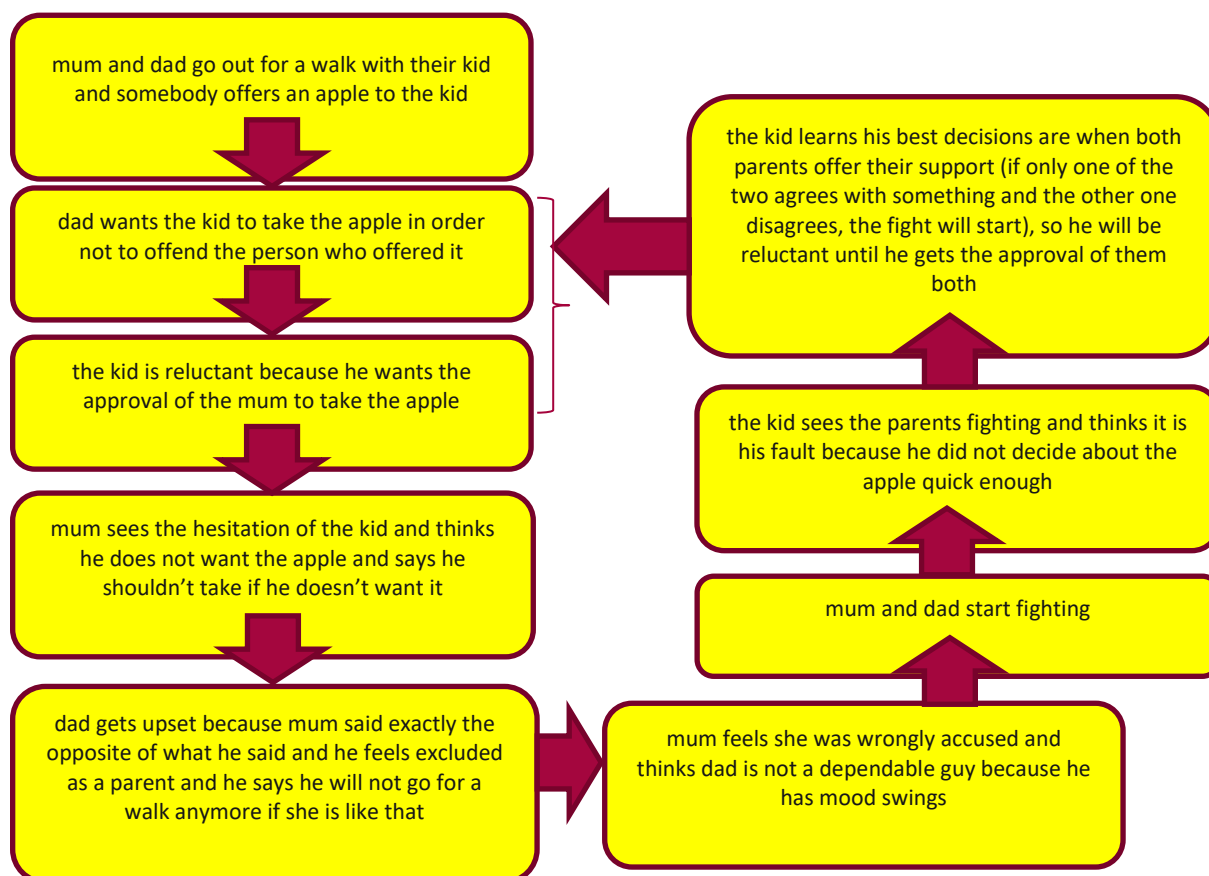


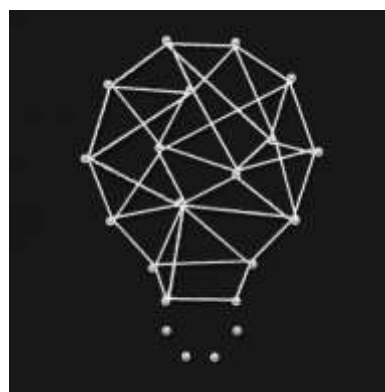
Fig. 3. Example of circularity in the family

5.5. How to apply the systemic lens

In order to be able to apply the systemic lens, here are some quick questions teachers and educators might ask themselves next time they witness a dysfunctional behaviour at school, at home or in the street:

- What is the vulnerability of that child/ pupil/ person? What is the emotional need that he/ she might have?
- What problem is he/ she trying to solve? What is the function of the disruptive behaviour? What does the child/ pupil/ person achieve by that behaviour?
- What can I do to make that child/ pupil/ person feel better about himself/ herself? If it was me in his/ her shoes, what would I need to feel safe and loved?
- How can I help the child/ pupil/ person to satisfy his/ her emotional needs in a different way? What alternative behaviours are there that he/ she is not seeing?

The rule of the thumb in all these chains of complicated - and sometimes dis-adaptive - behaviours is that all human beings need somebody to appreciate their qualities, to make them feel respected and important and safe and loved for who they really are. So, if the occasion of labelling a behaviour as being bad or labelling a child as being maladapted arises, let's try to look beyond it, at the vulnerable child who is "hungry" for love and just give him/ her that.



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PART 2. PRACTICAL GUIDELINES FOR DEVELOPING THE EMOTIONAL INTELLIGENCE WITHIN THE SCHOOL ENVIRONMENT

Chapter 6. Guidelines for teachers

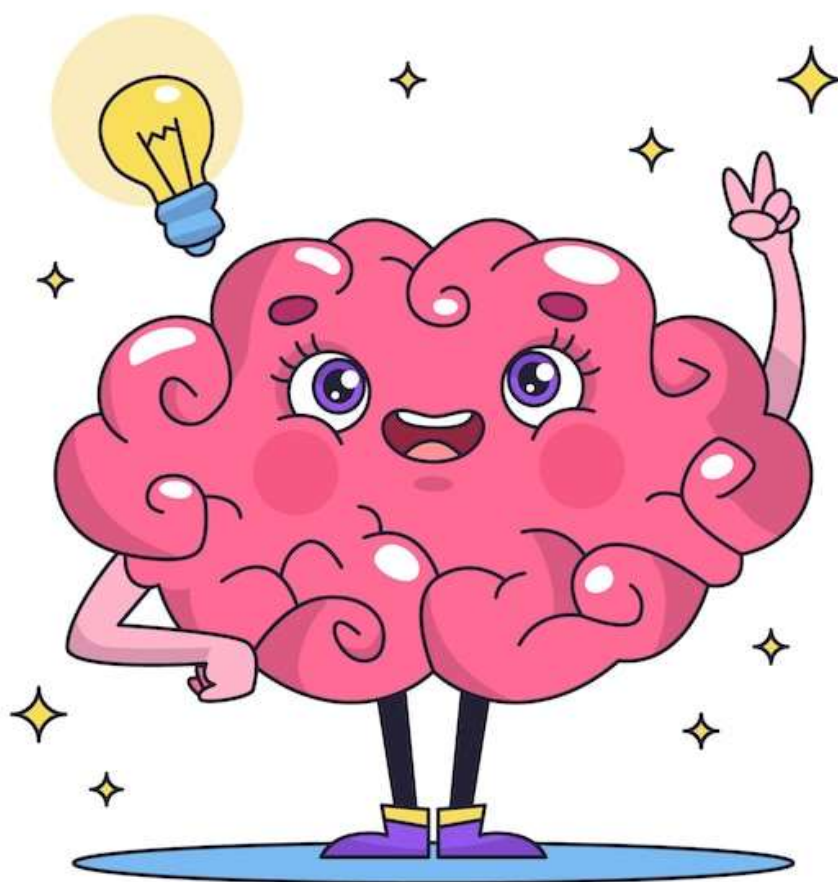
Chapter 7. Guidelines for specialists for individual work

Chapter 8. Guidelines for specialists for group work

Chapter 9. Parent support

Chapter 10. Cross-cultural best practices

PART 2



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Guidelines for teachers

6.1. Principles of working in a trans-disciplinary way

Working in a trans-disciplinary way involves collaborating across different disciplines to address complex problems. Educational studies have long-time proven that working in a trans-disciplinary way is very effective because pupils are able to make connections between different concepts from different fields of study and have a better understanding of the knowledge they learn and of the environment they live in. This is because our brain relies very much on the process of association when learning and integrating new knowledge with old ones, so the more connections a pupil is able to make between different notions, the better level of comprehension and logic learning he/ she will reach.

Here are some key principles of working in a trans-disciplinary way:

- ◎ **shared goals** - collaborators should have a common understanding of the problem and shared objectives, focusing on the broader goal rather than disciplinary boundaries;
- ◎ **open communication** - effective communication is essential to bridge disciplinary gaps, fostering mutual understanding and respect;
- ◎ **diverse expertise** - involve experts from various fields to bring diverse perspectives and knowledge to the table;
- ◎ **flexibility** - be open to adapting methods and approaches from different disciplines to suit the specific problem at hand;
- ◎ **integration** - integrate insights and findings from multiple disciplines to create a holistic understanding of the problem;
- ◎ **continuous learning** - embrace a mindset of lifelong learning and be willing to acquire new skills and knowledge from other disciplines;
- ◎ **problem-centred approach** - focus on solving real-world problems rather than

staying within the confines of disciplinary boundaries;

- ◎ **interdisciplinary leadership** - effective leadership is crucial to facilitate collaboration, manage conflicts, and guide the trans-disciplinary process;
- ◎ **respect for differences** - recognize and appreciate the differences in language, methodologies, and perspectives among disciplines;
- ◎ **evaluation and reflection** - regularly assess the progress and impact of trans-disciplinary work, making adjustments as needed.

Trans-disciplinary work can lead to innovative solutions for complex issues, but it requires commitment, flexibility and a willingness to bridge disciplinary divides.

6.2. Principles of working with pupils with behavioural problems

Given that behaviours considered deviant from the social norm generate community problems, affecting social environment on a larger scale, their correction and prevention also falls within the scope of school education.

Specific behavioural problems which occur in pre-teen and teenage years:

- ◎ **attention instability/ attention deficit** - often associated with hyperkineticism - the pupil is constantly on the move, talks loudly, answers without being questioned, disturbs the learning atmosphere of the class, sometimes causing general indiscipline; such pupils are unable to concentrate their attention for long periods of time, get bored quickly and solve tasks of any kind in an impulsive way;
- ◎ **laziness/ tendency to avoid tasks** - it may have an organic substrate, when it is characterised by a decrease in the ability to study as a result of organic disorders, sensory-motor defects, mental overwork etc., or it may be character related, when it is a tendency to deliberately not carry out school tasks or other sorts, as a form of opposition to intellectual or physical

effort or to certain situations or rules, which are considered unfair;

- ⊙ ***pathological lying*** - excluding isolated cases of lying for fear of punishment, often found in children - is a product of insufficient self-control, an expression of the individual's emotional poverty, inadequate personality development or mental deficiency, and it is usually destructive;
- ⊙ ***skipping classes*** - appears as a tendency of the pupil to escape the environment, sometimes even becoming a form of protest against the rules imposed in school: the pupil who skips school considers his/ her act as a punishment for the teachers who force him/ her to do things against his/ her will, imposing rules which he/ she does not understand and does not adhere to;
- ⊙ ***vagrancy*** - is defined as not having a permanent residence for a longer period of time (at least a few weeks); this phenomenon may be caused by dissatisfaction with the living conditions in the family (e.g. physical or mental abuse, hyper-severe upbringing etc.) or other conflicting psychological states; a particular cause of running away from home is the overprotective attitude of parents towards their offspring, who have reached adolescence and want more independence;
- ⊙ ***dropping out of school*** - is largely due to repeated failure in school tasks, with a major influence on the pupil's self-esteem and a tendency to escape from an environment in which they feel uncomfortable; the overly harsh and insensitive behaviour of teachers and parents also contributes to dropping out;
- ⊙ ***negativity*** - consists in expressing a seemingly unjustified attitude of refusal to perform tasks and passive or active resistance to external or internal demands; such pupils display indifference, apathy, stubbornness, opposition, obstinacy, destruction of school supplies or toys etc.;
- ⊙ ***aggressiveness*** - is a person's tendency to act out violently and can take the form of self-aggressive acts (e.g. pulling out hair, biting nails, skin cutting or even suicide) or hetero-aggressive acts,

directed against others (ranging from verbal violence to physical aggression); usually, pupils' aggression is closely linked to frustration, most often caused by a lack of affection or an induced sense of self-worth, which also plays an important role in self-injury acts, with which the pupil tries to punish himself;

- ⊙ ***theft*** - is characterised by the fraudulent removal of certain goods, of lesser or greater value, belonging to another person or even to the school; theft may have various reasons: out of necessity, for training purposes, the instigation of others, to test one's skills, as a reaction of imitation or as an act of protest or revenge;
- ⊙ ***drug addiction and alcoholism*** - are addictive behaviours involving the consumption of substances which are harmful to the body; most of the time, pre-teens and teenagers who end up using alcohol or drugs do so initially out of curiosity or out of the desire to show-off in order to feel accepted by a certain peer group and, gradually, occasional drug use becomes a habit, consumption becomes dealing, thus leading in many cases to severe addiction and eventually death if no timely action is taken; not all pupils who encounter consumption opportunities become addicts, as addiction is always related to an unfulfilled attachment need, which the individuals are actually trying to compensate by the harmful substance abuse;
- ⊙ ***difficulties in the sexual sphere*** - are, on one hand, generated by the desire to be original and to draw attention to oneself, especially if the pupils in question come from family environments marked by indifference and abuse, and, on the other hand, they are directed to hurt those who have been the cause of their own suffering, especially to punish parents for not being emotionally available and not showing enough care.

The measures to prevent and counteract behavioural problems during teenage-hood are all aimed at removing or mitigating risk factors, which determine, form or trigger deviant behaviour. These measures also include ensuring conditions for the harmonious development of the developing

personality and the need to promote a social policy appropriate to combating juvenile delinquency.

Measures to prevent and fight deviant behaviours may be aimed at the family environment, the school environment or at the society as a whole. The main measures to be taken against deviant behaviour in the school environment are:

- ✍ avoiding overburdening by drawing up analytical programmes appropriate to the pupils' age and stage of intellectual development;
- ✍ respecting the holidays and rest periods, which are necessary for the physical and psychological recovery of the pupils integrated into the education system;
- ✍ educating teachers by encouraging them to attend training courses and seminars and to learn new teaching methods and practices;
- ✍ emotional education - as this life stage is a fertile field for overwhelming emotions, teenagers need to be offered support in understanding and dealing with their emotions;
- ✍ sex education - as sexual life is a natural aspect of an individual's existence, but can give rise to significant intra-psychic conflicts, it is necessary to inform young people about this aspect of life;
- ✍ school and professional orientation - education and professional life are also important elements of an individual's existence and failure in these areas is a major frustrating factor for young people, which can lead to deviant behaviour.

It should be noted that all complex approaches require the collaboration of specialists from various fields of activity. Thus, the formation of multidisciplinary teams is a key element in the success of programmes for the prevention and counteracting juvenile deviant behaviour.

Also, teachers should keep in mind the fact that teenagers who already demonstrated deviant behaviours will usually face a change of the community's perception of them, which in turn draws with itself marginalisation and exclusion. It is therefore useful to set up a social support network for the adolescent with

behavioural problems in order to provide the support needed to get through this period - social support networks can be a decisive factor in the success of programmes to deal with behavioural problems. This network should also include the pupils' teachers or head-teachers in order to prevent further school maladjustment and to support the adolescents' integration and school functioning.

6.3. Practical activities

With any question that provokes reflection, the teacher can develop the emotional intelligence of pupils.

A very opening and, at the same time, simple method of achieving various development goals in both individual and group work is the method of unfinished sentences. The teacher starts the sentence and the pupils have to finish it.

This method can be used for various purposes: summarizing activities, working with difficulties, expressing emotions, building good relationships in the group. It may be used both in individual and group work, although when using it in group work, remember to leave pupils the opportunity to refuse to finish some sentences if, for example, the topic is too difficult.

The teacher invites all pupils one by one to finish the given sentences. If any of the pupils does not want to speak on a given topic - the teacher will leave this possibility and will not press for a statement. If other pupils want to add something during the completion of sentences - the teacher does not forbid them to do so. The conversation can take on a tone of free speech and when the topic is exhausted, then the teacher proposes another sentence to be completed.

Examples, by categories of sentences:

- **describing the facts:**
 - During our work, my task was...
 - My job was...
 - During the execution of the task it happened...
- **describing strengths:**
 - In my opinion, the best realized aspect of the work was...

- If I had to do this task again, I would definitely repeat...
- I did best...
- **describing areas for improvement:**
 - In my opinion, the worst aspect of the work was...
 - The thing that went the worst for me...
 - If I had to do this task again, I would certainly do differently...
- **collecting educational benefits (this type of sentence can be used in situations of failure and difficulty):**
 - Doing this task taught me...
 - The most developmental task for me was... because...
 - The element of the project that was a challenge for me was...
 - This difficulty taught me...
- **planning their next actions:**
 - In my opinion, next time I'll do...
 - The issue that I will change in the next project will be...
 - If I had to pick one particular thing to change, it would be...
- **summarizing and opening up about emotions:**
 - Finally, I would like to add that... (this sentence usually reveals what people really care about and how they feel)
 - I would like to thank you for...
 - The most moving moment was...
 - The greatest joy aroused in me...
 - The most motivating aspect of the work was...
- **building good relationships in the group:**
 - What you don't know about me yet...
 - I really like our group for...
 - The moment that I liked the most in the "life" of our group was...
 - I would like to thank the group for...
 - I would like to apologize to all of you for...
 - In order for everyone in our group to feel better, I commit to...



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SELF-AWARENESS



◎ Focusing on emotions and inner world:

1. Creating a group glossary of emotions and attitudes

The teacher should identify words which reflect emotions and attitudes that are meaningful to his/ her class and should take a few minutes of every class to define such a word and have the pupils write it down in their notebooks. At the end of the semester/ year, the teacher asks the pupils to organize the words in an alphabetical order and copy them in a special notebook or repertoire.

Example: ADAPTATION

The word "**adaptation**" has two meanings. The first means **adapting something to another use**, remaking it to give a new character. Therefore, it is possible to adapt a literary work, i.e. adapt it to the needs of film, radio, theatre or television. You can also adapt a building and make it fulfil a completely different function - for example, change a hotel into a hospital. The second meaning refers to human life and means **adaptation to new social conditions or a new environment**.

2. What evokes my emotions? Complete the sentences

The pupils sit in a circle. The teacher asks them to complete the following sentences:

- I feel satisfied when...
- I feel disappointed when...
- I am angry when...
- I am afraid when...
- I am surprised when...

3. When I feel..., I need

The teacher asks the pupils to finish the sentences:

- When I'm sad, I need...
- When I feel angry, I need...
- When I'm scared, I need...
- When I feel joy, I want to.../I like....

4. Emotions evoked by the topic of the class

When presenting the purpose of the lesson or summarizing the lesson, the teacher may ask the pupils to finish one of the following sentences:

- I feel about it...
- The emotion that reminds me of this is...
- When I think about it, the first feeling that comes into my heart is...
- The sensation / emotion that has recently accompanied me most often is...

5. *Something about me*

At the beginning or end of class, the teacher asks a question (to one or more pupils) and asks the same question in subsequent classes until all pupils have commented on the topic.

Questions may include the following:

- ✓ My favourite activity
- ✓ A person I admire
- ✓ My craziest dream
- ✓ My favourite place
- ✓ My idea for a perfect Saturday afternoon
- ✓ My favourite vacation
- ✓ Something I like to do alone
- ✓ Something I like to do with my family
- ✓ One thing I do well
- ✓ If I could have one wish fulfilled, it would be...
- ✓ Who I would like to be
- ✓ Something of my culture/ background/ history that I respect
- ✓ Something you would never know about me if I hadn't told you

6. *In my backpack*

The teacher asks the pupils to choose an object from their backpack that says something about them. Then the pupils will tell something about themselves on the basis of the object which they have chosen.

Examples: I am punctual and organized (notebook);
I can solve difficult matters (scissors);
I like to be in touch with others (telephone) etc.



◎ Focusing on the body:

7. Alternating movements

The teacher asks the pupils to perform exercises with special attention to the signals coming from the body¹:

- Crossing straightened arms in front of the chest so that the left hand is higher and then the right hand.
- Touching the right elbow with your left hand and vice versa
- Touching the right ear with your left hand and vice versa.
- Touching the right knee with the left hand and vice versa.
- Touching the right heel with your left hand and vice versa.

8. Calming position

The teacher asks the pupils to sit and assume a position by doing the following movements, in order (without giving up the previous movement)²:

- a) cross your legs at the ankles;
- b) stretch out your hands in front with thumbs up;
- c) give a thumbs down;
- d) cross your hands (thumbs all the time pointing down);
- e) intertwine your fingers;
- f) put your fingers clasped under your chin as you move towards the floor;
- g) rest your chin comfortably on clasped hands;
- h) close your eyes;
- i) the tongue "sticks" to the palate;
- j) breathe freely.

Exercise time: approximately 2 minutes. The teacher should gradually lower the voice during the exercise. At the end the teacher invites the pupils to relax the body.

9. Exercise the elephant

The teacher invites the pupils to follow the instructions: "Stretch your left arm forward, the back of your palm up, put your head on the arm of the outstretched hand, legs slightly bent, small straddles. We draw in the air voluminous lazy eights (ear glued to the shoulder). We straighten the whole body. Then the same with the right hand."

10. Drawing with both hands

The teacher invites the pupils to draw in the air with both hands simultaneously lines and shapes. Each hand moves in the opposite direction of the other, as a mirror reflection of it.

11. Owl exercise

The teacher invites the pupils to follow the instructions: "Grab with one hand the muscles of the opposite shoulder, slowly turn your head to the left and then to the right, keep your chin straight. Let your head reach as far as possible to the right and to the left to relax the cervical muscles. Inhale when the head is turned towards the side where the hand holds the arm, exhale during the rotation of the head to the other side."

¹ Exercise taken from the Dennison method; Paul and Gail Dennison developed a set of physical exercises, based in neuroscience, which are supposed to improve children's ability to learn.

² Ibidem.

SELF-MANAGEMENT



1. Deep breath

The teacher invites the pupils to follow the instructions: “Close your eyes, take a deep breath and then slowly let the air out. Focus on the movement of the chest and try not to think about anything else. If you have a race of thoughts in your head, acknowledge them, but don’t focus on them, let them go, focusing on the breath instead.”

2. Windmill - breathing exercises

The teacher invites the pupils to follow the instructions: “Stand straight with your arms outstretched to the sides. Inhale the air deeply to fill the lower part of your lungs and let the diaphragm rise, making room for air. Continue to inhale and feel the lower part of your ribs and chest rising, while the middle part of your lungs fills with air. Twist your arms back several times. Change direction and twist your arms forward or each one in a different direction, like a fan. Exhale deeply through your mouth and feel your lungs emptying slowly.” The teacher repeats the instructions a few times and leads the exercise without interrupting:

3. Dandelions

The teacher invites the pupils to follow the instructions: “Imagine a meadow full of dandelions, breathe calmly for a moment, then take a deep breath and make the seeds of imaginary dandelions swirl through the air with your exhalation.” The exercise is repeated several times.

4. Elements of Jacobson's relaxation training³

The teacher invites the pupils to sit comfortably and follow the instructions:

- clench your fists when relaxing the rest of the muscles of the body;
- tighten and relax the abdominal muscles;
- tighten the eyelids, wrinkle your forehead, make a spout from your mouth, press your tongue to the palate;
- feel the difference between tensing and relaxing.

5. Writing in the air

The teacher invites the pupils to follow the instructions: “Take a deep breath and stretch out your right hand in front of you or, if you're left-handed, your left. Now stick out two fingers and start writing your name, trying to make the individual letters as large as possible. Do this calmly and attentively, trying to breathe deeply.”

³ Exercise taken from the progressive muscle relaxation techniques, developed by Edmund Jacobson; the idea behind the techniques is that there is a connection between a person's mind and body.

6. Focus on the object

The teacher invites the pupils to follow the instructions: "Choose any object (pencil, mouse from your computer and really focus on it one minute. Pretend to see it for the first time. See its shape, texture and construction." This will help pupils clear their mind and regain contact with all the objects around them.

7. Countdown

The teacher invites the pupils to count backwards from 100 to 10, from 3 to 3.

Example: 100, 97, 94, 91....

8. Creative visualization - mountain landscape

The teacher invites the pupils to follow the instructions: "Sit back and close your eyes. Imagine that you are on top of a mountain. You look around and the view is breath-taking. Focus on what you can see, hear and feel. Enjoy it."

9. Colour of the day

This exercise helps to increase pupils' mindfulness and perceptiveness. In the morning, the teacher chooses the colour that will be the "colour of the day". It could be a colour pupils like or just one that's easy to spot (especially at first). Then, throughout the day, the teacher reminds the pupils to pay attention to objects that are in this colour and to try to look at them long enough to observe as many of their characteristics as possible.

10. Attentive listening

The teacher invites the pupils to follow the instructions: "Close your eyes for a moment and focus on the sounds of the environment, notice all the sounds coming from the room you are in, but also coming from behind windows or doors. Try to absorb the sounds with every cell of your body."



SOCIAL AWARENESS



1. Try to understand me

The teacher divides the pupils in pairs. One pupil tells a story from his life. The other listens and tries to name the emotions experienced by the speaker at that time. Then they switch roles.

2. What do the people depicted in the pictures feel, think and say?

The teacher invites the pupils to independently offer conjectures on what the people depicted in the pictures (from their study books) may feel, think and say. It is important to discuss the thoughts, feelings and statements of all the people depicted in the pictures during the conversation.

3. Imagine

The teacher describes a situation from every-day life and asks the pupils to imagine they are living it.

Examples:

- the pupil gets a high five for the test;
- the pupil gets a bad grade, although he spent a lot of time preparing for the test.

The teacher asks the pupils to describe:

- What do they feel in the particular situation?
- How do they express it (body posture, facial expressions)?
- How do they behave in that particular situation?

4. Why is that?!

The teacher invites a volunteer from the class to assume a pose of his/ her choice (body posture, facial expression). The task of the class is to indicate what situation could have caused such a pose and discuss the emotions and thoughts of the person in the given pose - the ideas of the pupils and then the idea of the volunteer.

5. Speaking the language "ka"

The teacher invites the pupils to learn a new language: each word is divided into syllables, and each syllable is preceded by the specific syllable "ka" (the class may also choose their own syllable or change it on different occasions: for example: "me", "bu" etc.).

Example: ka-the-ka-day-ka-be-ka-gan-ka-slow-ka-ly

6. Pantomime

The teacher divides the class into 4 groups. Each group gets a board with emotions. A representative of the group draws from a bag a random note naming an emotion. Then, with the help of gestures and facial expressions, the pupil shows to his group the random emotion and the group has to guess it. If the group guesses the emotion presented, it receives one point.

<https://kreatywnapedagogika.files.wordpress.com/2017/02/emocje.pdf>

7. How to explain it?

The teacher informs the pupils that their task is to give reasons for each situation:

- A young man runs down the street.
- Mother gives her child a slap.
- An elderly man leaves a self-service store with a roll he didn't pay for.
- A pupil puts a pin on a chair.
- In the break, a friend hits a colleague on the back.
- The owner of the dog thoroughly brushes the animal every day.
- At a party, your peer drinks alcohol.
- A seven-year-old child walks down the street and cries.
- On a cold winter day, a child without a jacket sits at the bus stop.

Pupils list as many possible causes that could explain the behaviours of the people in the above-mentioned situations.

Finally, the teacher may ask pupils:

- ❖ whether and what difficulties they had in completing the task;
- ❖ whether they were surprised by the number of potential causes of people's behaviour;
- ❖ whether they interpret human behaviour more often by a single cause or whether they take into account different possibilities;
- ❖ what is the importance of the ability to take into account different motives of human behaviour for the relationships between people.

8. Interpretations

The task aims to develop the ability to adopt different perspectives in interpreting social situations, by showing the diversity of motives of human behaviour.

The teacher offers pupils descriptions of several situations and characters that they need to reflect upon and identify potential emotions and thoughts for:

- I. It's summer. Beautiful weather persists for a week. In the evening, the forecaster on duty announces several days of rainfall. How would the following people react to this news: a holidaymaker in a seaside town, a farmer, a homeless man, a man suffering from hypertension, a doctor in a sanatorium for children suffering from rheumatism?
- II. An uninsured private shop was completely robbed. For lack of evidence, the investigation was closed. How would the following people react to this news if they read the information in the newspaper: the shop owner, the thief, the investigating policeman, the regular customer of the store, the director of the insurance company?
- III. Television news reported that scientists have found an effective cure for cancer. How would the following people react to the news: a cancer patient waiting for surgery, the head of the oncology department, a man considering quitting

smoking for fear of lung cancer, the health minister, a five-year-old child, a member of the Nobel Prize awarding committee, a man suffering from AIDS?

Finally, the teacher may ask pupils:

- ❖ whether and what difficulties they had in completing the task;
- ❖ whether they were surprised by the different people's perceptions of the same situation;
- ❖ what does the perception and interpretation of the situation depends on;
- ❖ what is the importance of the ability to take into account different motives of human behaviour for relationships between people.

9. In his/ her place - developing the ability to put oneself in other people's shoes

The teacher reads the descriptions of individual situations in turn. Pupils reflect individually on how they would act in the place of the hero of the situation and then they share with the class or in groups what solutions they chose and what were the motives for their decision. Together they are considering other possible solutions in such situations.

Examples of situations:

- I. Eve attends her last year of high-school. She has been passionate about philosophy for a long time. Her parents do not agree that their daughter studies such an "impractical" direction. They want her to study law or medicine. The time to submit documents for studies is approaching. If you were Eve, what would you do?
- II. Mark found a homeless dog on the street. He knows his parents wouldn't be happy if he brought it home. What would you do if you were Mark?
- III. Andrew and Paul have been friends for many years. Recently, they haven't kept contact so frequently. Andrew accidentally learned that Paul had been seen in the company of drug users. What would you do if you were Andrew?
- IV. Several pupils in the class gave up the idea of skipping the Maths class. Other colleagues expressed their willingness to skip the class together. Ania thinks that the idea is stupid - she does not want to run away from lessons. What would you do if you were Ania?

Finally, the teacher may ask pupils:

- ❖ whether they were surprised by the multitude of possible solutions and motives for people's actions in certain situations;
- ❖ how they usually judge people's actions: guided by their point of view or trying above all to understand their motives;
- ❖ what consequences can result from making judgments about other people only from the perspective of one's own experiences and views;
- ❖ what they learned about themselves.

10. Kaleidoscope of reactions - developing the ability to anticipate and understand the reactions of others⁴

The teacher divides the pupils in pairs. Their task is to determine how the partner would behave in the following situations:

- someone poked him/ her;
- the saleswoman did not give him/ her back the right amount of money;

⁴ Source: M. Chomczyńska - Miliszkiewicz, D. Pankowska "Like school" Group exercises for educational work. School and Pedagogical Publishing House. Warsaw 1998.

- he/ she got a punishment for talking in class;
- his/ her dog has died;
- he/ she got lost in the forest.

Pupils confront their assumptions. The exercise can be repeated by changing partners.

Pupils share their experiences:

- ❖ to what extent their assumptions proved to be correct; what it depended on;
- ❖ what they rely on when formulating their predictions about their partner's reaction.

11. Pantomime expression of feelings

The teacher asks volunteers to pantomime different feelings (e.g. fear, anger, despair, shame, irritation, hostility, suspicion). The remaining pupils, through the analysis of non-verbal messages, are to guess what emotion it is.

The discussion should focus on the search for universal meanings of nonverbal signals:

- what happens to the face of a joyful, worried, frightened person?
- what happens to the hands of an intimidated, nervous, friendly person?
- what happens to the torso of a person interested in the situation, embarrassed?
- what happens to the legs of a helpless person who wants to make contact with someone?



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RELATIONSHIP MANAGEMENT



1. *Creative thinking*⁵

The teacher invites each pupil to draw a card and to answer the question written on it:

- What is needed for scientific discovery?
- What is needed to climb a high mountain?
- What is needed to help others?
- What can be counted?
- What can be opened?
- What can be fixed?
- What can get tangled?
- What can be exhausted?
- What does man have too much?
- What does man have too little?
- What can't be skipped?
- What can't be seen?
- What is interesting about dust?
- What is interesting about dry leaves?
- What is interesting about a snail?
- What is pink and soft?
- What is yellow and edible?
- What is small and exotic?
- What is shiny and expensive?
- What is white, soft and edible?
- What is green, round and hard?
- What if the shoes came to life?
- What if all people looked the same?
- What if our eyelashes grew as fast as our hair?
- What if the number 3 was abolished from tomorrow?
- What is it: such a thing, with such a thing, but without such a thing?
- What does the ringtone announce?
- What could be sweeter?
- What could be bigger?
- What's in a matchbox?

2. *Inverted questions*⁶

The teacher invites pupils to draw cards with answers. Their task is to find the right question for each of them or to come up with as many questions as possible for the selected answer.

- Doctors.
- Personally, I will check.

⁵ Source: <https://drive.google.com/file/d/1rbyHXoDx8nuGQkBZwCZJ0ksMa5PCCMUM/view>

⁶ Source: www.eduspecialni.blogspot.com

CHAPTER 6

- Absolutely!
- This may be the case, although it depends on the weather.
- Sea.
- With my family.
- After lunch.
- At grandma's.
- On mathematics.
- In class.
- On breaks.
- Sandwiches with cheese.
- I don't.
- Tomorrow
- Yes.
- Very.
- Just a little.
- I'll tell.
- Soup and main course.
- They walked away.
- Sometimes it happens.
- Enough.
- Cats.
- I like it, but only when I'm in a good mood.
- Sometime.
- Every other week.
- In yellow.
- By car or train.
- I got under the Christmas tree.
- In the largest size.
- In such a great board game.
- Ah, I haven't been there in a long time!
- You must be joking!
- Never in my life!
- Only in computer games.
- I have to ask my parents for permission.
- I was there.
- I usually succeed.
- Only with my buddy.
- In the theatre.
- In the book.
- In the movie.
- Yes, it's my favourite!
- No, never in my life!
- Through the Internet.
- Muted.
- They made me laugh to tears!
- Always!

3. What am I thinking?

The teacher invites one of the pupils to choose (mentally) an object from the classroom (it must be visible to everyone). The others have to guess what the item is. They can only ask questions which can be answered with yes/ no (e.g. "Is it big? Is it a plant?" etc.). The task of the group is to guess the object as quickly as possible, asking as few questions as possible.

4. Two truths, one lie

The teacher invites each pupil to say three statements about himself/ herself, two of which are true and a false one. The task of the group is to guess which sentence is false. Unusual facts and lies can be very funny.

The game can be spread over several lessons, by selecting each time a few different pupils to provide information about themselves.

5. Deaf phone shown

The teacher divides the pupils into 2 teams. Each team chooses a leader and a password that the other team is supposed to guess. Then the teams line up, one person behind the other, with their backs to the leader. The leader of one team is told the password and he/ she should demonstrate it (without words) to the first member of his/ her team. The first person, standing with his/ her back closest to the leader, turns around and watches the non-verbal demonstration of the leader without asking any questions. Further on, the first person demonstrates what he/ she has seen to the next person in his/ her team and so on, until the last person in the row, who needs to figure out what the password is and say out loud. The other team will confirm or infirm if the guess was correct. Next, the second team will do the same task. The teams watch each other while performing the task.

6. Password

The teacher divides the class into 2 teams. Each team chooses a leader and a password. The teams stand in 2 rows, one behind the other. Each leader tells to the leader of the other team the password. The leader will take his /her place with his/ her team as the last person in the row. He/ she must pass on the password to the person in front of him/ her by writing letters with the finger on his/ her back. The next persons will do the same until the password reaches the first person in the row, which will have to voice out the password or to write it down on a paper. The first team that guesses the password correctly wins.

7. Get in touch

The teacher divides the class into several small groups. The pupils' task is to debate within their groups the following situations and find solutions to initiate contact:

- you are at a party where you do not know anyone but the host;
- you need to entertain your parents' guests/ friends in their absence;
- you arrived a day later at the summer camp and you enter the common dorm;

The teacher may organize role-plays in the classroom for each scenario. Each group will present/ act the solutions found for each situation (the role-playing may be organized within the small groups or in front of the whole class). The main idea is for pupils, especially in those cases in which there is difficulty in initiating contact, to practice model solutions.

The following issues may be addressed in the summary:

- ❖ how people may feel in the position of initiating contact with people they don't know;
- ❖ what are the situations in which people are primarily responsible for establishing and maintaining contact;
- ❖ what behaviours make it easier to connect.

8. Precision of expression

This activity raises awareness on the importance of precise communication and triggers learning of the principles of clarity of expression.

Materials: two different pictures with landscapes

The teacher informs the pupils that the purpose of the activity is to practice precise communication. Pupils are divided in pairs. Person A closes his/ her eyes. The teacher shows to person B the first landscape. Person A needs to draw a landscape using only the verbal instructions of person B. Then, the pupils switch roles and repeat the task using the second landscape.

After making the drawings, the pupils compare them with the originals and discuss their experiences: whether the clues were clear, which messages and features of the message (e.g. intonation of voice, speed of speaking) helped the listener the most and which disturbed him/ her; whether both parties are satisfied with the effect.

Questions for guiding the discussions:

- ❖ what kind of guidance was most useful and which was misleading and confusing;
- ❖ which features of the message were helpful and which were disturbing;
- ❖ what factors influenced the final results to the greatest extent;
- ❖ were the results better in the second round than in the first (why).

An alternative that may be given in the task is the possibility to ask questions (second round) as opposed to the lack of this option (first round).

9. Ratings and reviews

This activity is focused on developing the ability to assertively express one's personal opinions, by converting evaluation into opinions.

The teacher explains the difference between evaluation and opinion: opinion is the communication of subjective judgments or preferences, while evaluation is a statement that presents subjective judgments as truths.

The task of pupils is to convert evaluative sentences:

- This blouse is terrible.
- She has a beautiful voice.
- Bulldogs are formidable.
- It is very cold.
- This video is excellent.

into opinions:

- I do not like this blouse.
- Her voice fascinates me.
- Bulldogs seem dangerous to me - I'm afraid of these dogs.
- I'm terribly cold.
- I liked this movie very much - in my opinion it's great.

10. Sentence in different intonations

This activity is focused on improving the ability to communicate and read non-verbal signals, but also on developing empathy.

Materials: small cards with the names of different emotions - as many cards as there are pupils in the class (e.g. joy, anger, horror, pain, enthusiasm, sadness, disregard, surprise, despair etc.).

The teacher gives the pupils/ writes on the whiteboard a sentence with an impersonal content (e.g. The performance will start at 19:00", "Yesterday it was quite warm, although it was raining" etc.). He/ she randomly distributes the cards with written emotions to the pupils. Each pupil repeats the given sentence, while trying to convey the emotion from his/ her card using voice intonation. The groups must guess what the emotion of the spoken sentence is.

The teacher invites the pupils to analyse how a given way of communication (tone of voice, intonation, volume etc.) affects the reception of the message's content.

11. A never-ending story

The teacher invites the pupils to sit in a circle or sets up a sequence in which they will speak. The theme/ leitmotif of the story is chosen (e.g. Christmas, travel, story of a fairy tale character etc.). The first person starts the story (he/ she may use a few words to set the mood) and the next ones add one word at a time. If someone thinks that his/ her word ends a sentence, he/ she say "period" and the next person starts a new sentence.

The longer the class plays the game, the more amazing the stories come out.



Guidelines for specialists for individual work

7.1. Principles of intervention on pupils with behavioural problems

The scientific literature motivates the great interest in the deviant behaviour of preadolescents and adolescents today by:

- ☉ the increased frequency of maladjustment in the family and school;
- ☉ increased incidence of deviant behaviour with antisocial content among preadolescents and adolescents;
- ☉ the importance of the role played by deviant behaviour during pre-adolescence and adolescence in the emergence of juvenile delinquency.

The specialists' work with regard to behavioural problems is structured in two distinct *directions*:

- a) prevention of deviant behaviours;
- b) remedy of problematic behaviours.

In order to ensure the effectiveness of psycho-social *programmes for the prevention and remedy of deviant behaviours*, the specialists need to adhere to a set of *principles*:

- ✓ prevention and intervention actions must be integrated into a specific and well-defined structure, adapted to the psychological and cultural characteristics of the target group;
- ✓ implementation of the programme should be carried out by a multi-disciplinary team (e.g. psychologist, school counsellor, social worker, teacher, family members etc.) and involve as well participants from power structures, members of the community etc. in order to sustain the actions;
- ✓ the intervention processes must have continuity over time, ensured by the long-

term engagement of the family and school;

- ✓ whatever approach to tackling deviant behaviour is chosen, both the beneficiaries and all parts involved in the process should be informed regarding benefits, costs and risks of the intervention.

At the individual level, it should be noted that the success of intervention depends to a large extent on the good therapeutic relation established with the pupil and on the way the specialist interacts with the teenager. Therapeutic alliance - referring to the way in which the specialist manages to achieve a healthy level of trust from the personal receiving the intervention - plays here a pivotal role. In order for the therapeutic alliance to be established, certain *principles of interaction* need to be respected:

- *confidentiality* - keeping the privacy of the information obtained from the pupil is not just a moral rule, but also a legal one and it has very few exceptions, like situations in which keeping it would endanger the life or liberty of the pupil or of another person or in which it would be against the best interests of the pupil;
- *awareness of own limitations* - the specialist must be aware of his/her own competences and skills and solicit support from the multidisciplinary team or hand over cases in which the complex nature of the intervention is over his/ her abilities;
- *avoidance of excessive requests for irrelevant details* - do not lose time and overwhelm the pupil with unnecessary questioning, as anamnesis is not the final goal and the request for information should be balanced by the intervention actions;
- *accepting attitude* - the pupil, no matter how young or what behavioural problem recommended him/ her for intervention, should be treated with respect, kindness, honesty and acceptance, avoiding stigmatisation and devaluation; please take note that the attitude of acceptance is towards the person and not towards the behaviours of the pupil;
- *not giving advice* - the specialist's task is to encourage the pupils to discover new

alternatives to cope with life's difficulties and not to tell them what to do and how to act; pupils with behavioural problems usually experience decisional conflict and feelings of blockage in their thinking and behaviour, so they need to be given a new perspective, to be helped to overcome rigid patterns of maladaptive behaviour and to find solutions to their problem, so they may become empowered and autonomous;

- **redefining the problem so it may be solved** - on the basis of the information provided by the pupil, the specialist would take the blame and the helplessness away by reframing the problem and the intervention objectives, so they become solvable, achievable, realistic and empowering.

The measures to prevent and counteract behavioural problems during teenage-hood are all aimed at removing or mitigating risk factors, which determine, form or trigger deviant behaviour. These measures also include ensuring conditions for the harmonious development of the developing personality and the need to promote a social policy appropriate to combating juvenile delinquency. Measures which may be taken by specialists to prevent and fight deviant behaviours may be aimed at the family environment or at the community - represented by all social groups which interact with or have an influence upon the teenagers.

The most relevant measures to be taken within the family environment for the prevention and decrease of the adolescents' deviant behaviour are:

- ensuring as far as possible the presence of parents - the absence of a parent from the family micro-group is a factor of personality imbalance, leading to social identity disorders and tendency to maladaptive behavioural patterns;
- providing opportunities for intellectual development - stimulation, supervision and control of the individual's intellectual development;
- providing opportunities for emotional maturation - maintain a stable

environment characterized by affection, understanding and protection, but also offer training and stimulation for emotional introspection and development of social skills;

- avoidance of extreme attitudes - hyper-authority or hyper-protection of the pupil are both highly harming for the adolescents' development;
- education by personal example - encouraging parents to provide adaptive and socially desirable role models for their children;
- educating and preparing parents for the tasks associated with this role - parenting sessions or family psychotherapy sessions are often a good path to reposition relationships in the family and insure a higher functionality of the whole system in order for it to be able to support a better social adaptation of the adolescents.

The most representative general measures recommended to be taken within the community in order to prevent and fight deviant behaviours of adolescents are mostly focused on shaping healthy personal and social attitudes. Those may refer to:

- promotion of rational and balanced nutrition;
- relieving intra-psychic tensions through sporting activities;
- insuring optimal health and hygiene conditions;
- stimulating and optimising healthy interpersonal relationships;
- sustaining the formation of a balanced personality, capable of finding meaning in life.

These measures prove to be more efficient if they are conjoint and applied on longer periods of time, including after the remission of the behaviour, so that the behavioural problems are prevented from recurring after a while. In this context, it is necessary to insure the supervision of the adolescent from the first stages of deviant behavioural identification until his/ her complete recovery and social reintegration.

7.2. Sessions

Introductory Session

INDIVIDUAL SESSION 1

Title/ topic:

- Establish a therapeutic relationship

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

- learn about the specialist's field of activity and how it may be of use to him/ her;
- feel understood, safe and important;
- be capable to reflect upon their own behaviour;
- become more confident that the help he/ she receives is genuine.

Preparation:

- The space of the individual session should be friendly and private.
- The specialist will invite the adolescent to make himself/ herself comfortable and explore the space.
- The specialist will describe his/ her field of activity and will explain how the pupil will benefit from the individual sessions.
- The point of this session is to get to know each other and establish a trustworthy relationship.

Resources:

- a therapeutic story about the usefulness to receive guidance when in need;
- writing paper and instruments to take notes.

Main activity:

- The specialist will ask the adolescent if anything from the space caught his/ her eye and would like to express an opinion or ask a question about it. The answers from the specialist must be honest and encouraging. If the pupil shies away from choosing any object, the specialist might offer to share some interesting things or might offer to answer questions about himself/ herself.
- The specialist will then explore the hobbies and personality of the adolescent through a series of questions, trying to maintain a parallel between the object that caught the eye of the pupil and his/ her interests, traits, desires etc. (e.g. if the adolescent chose to discuss about a book, the specialist may ask: *Do you like to read? What do you read? What book has made a big impression on you?*, if the pupil chose to discuss about a personal object, like a phone or a notebook, the specialist might ask him/ her: *What do you use your phone/ notebook for? What do you store/ write in it? How do you personalize it? Who do you share the content of it with?*).
- It is very important to listen to what the pupil has to say about anything and to answer to his/ her questions or fears in an honest way.
- Towards the end of the session, the specialist will introduce a therapeutic story about the importance of guidance when in need and will ask the pupil to write down what crosses his/ her mind while he/ she hears it. The meaning of the story is not to be discussed at this point.

Reflection/ discussion/ tasks for the following period:

- The pupil may take away with him/ her notes which he/ she made while hearing the metaphorical story.
- According to the input from this session, the specialist will offer one of the two options: (a) until the next time they meet, the adolescent must reflect on what kind of guidance does he/ she wishes from the specialist or (b) the teenager will absolutely not give, under no circumstances, another thought at the story he/ she heard during the session (paradoxical prescription).



SELF-AWARENESS



INDIVIDUAL SESSION 2

Title/ topic:

- The world of a teenager's emotions

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

- learn about the world of emotions;
- develop their abilities to identify emotions and point out what emotions do they most often feel;
- learn about the situations in which they most often feel a particular emotion and how to identify the triggers of their emotions.

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels. Possible questions to use: *How was your day? How are you feeling? What happened today or this week that made you happy? What happened today or this week that made you sad? What happened today or this week that upset you?* The expert tailors the questions to the teenager and may ask about different emotions.

Resources:

- worksheet "Journal of emotions" (see annex at page 57);
- worksheet "Palette of emotions" (see annex at page 58).

Main activity:

- The specialist introduces the teenager to the topic and goals of the session.
- As an introduction, the specialist gives a mini lecture on the 6 basic emotions: anger, fear, joy, sadness, embarrassment, surprise. He/ she points out that everyone feels the same emotions, but there are differences in intensity or the way that emotions are expressed.
- The expert hands the teenager the cut outs of the worksheet "Palette of emotions". He/ she points out that in addition to the basic emotions, there are many others that are related to the basic group. The specialist asks the teenager to sort the scattered emotions into 5 groups: 1) emotions related to anger 2) emotions related to joy 3) emotions related to fear 4) emotions related to sadness 5) compound emotions (not explicitly related to one of the basic emotions, compound emotions are often related to several emotions, e.g. jealousy can be related to both sadness and anger; compound emotions are created by combining several basic emotions felt simultaneously). During the activity, the specialist makes sure that the teenager knows each emotion and explains unfamiliar ones. The expert observes if the task is performed correctly and intervenes if the emotions are incorrectly classified or if the teenager has difficulty.
- **EMOTIONS RELATING TO ANGER:** frustration, hate, annoyance, rage, wrath, irritation, impatience, indignation, resentment, vengefulness, fury, outrage, frenzy.
- **EMOTIONS RELATING TO JOY:** bliss, happiness, amusement, enthusiasm, contentment, delight, gratitude, excitement, affection, kindness, satisfaction,

relaxation, animation, cordiality, tenderness, relief, carelessness, fulfilment, appreciation, pleasure, euphoria, sympathy, interest.

- EMOTIONS RELATING TO SADNESS: bitterness, despair, grief, depression, despondency, pain, hurt, disappointment, lost, sorrow, helplessness, powerlessness.
- EMOTIONS RELATING TO FEAR: anxiety, dread, panic, apprehension, uncertainty, timidity, shyness, suspicion, confusion, hesitation, concern, terror, tension, worry, horror, vigilance, nervousness.
- COMPREHENSIVE EMOTIONS: shame, guilt, embarrassment, surprise, repulsion, longing, discomfort, trauma, humiliation, indifference, jealousy, compassion, bewilderment, contempt, remorse, dissatisfaction, acceptance, love, trust, agitation, restraint, disgust, dejection, distraction, astonishment.
- The specialist summarizes the task together with the teenager.
- The specialist asks the teenager about the intensity of the 6 basic emotions he/ she feels (joy, anger, fear, anxiety, disgust, surprise): *Which of the basic emotions do you feel most often and which do you feel least often?* Then the expert provides the pupil with the worksheet "Journal of emotions" and asks him/ her to list examples of situations that trigger each of the basic emotions in him/ her.

Reflection/ discussion/ tasks for the following period:

- Summary of the session. The specialist asks questions about the teenager's reflections after the activity: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What made you particularly curious?*
- The specialist explains to the teenager that we all have sensitive points in our lives, triggers, which, when "pressed", lead to a certain emotion: e.g. anger, sadness, joy, fear, disgust, surprise. He/ she asks the teenager to write down in his/ her "Journal of Emotions" over the next week. He/ she is to record in the journal when and what emotion he/ she felt and what triggered it. The goal of the task is to identify specific people and situations that trigger certain emotions. By becoming aware of who and what the triggers of the teenager's specific emotions are, it is possible to eliminate the surprise effect and better deal with the emotions that accompany the teenager at the time.



CHAPTER 7

PART 2

SELF-AWARENESS

PALETTE OF EMOTIONS

outrage	frustration	delight	impatience
contempt	kindness	shame	animation
gratitude	rage	guilt	cordiality
vengefulness	happiness	embarrassment	tenderness
grief	resentment	surprise	relief
excitement	relaxation	repulsion	carelessness
fury	enthusiasm	longing	fulfilment
bliss	contentment	discomfort	appreciation
amusement	satisfaction	indignation	wrath
trauma	pleasure	indifference	irritation
humiliation	euphoria	agitation	suspicion
shyness	timidity	uncertainty	concern
panic	horror	bewilderment	anxiety
hate	annoyance	affection	apprehension
dread	vigilance	hesitation	lost
disappointment	hurt	pain	despondency
depression	dejection	worry	sorrow
despair	bitterness	frenzy	nervousness
restraint	jealousy	terror	disgust
powerlessness	helplessness	tension	sympathy
compassion	confusion	distraction	interest
remorse	trust	astonishment	dissatisfaction
acceptance	love	complex emotions	
emotions related to anger		emotions related to joy	
emotions related to sadness		emotions related to fear	

INDIVIDUAL SESSION 3**Title/ topic:**

- Emotions and the body

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

- develop the ability to recognise in oneself the 6 basic emotions: anger, fear, joy, sadness, disgust, surprise by the facial expression, gestures, posture, body position.
- get to know the somatic, cognitive and behavioural symptoms accompanying anger, anxiety, sadness, joy, disgust and surprise.

Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels.
- The expert asks the teenager to present his/ her "Journal of emotions". Together they discuss the emotions written in it and the situations that triggered them. The specialist draws attention to repetitive emotions or situations. He/ she may ask the teenager to describe how he/ she acted at the time or how the situation ended and what reflections he/ she has after doing so.

Resources:

- worksheet "Journal of emotions" (see annex at page 57).

Main activity:

- The specialist introduces the topic and objectives of the session to the teenager.
- The specialist asks the teenager to recall a situation (or several) in which he/ she felt happy. References from the "Journal of emotions" may be used. Once the teenager recalls such a situation, the specialist asks him/ her to close his/ her eyes (if he/ she wants to) and recall how he/ she felt that joy in the body (it is recommended that the teenager keeps his/ her eyes closed and answers the questions asked in sequence): *What thoughts accompanied you at that time? What was going on in your head? How was your heart behaving? What was happening with your hands? How did your legs react? What was your posture like? How did you breathe? What did you feel in your abdomen/ chest? What did your voice sound like? What was your energy level?* After all the questions, the teenager opens his/ her eyes and the expert leads a debriefing. He/ she talks about the importance of knowing the body's reactions to each emotion, in order to be able to identify emotions correctly and understand ourselves.
- The specialist repeats the exercise in the same way for all the basic emotions (sadness, anger, fear, surprise and disgust). It is important to pause for a moment after each exercise, especially for unpleasant emotions. Unpleasant emotions may be especially difficult for teenagers, so it is worth using the break to help regulate the teenager's intense emotions through conversation, if the case.
- The expert asks the teenager what other emotion he/ she often feels and would like to further explore in order to better identify it.
- The specialist gives a mini lecture on the importance of everyone being able to identify emotions. After all, emotions are what move us inside and trigger the behaviours. Research has shown that all people in the world feel the same emotions. However, they differ in the way they express emotions, which is why it is important for every person to learn to identify his/ her own emotions.

Reflection/ discussion/ tasks for the following period:

- Summary of the session. The specialist asks questions about the teenager's

reflections after the activity: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What made you particularly curious?*

- The expert reminds the teenager to fill in the "Journal of emotions" regularly and to bring it to the next session. Also, the specialist lists the questions that the pupil will have to answer, the things he/ she will need to observe or implement in the following period etc.

INDIVIDUAL SESSION 4

Title/ topic:

- Pleasant and unpleasant emotions

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

- be able to identify pleasant and unpleasant emotions;
- identify the pleasant and unpleasant emotions that most often accompany them.

Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels.
- The expert asks the teenager to present his/ her "Journal of emotions" from the previous week. Together they discuss the emotions written in it and the situations that triggered them. The specialist draws attention to repetitive emotions or situations. He/ she may ask the teenager to describe how he/ she acted at the time or how the situation ended and what reflections he/ she has after doing so.

Resources:

- worksheet "Journal of emotions" (see annex at page 57);
- worksheet "Palette of emotions" (see annex at page 58);
- 2 worksheets "Pyramid" (see annex at page 62);
- markers/ pens.

Main activity:

- The specialist presents the topic and the objectives of the session to the teenager.
- The expert hands the teenager the cut-out emotions from the worksheet "Palette of emotions" and asks him/ her to sort them into 2 groups: pleasant and unpleasant. The sorted emotions are left on the table as an aid for the next activity.
- The specialist hands the teenager one "Pyramid" worksheet. The teenager's task is to fill it with pleasant emotions that he/ she experiences in his/ her life. At the base/ bottom, he/ she writes the emotion that accompanies him/ her most often and then, as getting closer to the top, the emotions which he/ she feels less often. Each emotion the teenager writes down is separated by a horizontal line from side to side of the pyramid. The adolescent includes in the pyramid only those pleasant emotions that he/ she identifies in himself/ herself. He/ she can use the cut-out emotions or his/ her "Journal of emotions" from previous weeks for inspiration. After completing the pyramid, the specialist asks the adolescent to recall and list examples of situations that trigger the listed emotions in his/ her life. Then, around the completed pyramid, the teenager writes down how he/ she expresses the given emotions: *What does he/ she say? How does he/ she behave?* The expert may ask the teenager what are his/ her reflections after completing this task.
- The expert hands the teenager another "Pyramid" worksheet and he/ she repeats the previous task, but this time for unpleasant emotions.

- The specialist concludes the activity and gives a mini lecture on the fact that there are no bad and good emotions, but there are pleasant and unpleasant ones, difficult or easy to express. Every emotion is necessary in our lives because it conveys information (e.g. anger informs us that our boundaries have been violated; sadness informs us that we have lost something that is important to us; anxiety/ fear protects us from danger; shame informs us that we have transgressed some norms; joy informs us that we feel fulfilled and happy). The expert points out that it is important to know one's ways of expressing certain emotions in order to be able to identify them and thus understand oneself and one's behaviour/ reactions.

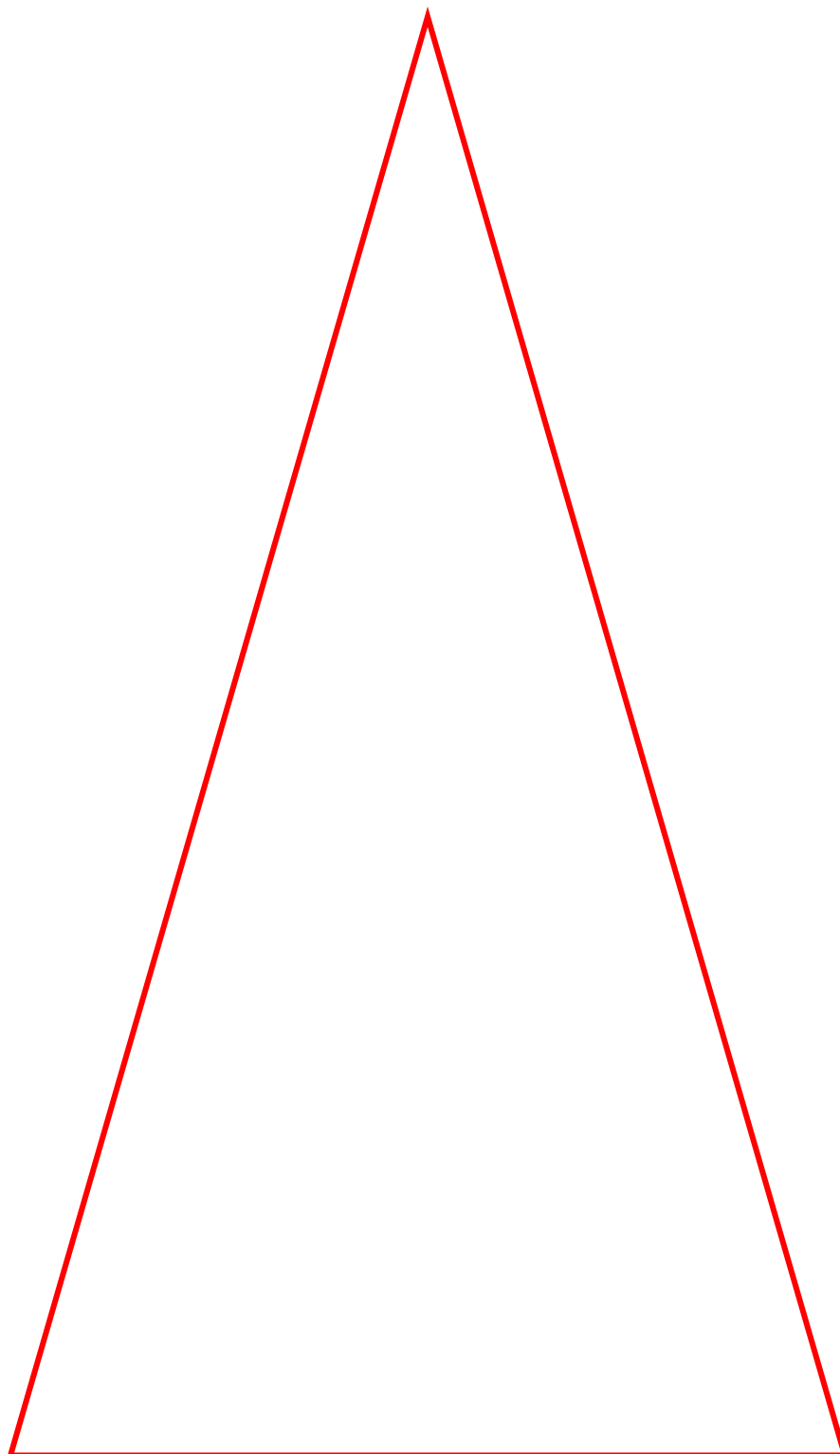
Reflection/ discussion/ tasks for the following period:

- Summary of the session. The specialist asks questions about the teenager's reflections after the activity: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What made you particularly curious?*
- The specialist reminds the teenager to fill in the "Journal of emotions" regularly and to bring it to the next session.



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PYRAMID



INDIVIDUAL SESSION 5**Title/ topic:**

- Emotional instability and ambivalence - what is it like for me?

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

- learn the meaning of emotional lability and ambivalence;
- be able to recognise emotional lability and ambivalence in one's own life.

Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels.
- The expert asks the teenager to present his/ her "Journal of emotions" from the previous week. Together they discuss the emotions written in it and the situations that triggered them. The specialist draws attention to repetitive emotions or situations. He/ she may ask the teenager to describe how he/ she acted at the time or how the situation ended and what reflections he/ she has after doing so.

Resources:

- worksheet "Swing" (see annex at page 65);
- worksheet "Fire and water" (see annex at page 66).

Main activity:

- The specialist introduces the topic and goals of the session to the teenager.
- The expert talks to the teenager about the meaning of the term "emotional lability". If necessary, he/ she adds to his/ her knowledge or clarifies the issue. The specialist gives examples of lability in teenagers.
- The specialist invites the adolescent to recall from memory situations in which he/ she experienced emotional lability. He/ she hands him/ her the worksheet "Swing", on which the adolescent describes the situation in which he/ she experienced labile behaviour, marks on both sides of the swing the extreme emotions he/ she experienced at that time, as well as the direction of the transition from one emotion to another and estimates the time when such a change took place. The teenager may reflect on 2-3 situations and use a fresh worksheet every time. At the end of this work, the expert asks the teenager what reflections he/ she has about his/ her emotional states.
- The specialist talks to the teenager about what is emotional ambivalence. If necessary, he/ she supplements his/ her knowledge or clarifies the issue. The expert gives examples of emotional ambivalence in teenagers.
- The expert invites the teenager to recall from memory situations in which he/ she experienced emotional ambivalence. He/ she hands him/ her the worksheet "Fire and water", on which the adolescent describes the situation in which he/ she experienced ambivalence, marking the extreme emotions he/ she felt at that moment on the side of fire and on the side of a cloud. The teenager may reflect on 2-3 situations and use a fresh worksheet every time. At the end of this work, the specialist asks the adolescent what reflections he/ she has on his/ her emotional states.

Reflection/ discussion/ tasks for the following period:

- Summary of the session. The specialist asks questions about the teenager's reflections after the activity: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What made you particularly curious?*
- The specialist encourages the teenager to continue keeping a "Journal of

Emotions" on his/ her own. He/ she points out the benefits of self-development of the emotional sphere and those of a better knowledge/ understanding of oneself and one's emotions. Together with the adolescent, the expert will list the trusted adults in his/ her environment to whom he/ she can go if he/ she needs to discuss a particular situation/ emotion.

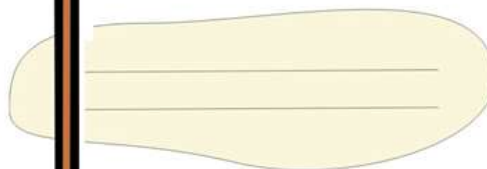
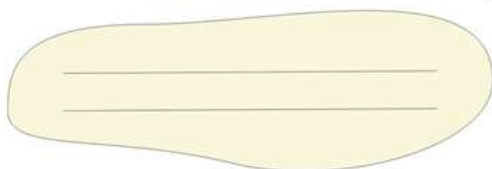
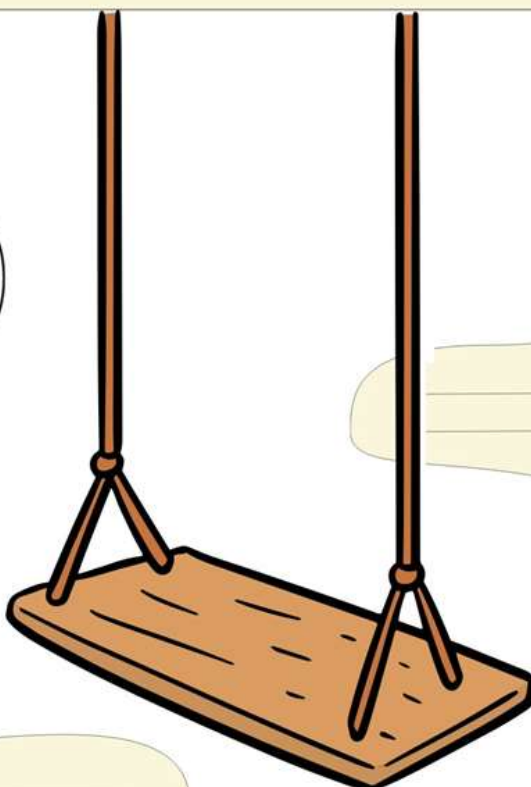
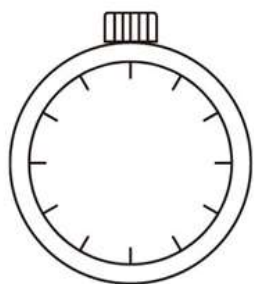


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SWING

Describe a situation:

<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	
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FIRE AND WATER

Describe a situation:

<input type="radio"/>	
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PART 2

SELF-
AWARENESS

SELF-MANAGEMENT



INDIVIDUAL SESSION 6

Title/ topic:

- “My circle of control” - Introduction to self-management and to the scope of individual control

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

- understand the concept of self-management.
- be able to identify their personal resources which may be of use in self-management;
- be able to identify the things that are under their control and those which are not;
- apply helpful strategies in adapting to situations that are out of their control.
- be more open to novelty.

Preparation:

- Quick check in with the teenager. Possible questions: *How was your day? How do you feel today? What happened today or this week that made you happy? What happened today or this week that made you sad? What has happened today or this week that has upset you?* The specialist adapts the questions and asks about different emotions.

Resources:

- A4 sheet;
- pens/ pencils/ markers.

Main activity:

- The specialist introduces the topic and objectives of the session to the teenager. He/ she asks the teenager if he/ she knows what self-management means and what it entails and clarifies the concepts. The pupil is then asked to provide some examples where he/ she may showcase self-management (prompts: following instructions and sticking to routines, being able to restrain themselves from doing things that they shouldn't, showing self-control, being able to calm down when faced with difficult emotions, to solve problems or take decisions etc.). The specialist can discuss and help with the identification of these skills the teen possesses.
- The expert then explains that, although managing and controlling ourselves is important, there are always things that are out of our control. The pupil is asked to explain how he/ she understands being in control and out of it and what emotions accompany each situation. Then, he/ she is asked to draw a circle on a piece of paper. This represents the circle of control, encompassing all the things that fall within our reach and control. He/ she is asked to write such things inside the circle and things that are out of his/ her control outside of the circle. The specialist can help with some prompts if the teenager has trouble finding some (prompts: my attitude, my emotions, my mood, the weather, someone else's opinion, my reactions to certain situations, how others react, the words I say, my height, my

friend's favourite show, my body language etc.).

- The specialist then explains that although many things are out of our control, we can control how we respond to the situation, as well as our own attitude. The specialist proceeds by asking the teenager to think how he/ she could respond to the situations out of his/ her control that he/ she has written down. The specialist can lead with an example (e.g. "I had planned to go on a day trip on Sunday, but it will be raining. So, instead, I have decided to invite my friends over and have lunch together").
- The specialist points out that being out of control often make us feel powerless and elicit unpleasant emotions. It is important to learn how to adapt to these situations and face them with flexibility and open-mindedness, so, even if we can't control the situation, we can control how we feel about it and how far we will let it get to us.
- The teenager can hold on to the circle of control and place it in a prominent place as a reminder for the things that are within his control.

Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks questions about the pupil's reflections after the activities: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What will you do differently next time?*

INDIVIDUAL SESSION 7

Title/ topic:

- Coping with worry, stress and anxiety

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

- be able to identify the factors or situations which cause worry, stress, fear, anxiety;
- manage to calm themselves and cope with difficult situations.

Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels. Possible questions: *How was your day? How do you feel today? What happened today or this week that made you happy/ sad/ angry? How did you handle it? What could you have done differently?* The specialist adapts the questions and asks about different emotions and behaviours.

Resources:

- A4 sheets;
- pens/ pencils/ markers.

Main activity:

- The specialist introduces the topic and the objectives of the session to the teenager. He/ she explains that adolescence is a transitional period with a lot of changes happening inside and outside of the teen's body: new school environments, more responsibilities, relationship changes, striving for independence and a construction of the self, developing body etc. All these new situations and changes might cause feelings of worry, stress, fear and anxiety. These emotions, although unpleasant, are very important as they can nudge us to action. At this point, the specialist can share a personal experience of a stressor and how he/ she dealt with it.

- Then, the specialist asks the teenager to think of and write down a list of situations or things that might cause him/ her to feel worried, stressed or fearful. The adolescent is asked to say a few words about each identified stressor, like how often it happens, its intensity, how it makes him/ her feel and how he/ she copes with it, if at all.
- Drawing from the previous lesson about the circle of control, the teenager is then asked to place in the circle those things that he/ she might have control over (e.g. if he/ she reports worries about his/ her school performance, that might fall into his/ her control to study more or seek out tutoring for extra help). As before, he/ she places the things that are out of his/ her control outside the circle (e.g. if the family is going through a rough time). For the things that are within his/ her control, the specialist and the teen seek together ways he/ she can handle them, solutions that can be found to alleviate the unpleasant emotions associated with these situations. The same is done for the things that are out of his/ her control. They think together on how the perspective or attitude concerning these situations can be changed so that these might have a lesser impact on the teenager.
- At this point, it could also be a good idea to ask the teenager to assess the intensity of these stressful or fearful or anxiety inducing circumstances, from lowest to highest. That way, the pupil may also, for example, be encouraged to start his/ her coping journey with the lowest intensity situation, to get confident in his/ her coping skills and gain some relief or comfort and, from there, work his/ her way up.
- Another exercise that can follow is to rate the likeliness of these situations to happen. There are a lot of things that cause emotions of stress or fear that we think of, but in the end they never happen. If that can be applied to the situations the teenager has identified during this session, it could be a good exercise in rationalisation and stress management, so that the focus can be then shifted elsewhere.
- Towards the end of the session, it would be useful for the specialist to discuss some calming techniques the teenager can use when he/ she feels stressed or fearful, such as taking time to calm down, doing an activity that makes him/ her happy, seeking help and talking to someone he/ she trusts, doing some form of exercise or sport etc.

Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks the pupil to reflect on the session: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What will you do differently from now on?*

INDIVIDUAL SESSION 8

Title/ topic:

- Goal setting with intention

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

- be able to effectively set and plan for desired goals.

Preparation:

- Quick check-in with the teenager about his/ her feelings during the past week. Potential questions: *What happened today or this week that made you happy/ sad/ angry? How did you handle it? Do you think you could have done something*

different? The specialist adapts the questions and checks if there are any different behaviours pertaining to self-management.

Resources:

- Worksheet “SMART goal setting” (see annex at page 71);
- pens/ pencils.

Main activity:

- The specialist introduces the topic and the objectives of the session to the teenager and asks him/ her how do dreams and goals come true according to his/ her opinion, does it only have to do with luck or are there any other factors at play.
- The specialist then asks the teenager about a couple of his/ her dreams, goals and aspirations. Those can be either life-long ones, big or small ones, to be realised in the near or distant future. The specialist can then share a dream or goal of their own, either one that has been achieved or an aspiring one. The expert can share how this dream was realised or how it is going to be achieved in the future. He/ she then explains to the teenager that goals need to be carefully planned and thought out in order to be realised. One way to do that is to break down the goal into smaller, easily attainable steps (examples). Another way is to plan according to the SMART goal setting guidelines.
- The specialist then presents the teenager with the worksheet “SMART goal setting”. He/ she asks the pupil to choose one goal that he/ she would like to realise in the next month, for example, and redefine it according to the SMART worksheet. The specialist explains what the SMART acronym means Specific, Measurable, Attainable, Relevant and Time-bound and helps the teenager through every step of the process, since this will be something that the pupil has probably never done before.
- After the worksheet has been completed, the specialist and the teenager can work together to figure out the next steps to be taken for this goal to be achieved. These steps should be clear and relatively easy to do. The pupil should keep the worksheet and consult it often, to be able to check his/ her progress, but also to make adjustments and changes if necessary.

Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The specialist asks the pupil to reflect on the session: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting? What will you do differently from now on?*



SMART GOAL SETTING

S

Specific

M

Measurable

A

Attainable

R

Relevant

T

Time-bound

PART 2

What is
your
objective?

How will
you
measure it?

What will
help you
achieve it?

How
relevant it
is?

How long
will it take to
achieve it?

SELF-
MANAGEMENT

INDIVIDUAL SESSION 9

Title/ topic:

- Recognising and appreciating individual strengths

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

- be able to recognize their strengths and think about how they might use them.
- gain a better understanding of themselves.

Preparation:

- Quick check in with the teenager. Possible questions: *How was your week? Did something happen that made you happy/ sad/ angry etc.? How did you handle it? What could you have done differently? Is there something else that you would like to discuss since our last session?* The specialist adapts the questions and checks for signs of self-management skills in answers.

Resources:

- printout "Character strengths word cloud" (see the annex at page 73);
- laptop or smartphone with internet access;
- A4 sheets and pens/ pencils.

Main activity:

- The specialist introduces the topic and the objectives of the session to the teenager. He/ she explains to the teenager that, although it is easier to identify and point out the "faults" or "weaknesses" in someone's character, it is equally important to identify their strengths, which sometimes might be harder to do. Thus, this session will revolve around the pupil's identification of his/ her own strengths and he/ she will be challenged to remember the situations he/ she had utilised them (if considered appropriate, the following video may be shown: <https://www.youtube.com/watch?v=U3nT2KDAGOc>).
- The specialist hands to the teenager the printout "Character strengths word cloud". The expert explains that character strengths are personal qualities that make people who they are and that help a person along in life. Some people are stronger in these characteristics than others, without meaning that they are superior to others. Everyone possesses different strengths and virtues and knowing them will help a person be happier and feel more empowered. The pupil is asked to look at the word cloud and choose which of these characteristics best describe him/ her or resonate the most with him/ her and which ones would he/ she like to possess.
- Next, for each strength the teenager has identified (or if they are many, maybe choose the top 5), the specialist asks him/ her to think of and write down on a piece of paper a situation he/ she has used it and what were the outcomes.
- If considered appropriate, the specialist may invite the teenager to take the VIA Character Strengths Survey (<https://www.viacharacter.org/survey/account/register>), which may help him/ her to identify his/ her character strengths after replying to a series of questions. Results are downloadable and the teenager can keep a copy of them to have a complete view of his/ her strongest characteristics (for the teenager to be able to complete the survey, the specialist must have a registered account with a name, email and password beforehand; then, the specialist must choose the survey for youth, enter the teenager's details and then give 10-15 mins to the pupil to fill in the questionnaire as honestly and truthfully as he/ she can).

Reflection/ discussion/ tasks for the following period:

- Summary of the activity. The expert asks questions about the teenager's reflections after the activity: *How did you like today's activity and why? What new things did you learn? What was difficult for you? What did you find particularly interesting?*

CHARACTER STRENGTHS WORD CLOUD

Creativity Perspective
 Judgement Curiosity
 Honesty Bravery Fairness Zest
 Humor
 PERSEVERANCE Teamwork
 Love KINDNESS Leadership
 Social intelligence Love of learning
 FORGIVENESS HOPE Prudence
 Appreciation of beauty and excellence
 SELF-REGULATION Humility
 Gratitude SPIRITUALITY

SOCIAL AWARENESS



INDIVIDUAL SESSION 10

Title/ topic:

- "Feeling what I see"

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

- understand the concepts of social awareness and empathy;
- be able to focus on and recognize the thoughts and emotions of others.

Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels, while shifting the focus on others' feelings. Possible questions to use: *How was your day? How do you feel? How did others feel in your presence? How did you make others feel? How did others make you feel?* The expert adapts the questions to the pupil, taking into account all the information gathered so far about him/ her.
- Before overly mentalizing what we see in the behaviours of others and in the relationships of a group, we should try to identify what is happening inside us in relation to our surroundings, so we activate not a cognitive level, but an emotional one: "how would we feel in that situation?" We therefore start to build social awareness, by focusing on empathy.
- The specialist presents the goal of the following cycle of sessions (building social skills), in order to give the teenager a simple and clear map of the past and future process and empower him/ her to know and manage where he/ she is.

Resources:

- a group of characters: action figures/ Legos, in a sufficient number to simulate pair or small-group dynamics, 3-5 components (to be used if the teenager needs to use a mediating object of confrontation and/ or conversation);
- 5 pictures of faces expressing the 5 basic emotions (Ekman's model): joy, fear, anger, disgust and sadness.

Main activity:

- The expert introduces the concepts of social awareness (*How is my friend feeling? How are my friends doing?*) and empathy (*How would I feel in that situation?*).
- The specialist will initiate a discussion while presenting the 5 pictures with faces expressing emotions and invites the teenager to remember situations which usually trigger these emotions (if necessary with the use of characters).
- Two or three situations are shared, characterized precisely by one of these emotions, as similar as possible to the teenager's context (e.g. school, the sport he/ she practices, a party, an outing with friends). For example, the expert may narrate about a friends' outing in which the group is undecided about where to go and what to do, but finds out that one of the friends does not have enough money to go to a certain place to eat. The teenager will be invited to participate and add details to the story.
- At a point in which the pupil seems fully engaged in the storytelling, the specialist

will bring up the following questions: *How does that person feel? How would you feel at that moment? How come? What do you think he/ she thought? What did he/ she want? How would he/ she like to feel? What would you like to have happen?*

- The discussion will be accompanied with the use of emotion cards, or at least they should be kept visible at hand.
- At the right time, with a few words, particularly using the teenager's language, the specialist encapsulates and makes explicit the meaning of social awareness and empathy.
- The expert facilitates at the end of the story a possible co-constructed solution with the teenager where there is a situation of satisfaction and conclusion of events.

Reflection/ discussion/ tasks for the following period:

- The expert can use exit/ flash cards (a gamification method of reflecting on an experience which may be purchased or custom made) to conclude the session by asking the child to share thoughts and feelings about the experience during the session:
 - A new word you learned.
 - The most difficult moment.
 - One thing you are trying to figure out.
 - The funniest moment.
 - How you feel right now.
 - A sound that represents what the experience together was like.
 - Make a statue that represents what the experience together was like.
- Whether it is a card, a game or a direct request, the specialist should offer the pupil the opportunity to give feedback.
- An observation task may be given to the teenager for the following week: to observe how people around him/ her feel and what their needs are.

INDIVIDUAL SESSION 11

Title/ topic:

- Recognizing the differences between emotions

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

- recognize different levels of emotional expression (face, posture and voice).

Preparation:

- The specialist greets the child and asks him/ her how he/ she feels.
- There will be three levels of emotional expression that the session will focus on:
 - face: the main shapes that can be traced (mouth and eyebrow line) using a stylized face to move the lines.
 - posture: identification of physical macrostructures (macro signals of readiness/ rejection and tension/ relaxation) through simulation activities with one's own body.
 - voice: recognition of Ekman's main emotion-related intonations through simulation activities with eyes closed and use of voice.
- Three phases need to be prepared for the work on the face:
 - first stage with emoticons representing simple emotions, such as the fundamentals according to Ekman, 6 cards with emoticons.
 - second phase a white sheet with printed/ drawn eyes and cut out cards that can be moved and placed on the sheet. The cards should be: two straight lines representing eyebrows and one curved line, in the shape of an arc,

representing the mouth.

- third phase with photos of faces of teenagers/ adults feeling emotions (there are many on the web), including the basic ones but also mixed and more sophisticated emotions.
- For work on posture the specialist may reuse the emoticons or the images of the teenagers/ adults.
- For voice work, no materials are needed or the images of the teenagers/ adults' faces.

Resources:

- 6 cards with emoticons (see the annex at page 78);
- sheets with printed/ drawn eyes and cut-out cards with eyebrows and mouths;
- images of faces of teenagers/ adults feeling emotions.

Main activity:

- The expert introduces the work of the session by presenting in a few clear words the work on three aspects of emotion recognition. Also he/ she offers a space for questions or sharing about the previous meeting.
- Part 1: Emotions through the face. The expert explains how this game works and why: *Discover the emotions by looking at the face expressions and imagine how it feels.* Using the materials described above and in the agreed order, the specialist starts by presenting emoticons and playing "guessing how you feel" with the face in that expression, trying to mimic it. It is important to bring attention to two details, the shape of the eyebrows and mouth, and to study the differences on the image and one's own face as one mimics it.
- Second stage of the exercise: the specialist demonstrates how to play with the cards and comments on the effects and changes of the face transforming on the sheet of paper. The expert will try to keep a good pace by following the teenager's willingness and attention.
- The third phase of the exercise is represented by showing the pictures with the teenagers/ adults feeling different emotions and inviting the pupil to imagine what are the characters in the images saying or thinking at that moment.
- Part 2: Emotions through the whole body. In this case the specialist reuses the emoticons and then, in a more complex way, the images, to ask the teenager to play with the body for impersonating statues representing an emotion. The guiding questions are: *What would the body position of this face expression look like? How would he/ she walk?* If it gets difficult to get the teenager involved, the specialist might ask how he/ she would sit/ stand while feeling a specific emotion.
- After experimenting by playing, the specialist invites the child to return to some postures by exploring how the body is: *Which part of the body is tense and which is relaxed?* The example of an open hand or a closed hand may be given in order to differentiate tension and relaxation. *Describe what the shoulders/ arms are feeling like in that position. What do you need when you are in that situation? Trying to imagine possible outcomes.*
- Part 3: Emotions through voice. At this point, the specialist invites the teenager to sit down again and play with the voice, explaining that now the goal is to try to find out if it is possible to understand emotions with eyes closed. The expert will try together with the teenager to choose a phrase that he/ she may happen to say to a classmate or teacher or family member: e.g. "Lend me the phone!", "Can I go to the bathroom?" etc. The expert and the teenager take turns, having their eyes closed, in trying to guess what kind of emotion it may accompany the different sentences or by choosing an emoticon/ image that best represents the voice.

Reflection/ discussion/ tasks for the following period:

- As in the previous session, the specialist offers the teenager the opportunity to give feedback /share his/ her experience with the help of cards, direct questions or any other tool considered most useful.
- Possible assignment for the next session: the specialist invites the teenager to pay attention to his/ her friends and classmates in the following week in order to identify the emotions they feel, explaining that emotions are like a sea and never stand still, they change often like clothes, but also that sometimes we wear the same clothes for many days. If the teenager wants, he/ she can share if any friends often make a specific expression with their face or often move or talk in a way that was explored during the session.



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CHAPTER 7

	ENJOYMENT
	SADNESS
	ANGER
	FEAR
	DISGUST
	SURPRISE

INDIVIDUAL SESSION 12

Title/ topic:

- Naming the differences between emotions with different intensities

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

- describe with detail and differentiate the emotions recognized;
- get familiarized with the concept of emotional intensity.

Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels and how did he/ she manage to observe the other's emotions.
- The materials from the previous session (the emoticons) may be reused. Two extra copies for each emoticon should be added.
- Other emoticons may be added, that are more complex and sophisticated to interpret, but still emotionally definable with precision.
- If possible, depending on the teenager's ability, the expert will introduce the variable of emotional intensity (high/ low).
- Separate cards with emotion names for each emoticon should be prepared. Also, for each emotion, cards with a more intense emotion and a less intense one should be prepared. For example: happiness, as a medium intensity emotion; high intensity enthusiasm and low intensity pleasure. Refer to Ekman's studies and the scientific platform www.atlasofemotions.org.

Resources:

- 2 sets of cards with emoticons and 1 set of cards with emotion names - 3 emotion words for each emoticon corresponding to 3 different emotion intensities.

Main activity:

- The specialist introduces the topic of the session. Also he/ she offers space for questions or for sharing thoughts about the previous session.
- Part 1: The specialist presents the emoticons and inserts the cards with the names for each emotion, while also describing to the teenager the particularities of each image. Before moving on to the next step the expert chooses or has the pupil choose which emotion to start with and clears the table/ the work space of the other images, leaving only the reference emoticon.
- Part 2: The specialist proposes to decrease the intensity of that emotion a bit, as if turning the volume down and have, for example, a "little" happiness, but still happiness. Key questions may be used: *What would happen to the face? To the body? To the voice?* The teenager may play with these variables and modify the emoticon (one of the copies is used for this), while the expert introduces the lower intensity card describing that emotion previously prepared, for example "pleasure". The modification can be very creative: a particular sign, a change in the position of some element, the insertion of a word.
- The same process will be repeated by increasing the intensity of the emotion, using the second copy of the emoticons and the cards prepared in advance.
- The exercise will be repeated with all the emotions that are most interesting to the teenager and not necessarily with all the emotions.

Reflection/ discussion/ tasks for the following period:

- The specialist offers the teenager the opportunity to give feedback /share his/ her experience in the session, by using a card, direct questions or whatever tool is most

useful.

- A possible assignment for the next session may be to ask the teenager to observe his/ her friends or classmates in terms of intensity of emotions they experience.

INDIVIDUAL SESSION 13

Title/ topic:

- Lessons learned

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

- be able to consolidate their understanding of the concepts and the progress.

Preparation:

- The expert introduces the work of the session by presenting in a few clear words an overview on social awareness. Also he/ she offers a space for questions or sharing about the previous session.

Resources:

- cards with emoticons;
- worksheet with the wheel of emotions (see the annex at page 81);
- images of faces of teens/ adults feeling emotions;
- old magazines, scissors, glue.

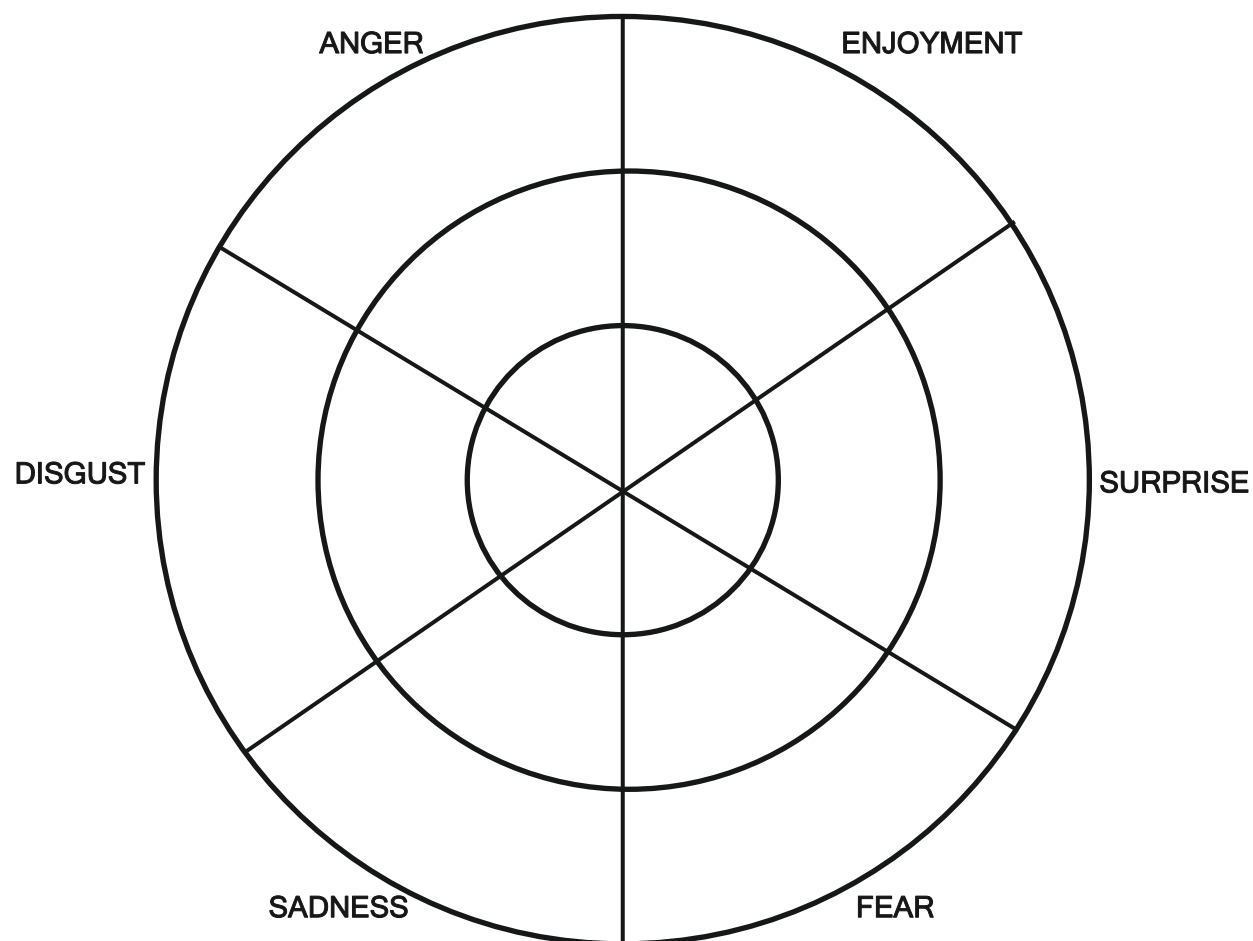
Main activity:

- The specialist invites the teenager to reflect on his/ her progress on social awareness: *What did you learn?*
- To provide this opportunity for the teenager to focus on what has been done in the previous meetings, the specialist reminds the activities and highlights observations about the pupil, for example, *I saw that you had fun when... or this game instead was more difficult, and you managed to...*
- The expert guides the pupil's reflection on the narrative by encouraging interaction and, if considered necessary, he/ she will offer the possibility to go back to the learning experiences, by reviewing the materials/ activities done in the sessions.
- The specialist proposes to the teenager an activity focused on the construction of a wheel/ flower/ target of emotions (the most suitable metaphor may be used). He/ she instructs the teenager to cut out pictures of faces with perceivable emotional expressions from some old magazines and to glue them on the worksheet, inside the three concentric circles. Each branch belongs to a basic emotional family: happiness, sadness, anger, surprise, disgust, fear, while from the inside outward there is an increase in intensity: the innermost circle will contain images of faces with muted emotions; the middle circle those with medium intensity; the outermost circle, on the other hand, will have emotions with strong expressiveness.
- The purpose is to create an integrated understanding of the basic emotional coordinates, without the obligation to complete the whole collage. A good outcome will be to comment on the selected images and the contexts of their origin, but also on the way they are connected to some extent with one's own social experience.

Reflection/ discussion/ tasks for the following period:

- The specialist offers the teenager the opportunity to give feedback/ share his/ her experience in the session and points out the teenager's progress on social awareness and the aspects that still need practice.

WHEEL OF EMOTIONS



PART 2

SOCIAL
AWARENESS

RELATIONSHIP MANAGEMENT



INDIVIDUAL SESSION 14

Title/ topic:

- What is relationship management?

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

- understand what relationship management is;
- be able to communicate feelings clearly.

Preparation:

- The activities will be done in a quiet room with natural light and comfortable seats, which allow the specialist to not sit across the pupil, behind a desk, but next to him /her and on the same level as the pupil.
- All the materials need to be prepared in advance. Internet connection is needed for watching the proposed video.
- The specialist greets the teenager and asks him/ her how he/ she feels. Further conversation may be initiated, using the information already gathered, in order to create a relaxed working atmosphere.

Resources:

- worksheet and cards (see the annexes at pages 84-85);
- blank pieces of paper;
- pencils, colouring pencils, rubber, sharpener, eraser, markers;
- internet connection.

Main activity:

- The specialist explains that the topic of the following sessions will be relationship management and asks the pupil what he/ she thinks this means.
- For more detail, the specialist may opt for showing the following video: <https://www.youtube.com/watch?v=ELLaMPiPqPM>.
- The specialist then proceeds with the activity "The pyramid of values": the pupil is asked to look at the cards containing different values and pick his/ her top six values. *Note:* in his/ her choice, the teenager should think of who he/ she is as a person and what he/ she wants from others. Then, the teenager will create the pyramid of values, by organizing his/ her six values according to their importance (the most important one will be on top) and writing them on the pyramid included in the worksheet. The goal is for the pupil to reflect upon his/ her values and communicate them.
- Further on, the specialist provides the teenager with some scenarios and asks how he/ she would feel in these situations and how would he/ she react, according to the values he/ she has distinguished earlier. Scenarios:
 1. *You have asked your friend to lend you his/ her laptop to do a project but now it seems to have crashed.*
 2. *You have got a brand new mobile phone and your friend asks if he/ she can use it to take photos.*
 3. *You are at the mall and your friend is really sick in his/ her stomach.*

4. *Your teacher asks you to solve a very difficult Maths problem on the board.*
5. *Your mum has told you that she can drive you to your friend's house later today. She has told you the exact time when you'll be leaving your house. You have already asked your mum if you can go earlier but she said she has some other things to do first. You really want to go now.*

Reflection/ discussion/ tasks for the following period:

- The specialist asks the pupil what does he/ she think he/ she should do or how could he/ she use the pyramid in his/ her everyday life and relationships.
- The expert asks the pupil to give examples of times when his/ her values were respected and times when they were not. The expert asks him/ her to describe how he/ she felt and what he/ she did in both cases.
- The specialist helps the teenager realise that his/ her values, who he/ she is as a person and what he/ she needs from others represent the foundation of all relationships.
- The following task may be given for the next session: the teenager is invited to communicate clearly how he/ she feels and what he/ she needs at least once a day with one person from his/ her family, one classmate/ friend, his/ her teacher. The pupil must share in the following session about three instances in which he/ she communicated clearly how he/ she felt and what he/ she needed according to his/ her values.



CHAPTER 7

PART 2

RELATIONSHIP
MANAGEMENT

ACCEPTANCE



COMPASSION



COOPERATION



COURAGE



EMPATHY



EQUALITY



GENEROSITY



GRATITUDE



HONESTY



JUSTICE



PERSEVERANCE



RESPECT



RESPONSIBILITY

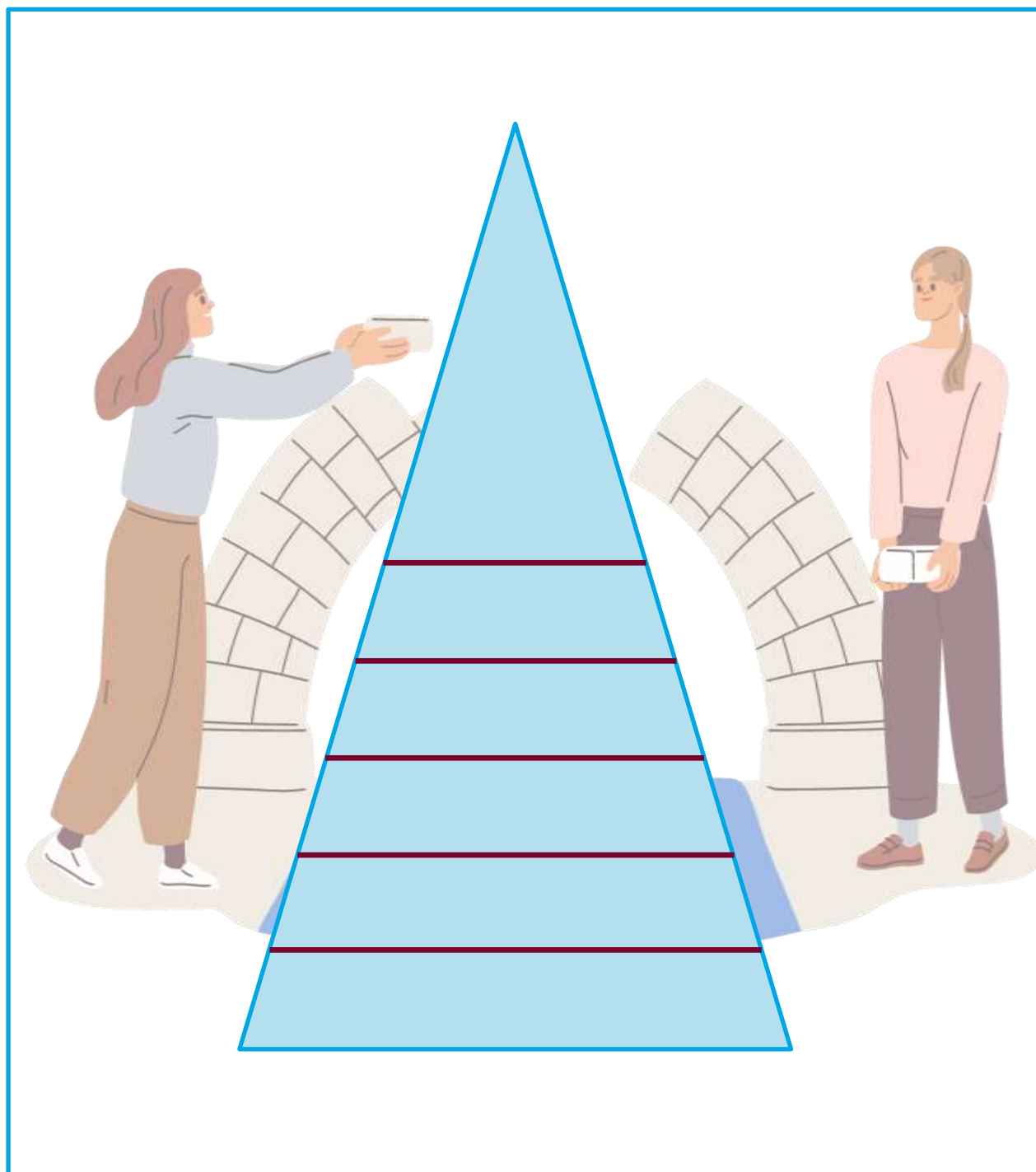


SELF-CONTROL



SHARING

MY PYRAMID OF VALUES



INDIVIDUAL SESSION 15**Title/ topic:**

- -Let's connect!

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

- be able to recognize and pay attention to other's feelings;
- understand that all emotions are valid and acceptable but not all behaviours are;
- connect with others in ways that help them feel understood and supported.

Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels and about the progress on the previous session's task.

Resources:

- worksheet and cards (see the annex at page 87);
- blank sheets of paper;
- pencils, colouring pencils, rubber, sharpener, eraser, markers.

Main activity:

- The specialist shows the cards with emoticons to the pupil and invites him/ her to match the emotion tags with the emoticons. The expert may ask the teenager to draw a new emoticon and write a tag for it.
- Further on, the expert invites the pupil to use his/ her imagination in order to describe how he/ she would act in certain situations: *Pay attention to others' feelings and act with empathy and compassion but without dishonouring your values.*
- Scenarios:
 1. On a bus, an old man asks if you will change seats with his wife so they can sit together. You came early to get a window seat and don't like his wife's location. What do you do?
 2. Your friend does not want to go out with you in the weekend and he/ she seems to have some new friends. What do you do?
 3. You realise you have hurt a friend's feelings by sharing his/ her private secrets with another friend. What do you do?
 4. You are at the mall and a friend of yours has forgotten to bring money with him/ her to pay for food. You have some but it's not enough for the both of you. What do you do?
 5. Your friend has lost his/ her phone and some other pupils are saying that you have it, even though this isn't true. These other pupils insist that you have the phone. What do you do?

Reflection/ discussion/ tasks for the following period:

- The specialist will discuss the answers of the teenager regarding the scenarios and will explain that all emotions are valid and acceptable but not all behaviours are.
- A task for the following week may be given: the expert will set the goal for the pupil to help 3 persons in need (friends, classmates, family members) go through a difficult feeling, either by asking them if they need help or directly by doing something nice for them. This task helps the teenager practice recognizing the others' emotions and connecting with others in ways that help him/ her feel understood and supported.

EMOTICONS AND EMOTION TAGS

ANGER

SADNESS

FEAR

ENJOYMENT

LOVE

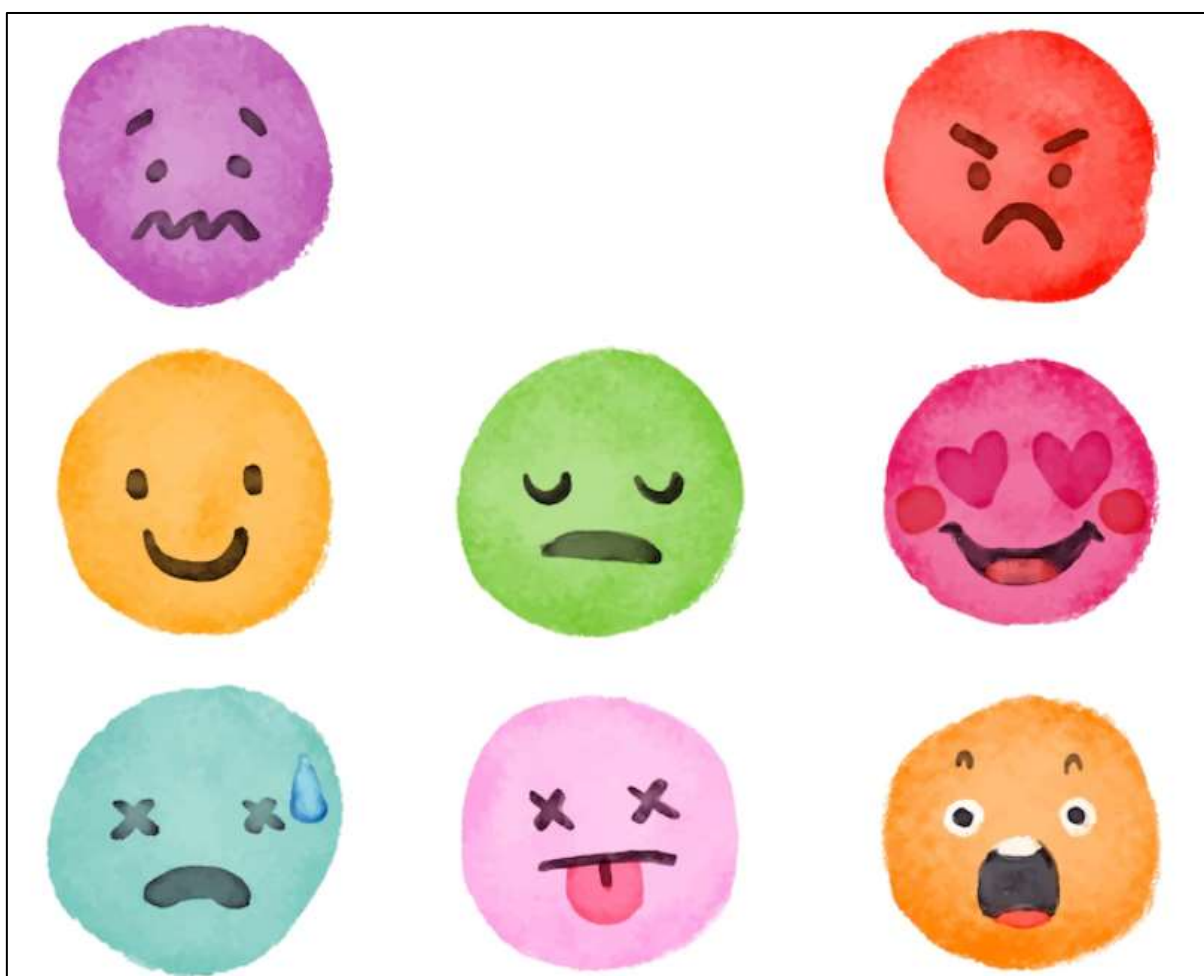
SURPRISE

DISGUST

SHAME

PART 2

CHAPTER 7



RELATIONSHIP
MANAGEMENT

INDIVIDUAL SESSION 16**Title/ topic:**

- “Things to say and things not to say” - Healthy boundary setting

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

- be able to set boundaries in relationships with others;
- respect and honour those boundaries.

Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels and about the progress on the previous session's task.

Resources:

- worksheet and cards (see the annexes at pages 89-90);
- blank sheets of paper;
- pencils, colouring pencils, sharpener, eraser, markers.

Main activity:

- The specialist explains that personal boundaries are the limits and rules we set for ourselves within relationships. A person with healthy boundaries can say “no” to others when he/ she wants to. Boundaries should be based on one's values or the things that are important to each person.
- The expert gives the pupil the cards with “Things to say” and asks him/ her to classify them as:
 1. things to say that help set clear boundaries and
 2. things to say that don't help that much in setting clear boundaries.
- The specialist then presents the pupil with some situations (he/ she may read them out using the “boundary situation cards”) that challenge boundaries and asks how he/ she would respond. The pupil will describe what he/ she would do and say in that situation.

Reflection/ discussion/ tasks for the following period:

- The specialist will discuss the pupil's responses regarding the discussed scenarios and point out the healthy boundaries and the process of boundary setting.
- A task for the following week may be given: the expert will set the goal for the teenager to set clear boundaries in 3-5 instances during the daily interactions. The pupil will have to share his/ her experience in boundary setting the next session.
- Another option is to set the goal for the teenager to respect the other people's boundaries in at least 3-5 situations and share the experience in the next session.

THINGS TO SAY

"I'm not comfortable with this."

"I can't do that for you."

"Please, don't do that."

"This doesn't work for me."

"I've decided not to."

"This is not acceptable."

"I will do it if you want me to."

"Maybe."

"We'll see."

"I won't have to time to rest, but let's go."

"I'm so sorry, but I can't."

"Oh, no! I feel so guilty that I'm not coming."

BOUNDARY SETTING SITUATIONS

You've invited a friend at your house to watch a movie, but now it's getting late. You would like to get ready for bed, but your friend seems unaware of how late it is.

You missed several days of school due to a problem at home. When you get back, some classmate asks what happened. You feel this information is personal and do not want to share.

Your friends have been eating bites of the snacks you bring to school during break time. You never discussed plans to share food and don't want them eating what you have brought with you.

Your classmate is upset about losing at a competition. He/ she starts yelling and slamming his/ her fist against his/ her desk. This is making you very uncomfortable.

Your classmate is constantly asking you to do favours for him/ her. For example, he/ she asks you to take his/ her coat in the classroom or to go get him/ her some water. You don't want to act like his/ her servant.

INDIVIDUAL SESSION 17

Title/ topic:

- Conflict management

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

- be able to manage conflict.

Preparation:

- The specialist greets the teenager and asks him/ her how he/ she feels and about the progress on the previous session's task.

Resources:

- worksheet and cards (see the annexes at pages 92-93);
- blank sheets of paper;
- pencils, colouring pencils, rubber, sharpener, eraser, markers.

Main activity:

- The specialist discusses with the teenager about the healthy and unhealthy ways to deal with conflict. He/ she uses the cards "Ways to deal with conflict" and asks the pupil to classify them as healthy or unhealthy, further on discussing his/ her choices.
- The expert then initiates a discussion on big problems versus small problems and asks the teenager to connect the size of a problem with different ways of dealing with conflict.
- Conflict resolution strategies include *negotiation*, *mediation* and *arbitration*.
- Depending on the type of conflict pupils are dealing with, they may be able to deal with that conflict on their own (small problems) or they may need to involve an adult in the situation (mediation/ arbitration for big problems).
- The specialist provides the teenager with the worksheet "Big problems vs small problems". The pupil may write examples of problems. For the part regarding how to deal with them, the pupil may use the conflict resolution strategies previously discussed or explain how he/ she would behave. He/ she may write the appropriate strategy.
- Conflict resolution ideas: ask for help, negotiate, compromise, avoid the problem.
- The expert should emphasize the importance of avoiding violence in addressing conflicts.

Reflection/ discussion/ tasks for the following period:

- The specialist discusses the pupil's responses regarding the potential way to solve his/ her small, medium and big problems. He/ she makes suggestions and asks for reflections on the outcomes of each situation.
- The expert asks the teenager to proceed to thought filtering when he/ she comes across conflict. Here are some questions to guide the reflection: *Why am I thinking this? Is it hurtful to me? Is it hurtful to the other person? Does it work for me? Does it work for the other person? What works for both? Can/ should I compromise?*

WAYS TO DEAL WITH CONFLICT

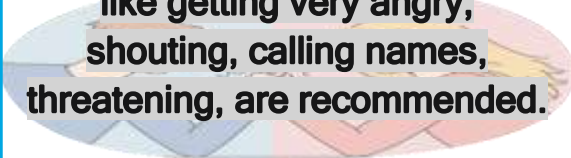
Shouldn't care about the other person's point of view.



Give up on something that is important to you.



Intense emotional reactions, like getting very angry, shouting, calling names, threatening, are recommended.



Never compromise.



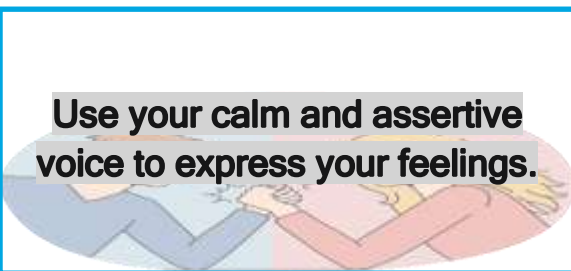
Hold a grudge!



Be interested in the other's point of view.



Use your calm and assertive voice to express your feelings.



Don't take things too personally.



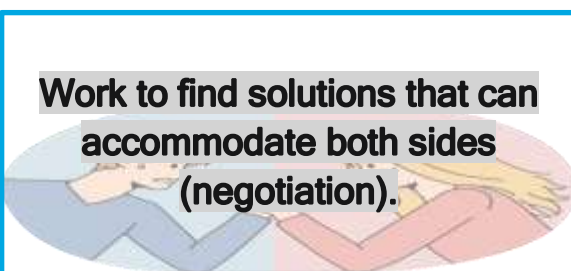
Learn to forgive.



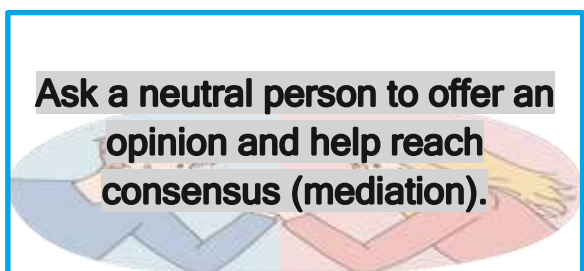
Become able to compromise.



Work to find solutions that can accommodate both sides (negotiation).



Ask a neutral person to offer an opinion and help reach consensus (mediation).



BIG PROBLEMS VS SMALL PROBLEMS AND HOW TO DEAL WITH THEM

TYPE OF PROBLEM	EXAMPLES	HOW TO DEAL WITH THEM
BIG PROBLEMS		
MEDIUM PROBLEMS		
SMALL PROBLEMS		

Final Session

SESSION 18

Title/ topic:

- Extract important lessons and wisdom to take on to the future

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

- be able to reflect upon what they have learnt and assess the level they have changed;
- be able to extract important lessons for their behaviour in the future;
- feel empowered and responsible for their relationships.

Preparation:

- The specialist will create a cosy atmosphere and will announce that this would be the last session.
- In order to promote safety and empowerment, the specialist will re-affirm his/ her availability in the future if difficult situations were to arise.
- The point of this session is to help the pupil summarize what he/ she has learnt during the sessions and to feel empowered to put in practice those lessons.

Resources:

- writing paper and instruments to take notes.

Main activity:

- The specialist facilitates reflection on the development of the pupil, by helping him/ her recall how he/ she behaved or what he/ she said during the first sessions.
- The specialist then asks the pupil to express his/ her opinion about the present moment compared to the initial moment of their relationships. The pupil might be encouraged to take notes of the most important conclusions. Here are some questions which may be used:
 - *How do you feel now compared to then?*
 - *How have your life/ behaviour/ relationships changed? Have they improved? How can you explain that?*
 - *What conclusions have you drawn from our work? Where and how can you apply them?*
 - *How will you maintain your development? How will you prevent relapse into your old, not so healthy habits/ behaviours?*
 - *What are the areas that you think you still need to improve/ develop?*

Reflection/ discussion/ tasks for the following period:

- The pupil may take away with him/ her notes with reflections.
- The specialist will summarize the reflections and will offer a motivational message to the pupil, in order to encourage him/ her to apply the lessons learnt and take responsibility for his/ her own development.

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 a training/ learning group need to feel safe and listened to. The level of trust they have in the trainer and in the other members of the learning group will stimulate pupils to set and achieve learning goals. Thus, the ground rule when working with a group or a class is to *facilitate the creation of a safe space for learning and development*.

The term “safe space” defines a community, a physical location or a psychosocial stage of a group of individuals where people with different cultural, social and/ or psychological backgrounds can speak freely about their identities and issues that affect their lives.

Creating a safe space for a group of teenagers involved in personal development activities is a must, as pupils grow and learn most when they feel safe and move within an atmosphere of tolerance. Also this task may pose some challenges and limitations: the more members does the group contain and the more heterogeneous they are, the more time it takes and the more difficult may prove to be to create the safe space.

In order to create a safe space in a teenagers’ learning group, there are some guidelines that should be taken into account:

- ⦿ The pupils should feel they can share their experiences, stories, strengths and difficulties in the group where their peers and mentors listen and respect confidentiality.
- ⦿ Trainers and facilitators can play important roles by modelling and coaching.
- ⦿ Confidentiality is discussed, agreed upon and maintained throughout the group

sessions. Participants should understand that what they say, and what their mentors and peers say, is to be kept within the group, especially when very personal details are shared.

- ⦿ Boundaries and ground rules are clearly established by trainers, but also by the pupils themselves, because in this way the pupils will understand and take ownership of the boundaries and ground rules.
- ⦿ Particularly important in a teenagers’ group is to set guidelines on how the group will operate in order to prevent oppressive comments and encourage communication, problem-solving and conflict-resolution skills. It is recommendable to set these guidelines together with the pupils and determine how they will be enforced. Post the guidelines in a visible place during every session.
- ⦿ Hold participants to standards designed specifically with them in mind. These might vary from one group of teenagers to another.
- ⦿ Ensuring the experience is accessible and inclusive, regardless of ability level, economic situation, gender variance, sexual orientation or culture. Consider the pupils’ differences including their abilities, races, religious affiliations, socioeconomic status, gender identity and sexual orientations when planning activities and facilitating discussions.
- ⦿ Allow participants to opt out of participating in an activity or discussion if they feel uncomfortable to share certain thoughts, feelings etc.

Creating a safe space can be an on-going process. Safe space has to constantly be maintained and the reality is that sometimes we can only create safer spaces. It is important that groups are gentle but also vigilant with constantly checking in.

The safe space for learning and developing is mutually created by all members of the group and this idea must constantly be re-enforced within the teenager participants, in order for them to take responsibility for their behaviours within the group and contribute to their own learning process and that of their peers.

When working with a class in which there are pupils with behavioural problems, the most important principles are ***inclusion and integration***. No matter how heterogeneous the group is, the class should be approached as a whole and the pupils with behavioural problems should not be differentiated from the other members of the group in any way. Treating them in an equal and equitable manner is the first premise to help them feel safe and included.

Here are some strategies that can help teenagers with behavioural problems feel integrated in their class:

- ❖ ***increase supervision*** - during high-risk periods or in group work sessions, additional supervision may be a helpful step in preventing problems or escalations;
- ❖ ***make tasks manageable*** - ensure that all the tasks that are assigned to them can provide the pupils with small bits of information at one time; by dividing a lesson into chunks, they are less likely to be overwhelmed and lose focus;
- ❖ ***offer choices whenever possible*** - rather than creating a strict classroom routine, the trainer should provide the pupils with choices (for example, letting pupils choose which project they work on or what workgroup they join in order to make them feel accepted and empowered);
- ❖ ***ensure pupils reach out for help*** - in some cases, behaviour issues occur because the pupil does not know how he/ she can receive help or does not, for some reason, feel that help is available; teenagers should be reassured that they can reach out for the help they need;
- ❖ ***mnemonic instruction*** - mnemonic instruction has been proven effective in teaching pupils with learning and behaviour problems, but also appropriate for normally or advanced achieving pupils; memory-enhancing tools are very useful when teaching teenagers, especially those with emotional and behavioural disorders;
- ❖ ***prevent blaming, shaming and bullying*** - pupils that are significantly different from the rest of the group members might be laughed at, bullied, rejected or blamed

for their behaviour or characteristics; the trainer should be a role model for tolerance among pupils and teach them how to accept the differences among them without violence and offer each other support when in need; integrated school programmes in which pupils study along people with disabilities have long proven their benefices for the normally achieving pupils, making them be more tolerant, more supportive and more engaged in the common activities.

It's important to remember that every pupil's needs are different and require individual attention and care. Trainers should learn how to avoid situations that can push the button on these pupils and ensure that the classroom's lesson plan is fully explored and all pupils get equal attention.



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8.2. Groups sessions

Introductory session

GROUP SESSION 1	
Title/ topic: <ul style="list-style-type: none"> ➤ Establish a safe group for growth and development 	
Therapeutic objectives/ expected results: by participating in/ doing this activity, the teenagers will: <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ a bunch of various images clipped from magazines or cards with various metaphorical images; ➤ flipchart and markers. 	
Main activity: <ul style="list-style-type: none"> ➤ The specialist will instruct the members of the group to choose at least two images from the pile with which they will answer to two questions: <i>What is in your opinion a safe space for learning and personal development?</i> and <i>What personal resources are you willing to bring to the current training group in order to facilitate a safe space for learning and personal growth?</i>. All the pupils will offer answers and share the images with the others. ➤ After all the answers have been given, the specialist will summarize the main points and will point out that people need to feel safe in order to be able to learn and grow, that safe space for learning does include both physical and psychological aspects and that every member of the group is responsible for creating a safe space for learning and personal development. ➤ The specialist will then challenge the group to establish the ground rules that will regulate their sessions and involvement within the learning group, while writing them on a flip-chart sheet. The expert ensures that all members offer their contribution and opinions. ➤ 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: *What does “a safe space nurturing growth and development” means to you? What are you prepared to do within this group to help the group achieve this goal? What personal resources are you willing to bring to this group and put to use to serve it?*
- The session ends with a summarization of the group rules and a motivational message to inspire the teenagers to take care of each other and facilitate a friendly atmosphere.



SELF-AWARENESS



GROUP SESSION 2

Title/ topic:

- The world of emotions - pleasant and unpleasant emotions, emotions that are easy or difficult to express

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

- discover the world of emotions;
- identify pleasant and unpleasant emotions;
- identify emotions that are easy or difficult to express.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them.
- The expert asks each participant, proceeding in a clockwise direction, to complete the sentence *Today i feel like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way and that it is important to use for the comparison the first thing that comes to the pupils' mind.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- 2 flipchart paper sheets and markers;
- 2 sets containing: coloured balloons, straws, sticks, adhesive tape, plasticine, table tennis balls, string, coloured markers.

Main activity:

- The specialist invites the young people to work in two groups. Each group gets their own set: balloons in different colours, straws, sticks, adhesive tape, ping-pong balls, plasticine, string, coloured markers. The task of both groups is to construct the solar system with the assumption that each planet is an emotion. Have the pupils give meaning to the planet-emotion's size and distance from the sun. After completing the task, each group presents its arrangement of emotions. The expert wraps up the exercise taking the following questions into account (if the answers have not already been given during the presentation of the systems constructed by the groups): *What emotions have been used and which are missing? What emotion is at the centre of the system and which one is the furthest from the Sun? Why? What emotion is the largest and which one is the smallest? Why? What are the differences and similarities between the groups' systems?*
- The expert invites again the teenagers to work in two groups (it is important that they are not the same groups as before). Each group gets a flipchart paper sheet and markers. One group's task is to write down as many pleasant and easy to express emotions as possible and the other's to put down unpleasant and difficult to express emotions. After finishing their work, the groups exchange the posters created, thus having the opportunity to add their own ideas, if they have not already appeared on the other group's poster. When the task is completed, the specialist discusses both posters, supplementing them with emotions that weren't mentioned.

- The specialist gives a mini lecture explaining that emotions are not good or bad, they can only be classified as pleasant or unpleasant and as easy or difficult to express. He/ she wraps up the lesson.

Reflection/ discussion/ tasks for the following period:

- The expert asks the teenagers to form groups independently (based on individual conversations between them or discussion within the entire class), depending on how they feel at the end of the class: joyful, sad, angry, bored, curious (the specialist may introduce a different set of emotions - adequately to the specificity of the group). Once the class is divided into subgroups, the members of each group stand together and present the group's shout in accordance with the group's emotion: 1) *We feel joyful!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*
- The expert informs the group about the topic of the next group session. He/ she asks the pupils to attempt to answer the following question in the coming week: *What situations make you happy/ afraid/ angry/ sad/ disgusted/ surprised?*

GROUP SESSION 3

Title/ topic:

- Emotions in adolescence

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

- learn the mechanism of the formation of emotions;
- be aware of the specificity of emotional development in adolescence;
- understand the role of emotions in human life.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them.
- The expert asks each pupil, proceeding in a clockwise direction, to complete the sentence *Today i feel like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way and that it is important to use for the comparison the first thing that comes to the pupils' mind.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- 10-12 flipchart paper sheets;
- markers.

Main activity:

- The specialist conducts a mini lecture on the mechanism of emotion formation (neuro-mechanics of emotions, cortical and subcortical brain structures responsible for the formation of emotions). On this basis, pupils work in groups to make a drawing/ graphic on the flipchart paper sheets in order to visualize the mechanism of emotion formation.
- In a discussion with teenagers, the specialist describes the specificity of emotional development in adolescence (it is important that the discussion involves the impact of hormonal changes on the teenager's emotionality, emotional instability, emotional ambivalence, transition to mature control of emotions).
- The expert initiates a brainstorming: *Why do we need emotions?* He/ she writes down the teenagers' ideas on the board.

- The specialist then invites the teenagers to work in 6 groups. Each group gets a flipchart paper sheet and markers. Each group receives one basic emotion (joy, anger, sadness, fear, disgust, surprise). The task of each group is to list as many examples of situations that evoke a given emotion as possible. After completing the task, each group presents their poster. After presenting each emotion, the expert conducts a brainstorming session on what the given emotion tells us. On the basis of the situations indicated on the poster or their own experience, the teenagers attempt to answer the above question (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).

Reflection/ discussion/ tasks for the following period:

- The expert asks the teenagers to form groups independently (based on individual conversations between them or discussion within the entire class), depending on how they feel at the end of the class: joyful, sad, angry, bored, curious (the specialist may introduce a different set of emotions - adequately to the specificity of the group). Once the class is divided into subgroups, the members of each group stand together and present the group's shout in accordance with the group's emotion: 1) *We feel joyful!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*
- The expert informs the group about the topic of the next group session. He/ she asks the pupils to take a good look at themselves in the coming week when experiencing one of the basic emotions (joy, sadness, anger, boredom, curiosity). The teenagers should pay attention to the way their body reacts to a given emotion.

GROUP SESSION 4

Title/ topic:

- How can I identify my emotions?

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

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

Preparation:

- The specialist sits down with the teenagers in a circle and greets them.
- The expert asks each pupil, proceeding in a clockwise direction, to complete the sentence *Today i feel like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way and that it is important to use for the comparison the first thing that comes to the pupils' mind.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- 6 flipchart paper sheets;
- markers.

Main activity:

- The specialist invites the teenagers to work in 2 groups. Each group's task is to make a sculpture of emotions with their own bodies. The expert provides an emotion: e.g. joy. The groups have a few minutes to prepare the presentation of

their sculpture of joy using their bodies, gestures and facial expressions corresponding to a given emotion. Next, one of the groups presents their sculpture and the other group answers the expert's questions at the same time: *What do you think of the sculpture being presented? How adequate is it for the expressed emotion?* (justify your answers). Next, the groups switch places - the group that has just presented their sculpture watches and comments on the other group's sculpture.

- The exercise is repeated for all the 6 basic emotions: anger, fear, joy, sadness, disgust and surprise. It is advisable to change the group composition.
- The specialist invites the teenagers to work in 6 groups. Each group gets a large flipchart paper sheet and markers. The expert randomly distributes the 6 basic emotions among the groups. Each group's task is to provide as many examples as possible of how to recognize that a teenager is experiencing a given emotion. The pupils can refer to the examples provided in the emotion sculpture game, as well as their own experiences. Once the task is completed, each group presents the results of their cooperation. After discussing all posters, the specialist asks everyone if they could add anything that has not been mentioned on the posters. The expert can also provide additional examples.

Reflection/ discussion/ tasks for the following period:

- The expert asks the teenagers to form groups independently (based on individual conversations between them or discussion within the entire class), depending on how they feel at the end of the class: joyful, sad, angry, bored, curious (the specialist may introduce a different set of emotions - adequately to the specificity of the group). Once the class is divided into subgroups, the members of each group stand together and present the group's shout in accordance with the group's emotion: 1) *We feel joyful!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*
- The expert informs the group about the topic of the next group session. He/ she asks the pupils to take a good look at themselves in the coming week when experiencing one of the basic emotions. The teenagers should pay attention to the way they react, to the way they express their anger/ joy/ fear/ sadness/ disgust/ surprise.

GROUP SESSION 5

Title/ topic:

- How can I express my emotions?

Therapeutic objectives/ expected results: by participating in/ doing this activity, the teenagers 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 teenagers in a circle and greets them.
- The expert asks each pupil, proceeding in a clockwise direction, to complete the sentence *Today i feel like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way and that it is important to use for the comparison the first thing that comes to the pupils' mind.

- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- string - cut into 10 pieces - some may be short (several centimetres), others long (about 50 cm); combine the strings in a bundle;
- 6 flipchart paper sheets;
- sticky notes;
- markers.

Main activity:

- The specialist provides the pupils with sticky notes and markers. He/ she hangs a flipchart paper sheet with one of the basic emotions (anger, fear, joy, sadness, disgust, surprise). Each pupil's task is to come up with a constructive/ mature way of expressing any given emotion and write his/ her ideas down on the sticky notes, which are then attached to the flipchart (one note = one way of expressing an emotion; the pupils may provide more than one example). When all the notes are in place, the expert reads them out to the class. At the same time, he/ she points out to the repeatability of the ways of expressing a given emotion, adds other ways to the flipchart, if they have not already been mentioned, but are accepted/ shared by the class.
- The expert repeats the same exercise for each of the 6 basic emotions (anger, fear, joy, sadness, disgust, surprise).
- The specialist holds the bundle of strings in his/ her hand. He/ she invites pupils to pick a string and provides them with an emotion (choosing from the basic emotions discussed in the previous exercise). Each teenager picks a piece of string and slowly wrapping it around his/ her finger enumerates the ways in which he/ she expresses the emotion provided by the expert. Those who pick relatively short pieces will only be able to present a limited number of ways, but the ones who pick the long piece will have to mention quite a few.

Reflection/ discussion/ tasks for the following period:

- The expert asks the teenagers to form groups independently (based on individual conversations between them or discussion within the entire class), depending on how they feel at the end of the class: joyful, sad, angry, bored, curious (the specialist may introduce a different set of emotions - adequately to the specificity of the group). Once the class is divided into subgroups, the members of each group stand together and present the group's shout in accordance with the group's emotion: 1) *We feel joyful!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*



SELF-MANAGEMENT



GROUP SESSION 6

Title/ topic:

- What does self-management mean?

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

- be able to explore the many forms and shapes of self-management in adolescence;
- feel encouraged to identify specific self-management behaviours through cooperation and educational play.

Preparation:

- The group can continue the exercise about sharing their emotions in a metaphorical way while sitting in a circle (see self awareness group session plans), as it may set a relaxed tone for the following activities.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- flipchart sheets;
- markers/ highlighters;
- printed self-management bingo cards (a different one for each pupil) - may be generated and printed here: <https://bingobaker.com/view/2499283>.

Main activity:

- The specialist divides the pupils into groups. Each group gets its own flipchart sheet and markers. The pupils, working in their groups, are asked to write down what they think self-management is/ means. They can organize the layout of the sheet however they want and they can use key words, specific everyday examples or skills to describe them.
- After the exercise is completed, each group presents their findings and definition in turn and at the end the specialist summarizes them and adds to them, so they can have a complete notion of what self-management in adolescence entails.
- Next, the expert hands out a bingo card to each pupil, as well as a highlighter. He/ she explains how the game is played: each card contains phrases relevant to self-management behaviours (in different order). The specialist acts as a caller, calling out different phrases from the card in random order. Pupils must mark that phrase when they hear it. The first one to mark a full line (either vertically, horizontally or diagonally) has to shout BINGO! and wins the game. The "FREE" space can be marked off right at the beginning by all, as it doesn't require the expert to call it.
- After the game, the class can discuss which of the phrases from the game would constitute effective self-management behaviours and which not. They can also come up with other examples of what **doesn't** constitute such a behaviour.
- The specialist iterates what was discussed during the session and can also ask pupils what they found most interesting or what stuck out to them the most.

Reflection/ discussion/ tasks for the following period:

- The specialist proposes a challenge for the next week: try to exercise self-control over one temptation, e.g., refrain from checking TikTok or Instagram constantly or resist eating chocolate instead of actual food etc. Each pupil can identify their strongest “weakness” or temptation and try to exert control over it and see how that feels. Pupils can be encouraged to write down their progress or findings in a journal, as it constitutes a good method of keeping track of thoughts, achievements, emotions etc. and to refer back to them easily.
- At the end of the session, if there is time, the expert asks the group to self-select (either in individual conversations between them or in a joint conversation of the whole group) into groups according to what they feel at the end of the activity: joy, sadness, anger, boredom, curiosity (the expert may indicate a different set of emotions - appropriate to the specifics of the group). When the group gets into subgroups, each group stands next to each other and shout together according to their group membership: 1) *We feel joy!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*

GROUP SESSION 7**Title/ topic:**

- How are decisions made? - Responsible decision making in adolescence

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

- explore rules and morals underlining the decision making process;
- learn about decision making in ambiguous situations;
- learn to have in mind both the positive and negative consequences when making a decision.

Preparation:

- The group can continue the exercise about sharing their emotions in a metaphorical way while sitting in a circle (see self awareness group session plans), as it may set a relaxed tone for the following activities.
- Alternatively, the specialist can ask if there is someone who would like to share their personal “victory” over a temptation, a time when they managed to exhibit self-control or self-management.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- flipchart sheets;
- markers;
- decision making scenarios (see the annex at page 107).

Main activity:

- The specialist initiates a discussion about morals and how they affect our decision-making processes. He/ she asks the pupils to share some personal or widely accepted societal morals. The class then briefly discusses about rules and what happens when they are broken. The expert and the pupils can share some personal or commonly known examples (e.g. if you kill someone, you go to jail). Guiding questions to ask the pupils: *In which cases is it hard to follow the rules? Is it ever ok to break a rule?*
- The expert says that some choices are more difficult to make compared to others.

He/ she then divides the pupils into groups (maximum up to 5, depending on the number of group members). He/ she gives a scenario to each group and tells them to discuss how they would handle each situation, what they would do, which decision they would take and why. They are also asked to consider the consequences of each decision made. After discussing for 5 minutes in their groups, the specialist then asks each group to present their scenario, the decision they made, the reason and the consequences accompanying it. He/ she may remind pupils to recognize and respect that choices may differ when the answer is not clear.

- Then, the expert divides the class into 2 groups, providing each with a flipchart sheet and markers. He/ she reads the following scenario to them:

“You are part of the election committee for the school board elections. You are counting the votes that will determine the pupil president and you find that pupil A wins over pupil B with just one vote! Although pupil B looks disappointed, they shake hands and the announcement of the winner is made to the school. Later on, as you tidy up, you find two votes that weren’t accounted for that give the win to pupil B. What do you do? What will be the consequences of your choice?”.

- One team is responsible for taking the decision to point out the mistake and change the results, while the other to do nothing. Both have to weigh down the positive and negative consequences of their choice and write them down. Then, each group presents their case and a summary discussion takes place.
- The specialist then iterates what was discussed about making difficult decisions. He/ she reminds pupils that they are at an age when they will have to start making more and more difficult decisions for themselves. A good way to make sure that they make decisions responsibly is to try to weigh in all aspects and consequences, of course when the situations allow it and to try to base the decisions on their moral code (which will be different for everyone).

Reflection/ discussion/ tasks for the following period:

- As a task for the following period, pupils are encouraged to write in their journal about a time (or times) that they were faced with a difficult decision or situation and how they handled it. Also, if a situation required them to go against their moral code or the rules, they could write how that has made them feel.
- If preferred at the end, the expert can ask the group to self-select (either in individual conversations between them or in a joint conversation of the whole group) into groups according to what they feel at the end of the activity: joy, sadness, anger, boredom, curiosity (the expert may indicate a different set of emotions - appropriate to the specifics of the group). When the group gets into subgroups, each group stands next to each other and presents a common exclamation according to their group membership: 1) *We feel joy!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*

DECISION-MAKING SCENARIOS

Scenario 1: You are walking back home with your friend after school. You have football practice in a while and have to go home quickly to get ready. Suddenly, your friend starts crying, asking you if you can stay a bit and talk with them. What do you do?

Scenario 2: Your friend forgot their snack at home and doesn't have enough money to buy something from the cafeteria. You have packed a large snack with you, but you have been told not to share food in case of allergies or viruses. What do you do?

Scenario 3: Your mother told you to go straight home after school to take care of your younger sibling while your parents aren't at home. However, a bunch of your friends decide to hang out after school and go to a place you have really been wanting to go. What do you do?

Scenario 4: You are walking in the hallway and hear a group of older pupils saying mean things to a younger pupil. The younger pupil seems upset but doesn't say anything as the others walk away. What do you do?

Scenario 5: You accidentally break a glass at home, but your parents are not there to notice. You clean up the glasses before anyone gets home. What do you do? Do you tell them or not when they get back?

GROUP SESSION 8

Title/ topic:

- How to attain your goals - Goal setting in adolescence

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

- feel encouraged to think about goal-setting strategies in order to be more successful in attaining their goals;
- be able to lay out a plan for a current goal they have and think about the steps towards it.

Preparation:

- The group can continue the exercise about sharing their emotions in a metaphorical way while sitting in a circle (see self awareness group session plans), as it may set a relaxed tone for the following activities.
- Alternatively, the specialist can ask if there is someone who would like to share their personal story of a difficult decision they had to take, how they made it, what were the consequences, how they felt afterwards etc.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- A4 sheets;
- pens/ pencils.

Main activity:

- The specialist asks the teenagers about goals and luck: *How do people attain their goals? Are they lucky? Do they work for them?* The group can also pick a couple of famous successful people that have realized their goals (e.g. Messi or Taylor Swift) and think about how they have done it: *Were they just lucky? Had they laid out a plan towards their goals?*
- The expert explains that, although luck is an important factor, the best way to reach one's goals is to plan for them. The clearest way to do that is, first, to clarify what the exact goal is. It can be something "small", like passing the English language exam or "bigger", like getting into the university/ department of one's dreams. Next, it is recommended to break the goal into smaller, attainable steps, which can be completed one by one until the final goal is reached. Then, the specialist asks the pupils to each think of a goal they would like to achieve in the next days, weeks, or months and draw a staircase representing the steps they need to take in order to "climb" to their goal, which should be situated on the top of the staircase. The pupil finds him/ herself on the bottom of the staircase, of course, and the task is to define the next steps to be taken: *What do they need to do or with what do they need help to make their dream come true?* There can be as many steps as each pupil wants.
- After the teenagers have figured out the steps towards their goal/ dream, the specialist asks them to reflect and write down (in the space around the staircase) about the obstacles they could face in the pursuit of their goal. Those could be some personal fears or weaknesses or some external factors.
- After the individual exercise has been completed, the specialist can encourage pupils to share their goals and the steps needed to achieve them, as well as possible obstacles they might face. The expert reminds them that we all face adversities when pursuing our goals, but it is important to bounce back and find ways to overcome them or adjust our plan and steps accordingly.
- The expert summarises what was discussed during the session and encourages teenagers to use this strategy of breaking down the steps towards their goals/

dreams for all their future endeavours, as even the satisfaction of moving step by step towards an aim can motivate them further.

Reflection/ discussion/ tasks for the following period:

- As a challenge/ task for the following period, the expert may choose from the following possibilities:
 - the pupils can start working at taking the first step towards their goal (thinking what they have to do, how they can do it, if they will need support, how much time it will take etc.);
 - the pupils can repeat the process of breaking down the steps and identifying possible obstacles for another dream/ goal that they might have;
 - the pupils may go deeper with the reflection on achieving their goal by identifying ways to measure them, by arguing their relevance and by setting a deadline (the worksheet from page 71 may be used).
- The expert can ask the group to self-select (either in individual conversations between them or in a joint conversation of the whole group) into groups according to what they feel at the end of the activity: joy, sadness, anger, boredom, curiosity (the expert may indicate a different set of emotions - appropriate to the specifics of the group). When the group gets into subgroups, each group stands next to each other and presents a common exclamation according to their group membership: 1) *We feel joy!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*

GROUP SESSION 9

Title/ topic:

- Coping with change (and other unpleasant emotions)

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

- identify changes that have happened in their life, their intensity and how they made them feel;
- learn about some techniques to regulate their emotions when these emotions tend to be too intense.

Preparation:

- The group can continue the exercise about sharing their emotions in a metaphorical way while sitting in a circle (see self awareness group session plans), as it may set a relaxed tone for the following activities.
- Alternatively, the specialist can ask if there is someone who would like to share their reflections or experiences regarding the pursuit of a goal/ dream.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- A4 sheets or individual journal;
- pens/ pencils/ highlighters;
- flipchart sheets;
- markers;
- sticky notes.

Main activity:

- The specialist explains that change is a part of life and happens naturally and often, but it's not always welcome or easy to handle. He/ she can proceed to offer an

example of a personal change that has occurred and how that change was received and what emotions it triggered. The expert then asks the pupils to provide examples of changes from their own life and to share their emotions in those situations.

- The expert invites the teenagers to reflect and write down (in their journals or on writing paper) some changes they have noticed in their lives in the past years, months, weeks. For each change identified, pupils are required to write down if it was a welcome or unwelcome one, how did it affect their life, as well as what emotions it induced. Then, the pupils are asked to rate these changes, from the smallest or of less importance to the biggest or more important ones.
- On a flipchart sheet, the specialist draws a scale from 1 to 10. He/ she asks each pupil to pick one of the changes they have noted down and write it on a post-it. Then, the pupils are invited to place the post-it note on the scale, according to how big or small the change was. They can also share a few words about it, but they should not be pushed to do that if they don't want.
- The expert explains that there is a lot of diversity on how a change is perceived, as the same thing that can be small for someone, can be big for someone else and the same goes for the emotions triggered by the changes.
- The pupils are then split into groups and each group is given a flipchart sheet and markers. The groups need to work together and come up with ways, strategies or techniques that one can use to cope when the change is unpleasant or evokes difficult emotions. They can draw conclusions from their personal experience or from general knowledge. They are also asked to consider in which other cases these techniques can be used (prompt: when someone feels angry, worried, sad, stressed etc.). After they have written down their ideas, each workgroup presents them and discusses them together with the class. The specialist may add any techniques or strategies that might have not been mentioned.
- Towards the end of the lesson, the class can practice together a calming technique of their choice (e.g. breathing or sensory exercise).

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes what was discussed during the session and encourages pupils to write down a couple of calming techniques which resonate with them the most and try to use them the next time they are faced with difficult or unpleasant emotions. They are also invited to continue updating their journal with the changes they notice and their effects as well (of course, they should be encouraged to use their journal to continue to keep track of all the self-management skills covered in the previous lessons).
- The expert can ask the group to self-select (either in individual conversations between them or in a joint conversation of the whole group) into groups according to what they feel at the end of the activity: joy, sadness, anger, boredom, curiosity (the expert may indicate a different set of emotions - appropriate to the specifics of the group). When the group gets into subgroups, each group stands next to each other and presents a common exclamation according to their group membership: 1) *We feel joy!* 2) *We feel sad!* 3) *We feel angry!* 4) *We feel bored!* 5) *We feel curious!*

SOCIAL AWARENESS



GROUP SESSION 10

Title/ topic:

- Fostering emotional connection

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

- improve their interactions in the classroom;
- develop empathy;
- be motivated to devote more time to people who need support.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *Today my colleague feels like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- writing paper, pens;
- any type of music player device, speakers.

Main activity:

- The specialist divides the group into pairs. The members of each pair stand facing each other, spread across the room (enough space for movement should be designated for each pair). The task of the pupils is to imitate the other's movements, just like seen in a mirror, without talking. Each member of the pair may lead the movements or be the mirror; the roles between the two participants need to be changed seamlessly. After a few minutes, they all sit down in a circle and the expert invites them to share their experience: *How did you feel? How did you decide who leads the movements and who is the mirror? What was the difficult and what was the easy part? What did you observe?*
- For the next activity, the expert may decide to keep the same organization of the group or to invite the teenagers to change their partners and work in a different pair. The members of each pair stand facing each other, spread across the room. For one minute, the partners are invited to take a close look to each other, to observe as much as possible about the other's appearance. After the time is up, they turn around, back to back and they are invited to change something about their appearance, something small, that cannot be observed easily (e.g. untie a shoelace, switch the rings/ bracelets from one hand to another, zip/ unzip a pocket etc.). When everybody has changed something, they turn around again to their partner. Each of them has to guess what has changed in the other's appearance. After the activity, the specialist invites the teenagers to sit down and to share their experience: *How did you feel? Did you manage to guess what has changed? What was the difficult and what was the easy part? What did you observe?*

- For the following activity, the expert may decide to keep the same organization of the group or to invite the teenagers to change their partners and work in a different pair. The members of each pair sit facing each other. The exercise has two parts: in the first part one of the teenagers in the pair plays role A and the other one plays the role B, while in the second part they switch roles. The specialist explains the roles: while the music plays (preferably instrumental, without lyrics/ words and about 3-5 minutes in length), A needs to remember and think about a time in his/ her life in which things were difficult (alternatively, the pupils may think about something from their past with a high emotional impact, regardless if the situation was pleasant or unpleasant; the music chosen for this exercise may prone the teenagers to reflect on more happy/ sad/ angry times from their life), while B needs to follow A's emotions and offer support in such a way that A feels understood and supported. They are not allowed to speak, but they might touch if they choose to. After the first part of the exercise is completed, the expert may allow the group 1 minute of complete silence before starting the second part, in order for the pupils to regulate their emotions and come back to a more composed state of mind. After the activity, the specialist invites the teenagers to sit down in a circle and to share their experience: *How did you feel in role A? How did you feel in role B? What was the difficult and what was the easy part? What did you observe?*

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes the session and invites the teenagers to reflect and share their thoughts on non-verbal emotional connection, while pointing out important aspects of the session to be taken onwards (the importance of paying attention to non-verbal language: mimic, gestures, posture; the importance of observing small changes in the other's behaviour; the human need of emotional support and the basics of offering support/ feeling supported).
- The expert may invite the teenagers to extract from a bag/ box a piece of paper with the name of a classmate written on it (prepared in advance): their task is to secretly take care of that person during the following week, just like a guarding angel would do, while trying to be as discreet as possible.

GROUP SESSION 11

Title/ topic:

- Active listening

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

- learn the principles of active listening;
- enhance their active listening skills;
- develop tolerance and understanding for peers.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *Today my colleague feels like...* The specialist indicates that the feelings should be described in a metaphorical/ illustrative way.
- Alternatively, the expert might invite the teenagers to share their experiences as guarding angels and as guarded persons.

- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- flipchart paper, markers;
- post-its;
- pencils, pens.

Main activity:

- The specialist divides the group into pairs. The members of each pair sit facing each other. The exercise has two parts, 2 minutes each: in the first part one of the teenagers in the pair plays role A and the other one plays the role B, while in the second part they switch roles. The specialist explains the roles: A will narrate a movie or a book that he/ she liked for 2 minutes, while B will listen carefully A's narration for 1 minute and will think about something else and not listen to A's story for another minute; B gets to decide for himself/ herself the order of these 1-minute tasks. After the completion of the first part of the exercise, the pupils in the pairs may discuss their experience. Then they switch roles. After the activity, the specialist invites the teenagers to sit down in a circle and to share their experience: *How did you feel in role A? How did you feel in role B? What was the difficult and what was the easy part? What did you observe?*
- The expert invites each pupil to say three statements about himself/ herself, two of which are true and a false one. The task of the group is to guess which sentence is false. The teenagers are encouraged to mix lies with unusual true facts about themselves in order to increase the level of difficulty. After the activity, the specialist invites the teenagers to share their experience: *What were you paying attention to while trying to guess the lie? What was the difficult and what was the easy part? What did you observe?*
- The specialist invites the pupils to sit in a circle and play "The telephone without names": the task of the pupils is to ask to speak on the phone with a colleague that matches a certain description and without using his/ her name; they need to add as much details as necessary in order for the respective colleague to recognize himself/ herself in the description and answer the phone. The expert starts the game: *I would like to speak on the phone with a person that...* The teenagers are encouraged to use the information they know about each other from the previous game, but also from their daily interactions. The person who recognizes oneself continues the game.

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes the session and invites the teenagers to reflect and share their thoughts and feelings on active listening, while pointing out the importance and principles of active listening (we not only use our ear for active listening, but also our eyes, mouth, hands etc.). Each pupil may write one idea on a post-it note and stick it on a flipchart sheet that remains in a visible place in the classroom. Alternatively, the expert may write down on a flipchart sheet the main ideas of the pupils and the conclusions on active listening.
- The expert may invite the teenagers to practice active listening consciously over the following week and keep track of the outcomes of those situations in their journals.

GROUP SESSION 12**Title/ topic:**

- Debate - construction of arguments and public speaking skills

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

- learn the principles of argumentation;
- practice argumentation and public speaking;
- develop respect and understanding for the opinions of others.

Preparation:

- Debate is an effective teaching method that fosters learning in an authentic and situated manner: it's authentic because pupils are responsible for constructing the concepts and reasoning used in their speeches; it's situated because the pupil learns through active participation in a specific context: the debating context. Debate is generically a regulated confrontation between teams, on controversial topics, carried out through the exchange of arguments and counter-arguments in front of a jury. Debate promotes in pupils the noblest and most civilized aspects and skills of human beings: respect for opinions opposed to one's own and for those who express these opinions; appropriation of techniques that lead to critical thinking; presentation of one's positions in an argued manner.
- Rules are an essential element of debate, as they determine the function of the exchanges, the duration of each speech and the sequence of interventions in each debate, ensuring a linear, progressive and conclusive course, unlike some less structured exchanges, such as a discussion.
- A fundamental element of debate is argumentation. Pupils need to apply certain patterns to which reasoning must conform in order to derive conclusions consistent to the premises and link their speeches to the ones of their team members in order not to contradict among them. Also, they need to adapt to the interlocutor and the audience by selecting the most appropriate arguments and to accommodate the criteria by which judges evaluate their speeches.
- The following resources may be used for further documentation:
 - <https://www.youtube.com/watch?v=1TSkkxu8on0>
 - <https://www.youtube.com/watch?v=F84Y0jQwG0w>
 - <https://www.youtube.com/watch?v=GJkF1OYncfw>

Resources:

- debate rules;
- writing paper, pens;
- access to books, online information etc. (to be used for documentation and proofs).

Main activity:

- This specialist divides the teenagers into 3 groups: YES group (debating for the motion), NO group (debating against the motion), MAYBE group (the jury). The groups will sit together, each of them in a designated area in the room (preferably, the opposing teams will face each other and the judges will have a good lateral view on both teams). On the floor, it will be marked an area, in which the pupils will place themselves (physically, they will stand within the marked area). The expert will explain the rules (or a hand-out might be prepared in advance):
 - Pupils (from YES and NO groups) need to choose their team before the motion is announced or are distributed in groups regardless of their personal opinion on the matter discussed.
 - Pupils (from YES and NO groups) take turns to speak, one per team.

<ul style="list-style-type: none"> ○ Each pupil expresses his/ her short, brief views within a short timeframe set from the beginning (1 minute, for example). ○ Each pupil offers at least one argument on the topic discussed. ○ The pupils may speak more than once, provided the intervention is a response to the intervention of the opposing team or further to their own team's intervention. ○ Each team has a few minutes (5-6 minutes) before the debate to prepare their line of argumentation (during this time they may consult books, internet resources etc.), but they complete their arguments also as they go, given the thread of the discussion (they are not allowed to consult resources during the actual debate). ○ The order of the speakers within the same team is established by the teams (alternatively, the pupils raise their hands to ask for the floor and the expert chooses who will speak). ○ Each speaker tries, through the arguments offered, to convince the judges. ○ The debate concludes after all pupils offered at least one argument or after a certain amount of time. ○ The jury analyses the main arguments presented and deliberates which of the teams provided more convincing arguments, in order to be declared winner of the debate. They need to motivate their choice. <p>➤ The specialist delivers the motion to be debated: one controversial sentence that the teenagers may relate to: <i>Pop music/ classical music should be banned for teenagers. Teenagers should only have access to electronic devices starting 18 years old. The minimum age for getting a driving license should be set at 12 years old.</i> The YES group sustains the motion as it is, while the NO group opposes it.</p>
<p>Reflection/ discussion/ tasks for the following period:</p> <p>➤ The specialist summarizes the session and invites the teenagers to reflect and share their thoughts and feelings on the debate, while pointing out the importance and principles of argumentation, of actively listening to speakers and observing the audience, of self-awareness and self-management while speaking. Here are some guiding question which may be used: <i>What were you paying attention while speaking/ listening? What decisions did you take within the team to change the argumentation or to keep it? What was the difficult and what was the easy part? What did you observe? What did you learn? What would you do differently?</i></p>

GROUP SESSION 13**Title/ topic:**

- Empathy - forum theatre

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

- enhance their learning styles and experiences, their knowledge and skills;
- be more engaged in exchanging opinions;
- develop communication, cooperation and conflict management skills;
- develop personal autonomy, the ability to plan, to make decisions and strategies.

Preparation:

- Theatre art is strongly linked with work on emotions, psychological interventions and neuroscience (see the experience of Jacob Levi Moreno, considered to be the father of Psychodrama as a form of psychotherapy, who used drama techniques in

his work with people with mental and emotional issue; or the experience and work of Giacomo Rizzolatti and the team of the Neurophysiology laboratory at the University of Parma: discovery of mirror neurons, considered to be at the basis of social interaction and empathy).

- The implementation of theatrical activities, such as role playing, involves collaboration, mutual attention and support, personal insight, self- and social awareness skills.
- The drama technique presented in this session is inspired from forum theatre, in which all participants may become actors, directors, audience. The stimulus situation may be inspired from the real experiences of the group or may be fictional.
- The expert introduces the topic and goals of the meeting to the teenagers.

Resources:

- laptop, video-projector, speakers, internet connection.

Main activity:

- The specialist shows the teenagers some photos of people's faces (extracted from larger photos) without any context and invites them to make conjectures regarding what they feel or think.
- Alternatively, short video excerpts from artistic movies may be presented, while the teenagers are invited to make conjectures regarding what the characters feel or think in that situation.
- After this activity, the expert points out the importance of context when making conjectures and delivers a mini lecture about empathy (if considered appropriate, the following video on the difference between empathy and sympathy may be shown: <https://www.youtube.com/watch?v=1Evwgu369Jw>).
- Further on, the specialist describes a potential situation from the life of a teenager (e.g. A teenager that wants to go to a concert/ music festival with his/ her friends and his/ her parents oppose to this for fear of alcohol/ drug consumption risks in that context. A victim of domestic violence who becomes a bully at school. etc.) and asks the pupils to recreate it in a role play, like a theatre project: each character will be played by a volunteering pupil. The other pupils, who have not been distributed as characters will act as an audience, but may intervene in the play when invited. After the pupils play their parts for the first time, the specialist invites other pupils to play the parts: *How would you play this role? Would anybody like to play this role in a different way?* The pupils repeat the role play in different ways without changing the narrative thread. Then, the expert invites the pupils to play the parts in such way that there is a different outcome to the whole situation than before: *What do you think that the characters should act in order to obtain a different outcome/ in order to understand each other better? Who wants to try and be the director of the play?* The pupils play the role following the indications of one or several directors.

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes the session and invites the teenagers to discuss their experience in the role play, while pointing out the importance of empathy and adopting new perspectives in daily interactions and in human relation in general. Here are some guiding question which may be used: *What did each character think/ feel in that situation? How did their thoughts/ feelings changed during the different interpretations of the roles? What did the new perspectives bring to the characters? What was difficult and what was easy? What did you observe? What conclusions may we draw? What may be applied in real life?*

RELATIONSHIP MANAGEMENT



GROUP SESSION 14

Title/ topic:

- Stimulating interpersonal knowledge - first condition of initiating relationships

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

- enhance their knowledge on relationship management;
- be able to synthesize information about their peers;
- be able to reflect on the image/ reputation they have in their social groups;
- feel more curious to get to know other people;
- feel more confident in initiating relationships.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she asks them to share any new insights or experiences related to the topics approached during the social awareness sessions: non-verbal communication, active listening, debate and argumentation, empathy.
- Alternatively, the expert asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *I have learnt that one of the strong points of my colleague is...* The specialist indicates that the pupils may refer to the activities done together during the group sessions or to previous information they have about their classmates.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

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

Main activity:

- The specialist writes the word “relationships” on the whiteboard/ flipchart and elicits relevant words that the teenagers associate with this word. He/ she leads the discussion towards what builds a good relationship, as well as what destroys it.
- The expert divides the group in pairs, preferably encouraging the teenagers to work with classmates that they don’t know very well or with whom they have rarely worked together. The members of each pair sit together, facing each other. The pupils are given some time to share information about each other (5 minutes each, for example) - for enhanced difficulty, needed in a group in which members know each other very well, pupils may be given a certain topic (e.g. to share information about their childhood, to share an awkward situation, to share memories from their first romantic date etc.) or the opportunity to ask questions among them. Taking notes is not allowed. After both parties have shared information to their partner, the teenagers sit together in a circle (the members of the pairs sit next to each other) and the specialist asks them to present each other, using the information that they shared previously, as if they were the other person (e.g. A will present the information gathered about B as if he/ she were B and will start: *My name is B and*

(...). After this activity, the expert invites the teenagers to share their experience about the exercise: *How did you feel when your colleague presented you? How did you feel when you presented your colleague?*

- Alternatively, the expert may divide the class in groups of 3 pupils. The pupils' task is to find 3 things they have in common and 3 differences (1 thing that differentiates each of them from the other two). The teenagers are invited to avoid referring to physical resemblances and differences and refer more to psychological traits, moral values and interests. For enhanced difficulty, pupils may be divided in larger groups and given a higher number of commonalities and differences to find among them (e.g. 5 pupils, 5 commonalities, 5 differences). After the small workgroups have reached their goal, one representative from each workgroup shares with the class their list of commonalities and differences.

Reflection/ discussion/ tasks for the following period:

- The specialist summarizes the session and invites the teenagers to discuss their experience in the activities, while pointing out the importance of sharing information about ourselves and being curious to what the others share in order to build relationships. Here are some guiding question which may be used: *Did you find out new things about your colleagues? How did you feel while discussing? What did you think? What was difficult and what was easy? What did you observe? What can you conclude from this activity?*
- In order to stress the basic idea of relationship, the expert may point out and analyse elements of interaction and attitudes which appeared during the presentations/ discussions (protection, help, enhancement etc.).
- If considered appropriate, the specialist may invite the pupils to play again "The telephone without names", using the new information that the teenagers gathered about each other.
- A possible task for the following week may be to invite the teenagers to be curious about their peers or family members and ask questions or to initiate relationships with people they don't know very well (e.g. smaller/ older pupils, new teachers etc.)

GROUP SESSION 15

Title/ topic:

- The importance of values in maintaining interpersonal relationships

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

- understand what values are;
- be able to reflect on their own hierarchy of values;
- feel motivated not to compromise their values to please others.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she asks them to share any new insights or experiences related to being curious about others and initiating relationships.
- Alternatively, the expert asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *I have learnt that one of the strong points of my colleague is...* The specialist indicates that the pupils may refer to the activities done together during the group sessions or to previous information they have about their classmates.

- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- flipchart/ whiteboard, markers;
- worksheet “My pyramid of values” (see annex at page 84);
- writing paper;
- pens, pencils, colouring pencils, sharpener, eraser;
- internet connection, video-projector, laptop, speakers.

Main activity:

- The specialist opens the discussion to define what values are and what their function is and also the different values required to build a good relationship. The teenagers’ inputs are written on the flipchart/ whiteboard. If considered appropriate, the following video might be shown and discussed: <https://www.youtube.com/watch?v=He9JqYX85qU>.
- The expert provides the teenagers with the worksheet “My pyramid of values”. The pupils need to complete on the worksheet at least 6 values, in a hierarchical order, from very important (top of the pyramid) to important (bottom of the pyramid). Then, the specialist divides the class in groups of 3 pupils and provides each group with a new worksheet. The teenagers need to discuss their personal values within the group and identify a new set of 6 values, which define the entire group. When they finalise these, they present them (or just the top 3) to the class and the specialist invites them to share their experiences about the exercise: *How did you feel while discussing? Are your personal values from the initial worksheet well represented in the workgroup hierarchy? Did you feel you had to compromise to reach common ground? What was difficult and what was easy? What did you observe? What can you conclude from this activity?*
- The specialist leads the discussion towards the importance of common values in maintaining relationships, as well as one’s need not to compromise one’s values to avoid conflict or to please another person.

Reflection/ discussion/ tasks for the following period:

- The specialist analyses together with the class the top 3 values of each workgroup and selects the ones that all/ most groups have in common, facilitating the group to choose the top 3 common values of the entire class (later on they may be printed and hanged in the classroom).
- A possible assignment for the following week may be given for the teenagers to observe how their values dictate their behaviours.

GROUP SESSION 16**Title/ topic:**

- Conflict management

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

- learn strategies to manage conflicts;
- be able to manage conflict;
- feel motivated to cooperate in order to manage conflict.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she

asks them to share any new insights or experiences related to the link between values and behaviours.

- Alternatively, the expert asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *I have learnt that one of the strong points of my colleague is...* The specialist indicates that the pupils may refer to the activities done together during the group sessions or to previous information they have about their classmates.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- flipchart/ whiteboard, markers;
- lists with situations/ scenarios (see annexes at page 121-122);
- writing paper;
- pens, pencils, colouring pencils, sharpener, eraser.

Main activity:

- The specialist opens the discussion to define what conflict is and what risk and value it brings to a relationship. The teenagers' inputs are written on the flipchart/ whiteboard and summarized.
- The expert introduces the pupils to different situations, inviting them to reflect and write down emotions that these situations may trigger. He/ she leads the discussion in order to compare responses and highlight the tension that conflict brings in a relationship, but also to point out the fact the conflicts have the potential of rearranging the order of a relationship.
- The specialist divides the class in groups of 3 pupils and provides them with conflict scenarios. Pupils need to cooperate to figure out how they can deal with the problem described in the scenario. They can write their ideas on a piece of paper and a member from each workgroup presents the ideas to the class. The specialist leads the discussion in order to summarize the strategies of managing conflict and to point out that none of the strategies fits all types of conflicts and that the particularities of each situation need to be taken into consideration when deciding how to proceed.
- The expert presents the pupils with a feedback technique in three steps, which may help reduce emotional tension and prevent conflicts from escalating, while also setting the tone for a healthy way of seeking solutions. Each of the three steps refers to a certain component (behaviours, thoughts, emotions) and consists of a sentence which needs to be completed with the specifics of each situation:
 - I see.../ I hear... (behavioural clue);
 - I imagine... (cognitive clue);
 - I feel... (emotional clue).

Reflection/ discussion/ tasks for the following period:

- The specialist summarises the session and invites pupils to monitor the way that they usually handle conflicts and to implement other new learnt strategies as well.
- A potential task that may be given for the following week is for the pupils to apply the feedback technique in 3 steps and observe the effects.

Situations which may trigger different emotions for discussions

Scenario 1:

You have asked your friend to lend you their laptop to do a project but now you it seems to have crashed.

Scenario 2:

You have got a brand new mobile phone and your friend asks if they can use it to take photos.

Scenario 3:

Your friend seems really hurt by a comment coming from another pupil. 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 the mall to see your friends.

Scenario 6:

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

Scenario 7:

You have handed your brand new mobile phone to your friend to see it but they have dropped it by mistake.

CONFLICT SCENARIOS FOR DISCUSSIONS

Scenario 1:

Your best friend spends half the time you're together texting other friends. You think of sending your friend a text saying, "PUT DOWN YOUR %#\$& PHONE AND BE WITH ME!" but maybe there's a better solution. What is it?

Scenario 2:

Your friends are great one on one. But when they get together, they're like boorish marauders. It really bothers you when they make fun of people with disabilities. How can you address this without being drawn and quartered yourself?

Scenario 3:

One of your friends always chews with his mouth open. It's gross—all those saliva-slimed, maggoty, masticated morsels of chopper-chomped chow. (Told you it was gross.) How could you address this delicate subject with your friend?

Scenario 4:

A friend posted a photo on social media of you drooling in your sleep. You're angry and humiliated. Think of a rude way to respond and then a polite way. Which is better and why?

Scenario 5:

Your friend is chronically late and always shrugs it off with lame excuses. You could give him some of his own medicine by standing him up, but that just brings more rudeness into the world. What's a better way to resolve this?

Scenario 6:

Your friend always invites herself over to your house and then never leaves. Short of screaming, "INCOMING MISSILE!" and locking the doors after she dives out the window, what would be a polite way to deal with this?

Scenario 7:

A friend floods you with hundreds of unwanted texts a day. Think of a rude and a polite way to respond. Which do you think would work better and why?

Scenario 8:

Your friend bailed on going to the movies with you by saying she was sick. Later you learn she went out with someone else. Instead of getting even by giving her measles, how could you handle this politely?

GROUP SESSION 17

Title/ topic:

- Conflict management and interpersonal support

Therapeutic objectives/ expected results: by participating in/ doing this activity, the teenagers 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.

Preparation:

- The specialist sits down with the teenagers in a circle and greets them. He/ she asks them to share any new insights or experiences related to conflict management.
- Alternatively, the expert asks each pupil, proceeding in a clockwise direction, to put one hand on the shoulder of the person sitting next to him/ her and complete the sentence *I have learnt that one of the strong points of my colleague is...* The specialist indicates that the pupils may refer to the activities done together during the group sessions or to previous information they have about their classmates.
- The expert introduces the topic and goals of the session to the teenagers.

Resources:

- lists with situations for role play (see annex at page 124);
- writing paper;
- pens, pencils, colouring pencils, sharpener, eraser, markers.

Main activity:

- The specialist divides the group in pairs and asks the pupils to write a list of the negative things/ what they do not like in a relationship and a list of the positive things/ beautiful things in a relationship. The expert explains that relationships have their good and their difficult moments.
- The expert divides the class into groups of 5 pupils and invites them to play the game "Think outside the box". Each group receives a situation which they need to role-play: one of the group members is the one facing the described situation, while the others, take the role to support, to "think outside the box" and help their classmate, not just with ideas, but with actual support in the role- play. Pupils need to cooperate to figure out how they can deal with the problem. They can write their ideas on a piece of paper and then role-play the whole situation (including the solution) in front of the class.
- The specialist facilitates the discussions on the shared solutions and encourages expression of opinions, feelings and thoughts regarding the role play, while also pointing out healthy ways of validating emotions and offering support.
- The expert reminds the pupils the feedback technique in 3 steps from the previous session, stressing out the fact that it may be used for offering positive feedback as well, not just for negative.

Reflection/ discussion/ tasks for the following period:

- The specialist summarises the session and highlights that all emotions are valid and acceptable, while not all reactions are acceptable. Releasing intense emotions is healthy if done in an appropriate manner and if it doesn't hurt other people. It is not acceptable to yell at others, but instead teenagers must convey their emotions in a manner that helps them solve problems instead of creating others.
- A potential task that may be given for the following week is for the pupils to validate other people's emotions in certain contexts.

SITUATIONS FOR THE ROLE PLAY

Scenario 1:

On an 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 hang out with you and they seem to have some new friends and leave you alone.

Scenario 3:

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

Scenario 4:

You are at a restaurant with your friends and have forgotten to bring any money with you. You're really hungry.

Scenario 5:

Your friend has lost their mobile phone and some other kids are saying that you've taken it, even though that's not true. These kids insist that you are the one who has it.

Scenario 6:

Your mum says that you cannot meet your friends 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 teenagers will:

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

Preparation:

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

Resources:

- worksheet (see annex at page 126);
- writing paper, pens, pencils, colouring pencils, markers.

Main activity:

- *The scale/ thermometer of progress.* 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. The specialist asks them 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 expert asks the pupils 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. The specialist must encourage the pupils to outline learning/ development goals for themselves.

Reflection/ discussion/ tasks for the following period:

- *The backpack for life.* In the end of the session, the specialist invites the pupils 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.

CHAPTER 8

PART 2



WHAT DID I LEARN?



HOW DID I GROW?



WHAT DID I LIKE?



WHAT WOULD I CHANGE?



WHAT WILL I APPLY?



WHAT DO I PLAN TO DO NEXT?

Parent support

9.1. The role of parents in the development of emotional intelligence

The family represents the first “social laboratory”, in which the individual experiences his/ her first relationships with the social world and tests his/ her first social skills. All the things learnt about relationships during the childhood within the family environment will further be implemented and tested with the peers, with other adults, with romantic partners etc. But not all that we learn in the family works in the “outside social world” and not all that is functional will function right away. Most often than not the process of acquiring social skills is a sinuous one and scattered with heavy and sometimes painful emotional experiences and it requires repetitions and fine tuning throughout childhood and teenage-hood, with the ability to understand and manage emotions playing a crucial part in this process.

Emotions may be roughly defined as inner responses which reflect our state in relation to a situation or a stimulus. Emotions are tri-dimensional, as they have three distinct components: a subjective experience, a physiological reaction and a behavioural response. According to the resemblance between emotions of different people in similar situations, we have managed to label them and categorize them, but they essentially remain personal and subjective. Still, we are able to recognize our own emotions due to the physiological clues we get from our body while feeling a certain emotion and, at the same time, we are able to recognize the other people’s emotions, by processing their behavioural reactions.

Emotions are numerous, multifaceted and complex - some authors state that there are up to 28 distinct emotions, while others speak about thousands of distinguishable emotions. Either way, youngsters are not able to identify and categorize them without help; they need guidance in recognizing and managing them

on their own, just like we normally do when trying to teach them how to read and write.

Today we know that in order to live an emotionally satisfying life, it is essential to understand which emotion is showing up and it is helpful to recognize which one is showing up fully, for both pleasant and unpleasant emotions. Recognizing and addressing emotions in children is essential for their emotional development and well-being and parents are the most appropriate persons to do that, as they are the ones spending the most amount of time around their children and witnessing their emotions and contexts.

Recognizing and managing our own emotions helps us better understand the way we function and guides us towards inner self-regulating and behavioural adaptation processes which are beneficial on both psychological level and social level. Managing emotions does not mean controlling, repressing or masking them, but recognizing emotions and making sure that the resulting actions are appropriate to the situation.

The family is a system of members and relationships which function together as a whole, just like the components of a bicycle - any piece is important for the full functioning and if just one piece will change shape or place or the way it functions, then the whole system will be affected. Thus, it is not hard to guess that the emotional exchanges in a family are influenced by any of its members, even in situations in which those are not directly targeted by the actual communication. In this context, the ability to effectively manage emotions is of crucial importance for the well-being of all well-functioning of the whole family.

Emotional management is a component of the wider concept of emotional intelligence, which has been put on the map of psychological development by Daniel Goleman (1995) and has been since tackled by many other researchers and practitioners alike.

While emotional management is a lifelong journey, its roots are firmly established during childhood and teenage-hood and the parents have a pivotal role in nurturing their children’s emotional capacities and providing them with

the tools to navigate effectively the complex landscape of emotions.

Regarding the parents' role in emotional management and its impact on child development, research in various fields, including psychology, neuroscience and sociology, provides valuable insights into this crucial aspect of parenting. A recent interesting study pointed out that parental emotional regulation significantly influences the way children cope with emotions, as they learn through emotional modelling (Edvold et. Al, 2023), thus parents who model healthy emotional regulation behaviours tend to have children who are better at managing their own emotions.

Also, the attachment theory, developed by John Bowlby, emphasizes the importance of secure attachments between parents and children. Research conducted by Mary Ainsworth (1965, 1978) has shown that children with secure attachments to their caregivers are more likely to develop better emotional regulation skills.

Recent advances in neuroscience have revealed that brain development is highly impacted by early experiences and research suggests that nurturing and emotionally supportive parenting can have a positive influence on the brain, particularly in areas related to emotion regulation. Conversely, adverse childhood experiences, such as neglect or abuse, can have long-lasting negative effects on emotional management.

Science has established five main foundations on which emotional management relies on and all of them are related to the ways that parents act and choose to educate:

1. **Emotional modelling.** Children learn by observing the behaviour of those around them, primarily their parents. Parents serve as emotional role models for their children. When parents display healthy emotional management, children are more likely to emulate these behaviours. Conversely, parents who struggle with emotional regulation may inadvertently pass on these challenges to their children.
2. **Emotional validation.** Validating a child's emotions is essential. Parents should create an environment where their

children feel safe expressing their feelings without judgement. By acknowledging a child's emotions and discussing them openly, parents help their children understand and accept their feelings, reducing the likelihood of emotional suppression or denial.

3. **Teaching emotion regulation.** Parents play a crucial role in teaching children how to regulate their emotions effectively. This involves strategies such as deep breathing, mindfulness and problem-solving. By imparting these skills, parents empower their children to cope with challenging emotions in a constructive way.
4. **Empathy and understanding.** Empathy, the ability to understand and share another person's feelings, is a core component of emotional intelligence. Parents can cultivate empathy in their children by listening actively, asking open-ended questions and encouraging their children to consider how others might feel in different situations.
5. **Conflict resolution.** Conflict is a natural part of life and parents can teach their children valuable conflict resolution skills. By demonstrating healthy communication and problem-solving during family conflicts, parents equip their children with essential tools to navigate disagreements in their own lives.

The role of parents in shaping their children's emotional management skills extends beyond childhood. As children grow into adults, the emotional foundation laid by their parents influences their ability to thrive in various aspects of life. Individuals with high emotional management capacities are often more resilient in the face of adversity, better building and maintaining healthy relationships and more effective in their careers. Thus, the role of parents in emotional management is a crucial and enduring one with profound implications for the overall development and happiness of their children.

9.2. The parents are the change they wish to see in their family universe

Parenting is a complex and multifaceted journey which extends far beyond the basics of providing care and sustenance. It involves shaping a child's character, values and emotional intelligence. Among the various elements of effective parenting, the concept of parental emotional modelling stands out as a fundamental and powerful force in a youngster's development and emotional well-being.

Parental emotional modelling refers to the process by which parents demonstrate and express their own emotions in front of their children. Children are astute observers and they learn how to understand and manage their own emotions by observing how their parents navigate theirs. This modelling can encompass a wide range of emotions, from happiness and excitement to frustration, anger and sadness.

The influence of parental emotional modelling is present on multiple levels regarding the emotions' disassembly:

- **emotional awareness** - youngsters learn to recognize and name emotions by watching their parents; when parents openly express their feelings and label them (e.g. I'm feeling frustrated right now), youngsters are more likely to develop a rich emotional vocabulary and an awareness of their own emotional states;
- **emotional expression** - parents serve as role models for how emotions can be expressed and managed; children who witness parents handling their emotions constructively are more likely to adopt healthy emotional expression patterns themselves; conversely, youngsters who observe parents suppressing or explosively expressing their emotions may struggle to find effective ways to cope;
- **emotion regulation** - parental emotional modelling also plays a significant role in teaching children how to regulate their

emotions; when parents demonstrate strategies for coping with stress or managing anger calmly, youngsters internalize these techniques, enhancing their own emotional regulation skills;

- **empathy and understanding** - witnessing how parents react to other's emotions can foster empathy in children; when parents show compassion and understanding towards each other's feelings, youngsters learn the importance of empathy and how to offer support to others in times of emotional need;
- **conflict resolution** - parents often model conflict resolution skills when they navigate disagreements or conflicts with their family; children who observe parents addressing conflicts respectfully and finding mutually satisfactory solutions are more likely to emulate these problem-solving approaches in their own relationships.

Drawing from these lines of influence, children who grow up in an emotionally expressive and supportive environment tend to have higher emotional intelligence, better mental health and healthier relationships in adulthood. They are more likely to navigate the complexities of life with resilience and empathy, both in personal and professional settings.

In order to provide a healthy and constructive personal emotional model, parents should focus on the following key aspects:

- ✓ **self-awareness** - parents must first develop their own self-awareness by understanding their emotions, triggers and patterns of emotional expression and this involves recognizing and acknowledging their feelings, both positive and negative; self-awareness is the foundation of effective emotional modelling;
- ✓ **emotional regulation** - parents should demonstrate healthy ways of managing their emotions and this includes techniques such as deep breathing, mindfulness and positive self-talk;
- ✓ **emotion expression** - parents should encourage open and honest emotional expression within the family and should feel comfortable discussing their feelings and, when appropriate, sharing them with

their children; this helps youngsters see that it's normal and healthy to express a wide range of emotions;

- ✓ **showing empathy** - parents should show empathy towards others, including their children; when children are upset, the parents are supposed to acknowledge their feelings and validate their experiences and this practice teaches children the importance of understanding and supporting others' emotions;
- ✓ **resolving conflicts effectively** - modelling effective conflict resolution within the family includes listening actively, using "I" statements to express feelings and seeking mutually beneficial solutions; demonstrating respectful communication during disagreements sets a positive example for children;
- ✓ **self-care** - parents are supposed to highlight the importance of self-care and should prioritize their physical and emotional well-being, thus showing children that taking care of oneself is essential for maintaining a healthy emotional balance;
- ✓ **seeking help when needed** - it's important for parents to acknowledge when they need help with their own emotional challenges; seeking therapy or counselling when necessary sets a valuable example that seeking support is a healthy way to address emotional difficulties;
- ✓ **consistency** - is crucial in emotional modelling, as children learn from repeated behaviours and observations over time; therefore, parents should strive to maintain a consistent and positive emotional model in their daily lives;
- ✓ **teaching coping strategies** - parents should actively teach their children coping strategies for handling difficult emotions, by explaining how they manage their emotions and involve youngsters in age-appropriate practices; this helps children develop their emotional toolkit;
- ✓ **communication** - parents should foster open and effective communication within the family and encourage their children to ask questions about emotions and provide age-appropriate explanations; parents are supposed to create a safe

space where their children can freely discuss their feelings.

Parental emotional modelling is a powerful and enduring force in child development. Parents who recognize their role as emotional models have the opportunity to shape their children's emotional intelligence and well-being positively. By focusing on their own behaviour first, parents can create an emotionally nurturing environment that empowers their children to develop essential tools for a successful and fulfilling life. Recognizing the significance of parental emotional modelling underscores the importance of cultivating emotionally healthy households that promote the emotional growth and resilience of the next generation.

Even though parents play a crucial role in the development of emotional intelligence, they should not be blamed or shamed if they sometimes fail to play their part in a constructive way. Bear in mind that parents want the best for their children and the decisions they take are meant to protect and nurture and even though sometimes overprotecting and pushing too hard for development in a certain direction might bring more harm than progress, they do not act like that on purpose. Parents are humans too, and sometimes they make mistakes, but they may be helped to find their track, by providing them correct information and access to specialised support for parenting and personal development.

9.3. Tools for parents who wish to raise emotional intelligent children

The parents' main tasks when helping their children recognize their emotions are to help them differentiate between the wide range of emotions experienced and to legitimize all emotions.

In order to efficiently solve the first task and help teenagers differentiate between emotions, the parents may follow the next steps:

- **Observe the nonverbal cues.** Most of the times, teenaged children are either

expressing their feelings verbally, either avoid direct communication and convey emotional messages through their rebellious or withdrawn behaviours. Thus, parents should pay attention to their behaviour and notice their mood changes, which can provide valuable insights into their emotions.

- **Ask open-end questions.** By asking questions that require more than a simple "yes" or "no" answer, parents will encourage open communication and may find out more about the inner context of the youngster. For example, parents may ask: "How are you feeling today?" or "Can you tell me what's been bothering you?" or "What has been the highlight of your day?"
- **Make use of active listening techniques.** When a teenager does express their emotions, listen attentively without interrupting or immediately offering solutions. Parents should show empathy and understanding by saying things like: "I see that you're feeling sad. Can you tell me more about why you feel this way?". Active listening techniques may be used not only to connect with the teenagers, but also to help them reflect upon their life events: "How did that fact make you feel?"
- **Label emotions.** Teenagers sometimes need help to identify and name their emotions. Parents may use appropriate terms, but also analogies or metaphors to point out or explain emotions. For example: "It looks like you're boiling inside, but you try very hard to keep everything under the lid."

In order to contribute to dignifying and legitimizing all emotions, parents may choose to act as following:

- **Normalize emotions.** Parents need to let children know that all emotions are valid and a normal part of being human. They should avoid judgment or shaming for expressing emotions, even if those emotions are negative.
- **Use personal examples.** Parents may find similar situation in their own lives in which they have felt in a similar way, especially for vulnerable or negative emotions. In this way, the teenagers will understand

that feelings are not shameful and they should allow themselves to feel them.

- **Watch movies together.** Watching movies together with teenagers may provide opportunities to discuss different feelings. Parents may ask questions about the characters' emotions to engage in conversations about emotions.
- **Teach coping strategies.** Once emotions are identified, parents should focus on teaching healthy ways to cope with them. They may encourage deep breathing, taking a break or engaging in a calming activity like drawing or journaling. These practices will draw with themselves the conclusion that emotions are to be experienced and the only thing needed managing is how to express them in a proper and non-harmful way.
- **Model emotional expression.** It has been pointed out before how youngsters learn a lot by watching adults. Parents should try to be positive role models by expressing their own emotions in a healthy and constructive way. This can help adolescents learn how to manage their feelings.
- **Create a safe environment.** Parents should ensure that children feel safe and comfortable discussing their emotions with them. They should foster an environment where the teenagers know they won't be judged or punished for sharing their feelings.

Remember that helping adolescents recognize and name their emotions is a lifelong process. Encouraging open and honest communication about feelings can contribute to their emotional intelligence and overall well-being. If teenagers consistently struggle with managing their emotions, if they exhibit extreme emotional reactions or if parents are concerned about their mental health, they should consider seeking guidance from a psychologist or counsellor.

Emotional intelligence does not mean people only feel happiness and satisfaction or just positive emotions! Being emotionally intelligent means that one is able to regulate all negative emotions and prevent those to disturb one's emotional balance.

9.4. Workshop plans

Introductory workshop

WORKSHOP 1

Title/ topic:

- Why parents should wish for emotional intelligent children and how to achieve that?

Expected results: by participating at this activity, the parents will:

- learn about the concept of emotional intelligence and its components;
- be aware of their role in developing their children's emotional intelligence;
- be able to apply tools and techniques in order to recognize and manage their own emotions;
- be able to apply tools and techniques in order to support their adolescent children to recognize and manage their own emotions;
- feel motivated to engage in educational strategies and measures in order to develop their adolescent children's emotional intelligence.

Preparation:

- The trainer should choose a spacious room in which the space may be easily reorganized and the participants may sit in a circle, so they may see each other.
- The trainer welcomes the participants, introduces himself/ herself and asks the workshop participants to do the same.
- The trainer asks the group of parents to share how they feel in the present moment and writes down the names of different emotions on the flipchart. The variability of the emotions will be the starting point of the workshop.

Resources:

- whiteboard/ flipchart sheets and markers;
- sticky notes, A4 sheets;
- pens/ pencils;
- video-projector, laptop.

Main activity:

- The trainer will make a short presentation about human emotions and about the concept of emotional intelligence, pointing out the need of developing this skill in teenagers and the role of the parents in this endeavour.
- He/ she asks the participants to write down on a sticky note their biggest fear as a parent (the notes will be anonymous). Then the trainer asks them to stick the notes on a flipchart sheet or on a wall and read them out loud, before addressing them by pointing out how common some fears are, how love for somebody makes us fearful of not losing that person etc.
- The trainer opens up a discussion by asking the participants to share how they cope with their fears as parents. Their solutions will be written down on the flipchart. The trainer discusses each solution and points out the need of being self-aware and self-empowered before tackling the development of the children's emotional intelligence.
- The group will be divided in pairs and the participants are asked to share with their partners a current difficulty that they have with their children and how they address

it. The partner should also share a point of view and a solution that he/ she might apply if he/ she would have the same difficulty. Then they should switch roles. After completing this phase of the exercise, each pair will join another (thus forming groups of four) and share ideas about approaching difficulties with children. The groups of four will then summarize their discussion and share their conclusions with the big group (it may be orally or in a written form - on a flipchart sheet).

- The trainer summarizes all conclusions and points out the importance of communication as a tool to identify solutions and to empower.
- The parents are then asked to write a note to themselves on a sticky note, by completing the phrase: "I am a good parent, because..."

Reflection/ discussion/ tasks for the following period:

- The trainer will ask the participants to imagine there is a big basket in the middle of the room and they should put in there one important idea they leave the workshop with (it may also be one word reflecting their experience or what they have learnt).
- The trainer will wrap up the session by offering a motivational message in order to inspire parents to act as emotional intelligence developers for them and their children.
- Keeping a journal of emotions, of meaningful experiences with their children and of important insights regarding the development of emotional intelligence might also be an inspiring and motivating task for the parents, while it provides documentation of their trials, errors and successes in guiding the development of their children and may constitute topics for further workshops and discussions.



SELF-AWARENESS



WORKSHOP 2

Title/ topic:

- Self-awareness - the role of parents in identifying adolescents' emotions

Expected results: by participating at this activity, the parents will:

- get familiar with the concept of emotional intelligence and its four dimensions;
- get familiar with the world of emotions and their role in human life;
- understand the specificity of emotional development in adolescence;
- be able to support the teenagers in recognizing their emotions.

Preparation:

- The trainer welcomes the participants.
- The trainer presents the thematic range of the parent workshops and the content of the current workshop.

Resources:

- whiteboard/ flipchart sheets and markers;
- sticky notes, A4 sheets;
- pens/ pencils;
- video-projector, laptop.

Main activity:

- The trainer conducts a mini-lecture on the concept of emotional intelligence and its four dimensions/ components.
- The trainer presents a definition of emotions, then divides the participants into groups consisting of 2-3 persons and distributes sticky notes asking them to write down the emotions expressed by their teenage children - one emotion on one note. Then the participants read the names of the emotions and stick the notes to the board - creating a spectrum of emotions. The trainer supplements other emotions that the participants have not mentioned.
- It is important that the following basic emotions are indicated: joy, sadness, anger, fear, surprise, shame and disgust. The following may be evoked: Robert Plutchik's Wheel of Emotions or the Feelings Wheel by Kaitlin Robbs.
- The trainer gives a mini lecture on how the emotions are formed - neuro-mechanics of emotions, cortical and subcortical brain structures responsible for the formation of emotions. Then, in a discussion with participants, the trainer defines the role of basic emotions in human life.
- It is important to emphasize that emotions arise automatically and that they constitute reactions to what we experience - they quickly provide us with information. It should be stressed that emotions cannot be classified as bad or good, even though some are more pleasant while others are unpleasant, and that every emotion is important - e.g. anger informs about the violation of our boundaries; sadness informs us that we have lost something that is important to us, allows us to rest and receive support; anxiety/ fear protects us from danger; shame informs us that we have transgressed some norms; joy informs us of a sense of

accomplishment and happiness, gives us a lot of energy and brings us closer to other people.

- The trainer gives a mini lecture on the emotional development in adolescence, focusing on the period between the ages of 11 and 15 years old. Adolescence is quite a difficult time for teenagers and the people in their environment (parents, teachers). Teenagers find it hard to define who they are - they are no longer children, but not yet adults. Adolescence is characterised by rapid physical and psychological changes. It is a period of intensive emotions, the encountered situations are experienced in a very intensive way: sadness is very profound and joy/ anger very strong. Emotional volatility is natural in this period. A teenager may be sad/ heartbroken and full of doubt and the next moment he/ she may be full of self-confidence - "I am invincible!". The teenagers' mood easily changes from one to the next: from sadness to joy, from joy to anger. At the same time they experience extreme emotions - love and hate. In the first stage of adolescence, unpleasant emotions predominate in teenagers. This is due to the adolescents' anxiety regarding, among others, their own identity: who they are, whether they will manage, what their future will be, fear of contacts with others, especially peers, as teenagers have a strong need for acceptance and being part of a group.
- It is important for the mini-lecture to include information on the impact of hormonal changes on the teenager's emotionality, emotional volatility, emotional ambivalence and transition to mature emotional control.
- The trainer divides the participants into groups of four. Each group receives a large flipchart paper sheet and it is asked to discuss the parents' role in supporting the teenagers in recognizing and naming the experienced emotions and to write their ideas down. Next, each group presents their findings to all the participants. The trainer should point out the important ideas for parents to keep in mind, completing the presentations of the workgroups with relevant information.
- At the end of the workshop, the trainer invites participants to a debriefing round: thoughts and reflections that accompany participants after this workshop.

Reflection/ discussion/ tasks for the following period:

- The trainer suggests the use of an Emotion Log: work with the teenager to create a map of his/her emotions. There will be a separate page dedicated for each day of exercise - half of the page should be filled with situations and emotions experienced by the teenager and the other half by the emotions that the parent recognised in their teenage child at that time. At the end of each day, the parent and the adolescent should talk about the emotions felt by the teenager on that day and compare their observations. Both of them may participate or just the parent will be the one completing the Emotions Log, which may be kept for a dozen days or so.



SELF-MANAGEMENT



WORKSHOP 3

Title/ topic:

- Self-Management - helping parents gain insight on their adolescents' self-management skills

Expected results: by participating at this activity, the parents will:

- understand the specifics of self-management during adolescence;
- be aware of the importance of them being role models for their adolescents;
- be able to support the adolescents in recognising and managing their emotions.

Preparation:

- The trainer welcomes the participants.
- The trainer discusses the thematic range of the parent workshops and details the topic for the current workshop.

Resources:

- worksheet "Emotion regulation for adults" (see annex at page 138);
- whiteboard/ flipchart sheets and markers;
- sticky notes, A4 sheets;
- pens/ pencils;
- video-projector, laptop.

Main activity:

- The trainer reiterates Daniel Goleman's concept of emotional intelligence and describes its four dimensions, focusing especially on the concept of self-management in adolescence.
- It will be useful for the trainer to touch upon the emotional difficulties adolescents face during that time in their lives, as well as the challenges adults around them face during that period as well. Adolescence is characterised by rapid mood and emotional changes; thus, teenagers might find it difficult to recognise and regulate their emotions and behaviours. The trainer could also talk about important aspects of self-management during adolescence, such as stress and time management, goal setting, organization and decision-making skills, health management etc.
- The trainer can outline some basic self-management skills prevalent in adolescence, such as punctuality, moderation, maintenance, critical thinking, discipline, assertiveness, engagement, collaboration, initiative etc. (more ideas may be found at this link: <https://www.psychologytoday.com/intl/blog/surviving-your-childs-adolescence/201503/adolescent-self-management-successful-independence>). Then, the parents, individually or in groups, write down on the sticky notes the respective self-management skills they have noticed in their teenaged children - or the lack thereof (meaning that deficits should be brought up and discussed as well).
- It would be good to follow up this exercise with a short discussion on how the parents handle these skills or lack thereof (e.g. do they praise their teenage children for successes and desired skills? Do they only focus on the problems?

How do they try to help their teenage children in developing or furthering their self-management skills?).

- The trainer hands out the worksheet “Emotion regulation for adults” and invites participants to think of a situation in which they had to handle their own emotions and fill in the questions individually. This exercise aims to help them reflect on their own behaviour and self-management skills. A short discussion about what was written down can then follow (e.g. finding common behaviours or reactions, discussing best ways to handle difficult situations etc.).
- It is important to emphasise that this exercise might bring forth some difficult emotions for the parents themselves, and that, if someone doesn’t want to share what they have written down, they are not obliged to. It is also important for the trainer to remind everyone not to judge their peers but to exercise openness and understanding among each other.
- The trainer then briefly touches upon the subject of modelling in adolescence as a parenting tool. Even if adolescence is a transitional period for teenager, in which they try to establish their own identity and distance themselves from their parents, they do still look up to and learn from them. As such, parents should set a good example for their adolescent children, by regulating their emotions, but also by discussing what they do to maintain their composure, so that their teenage children might learn from them. As adolescents have a better understanding of emotions than their younger selves, it will be beneficial for both the parents and them to have open discussions about recognising and managing emotions, acknowledging the pleasant and unpleasant ones equally.
- The trainer then divides participants into groups. Each group is given a sheet of flipchart paper and should discuss and write down ideas about how can parents help their teenage children enhance their self-management skills and regulate their emotions. Each group then presents their findings to the forum. The trainer can add concrete strategies that haven’t been mentioned.
- At the end of the workshop, the trainer invites participants to a debriefing round: participants should reflect on how they feel after today's workshop, what they learnt, what stuck out the most.

Reflection/ discussion/ tasks for the following period:

- Prompted by the ideas and discussions about self-management strategies to help their adolescent children boost their self-management skills, parents are encouraged to pick out one or more that they believe would work for them and their teenage children and put it into action at home. Such strategies could be:
 - setting up a “check-in” time to discuss with their teenage children about issues that concern them and possible solutions;
 - making a “to-do” list, which will help their time management and organisational skills;
 - set up healthy habits, by creating meal lists that include healthy food options or by inserting physical activities into their teenage children’s lives;
 - setting up a daily affirmations jar to start their days on a good note and feel supported etc.

EMOTION REGULATION FOR ADULTS

This worksheet is designed to help you recognize your emotions. Using an example in your life, complete the following worksheet and practice analyzing your emotions from the situation.

What happened?

Why did this situation happen?

How did you feel, both physically and emotionally?

What thoughts did you have in that moments?

How did you want to react to this situation?

How did you react?

Was it clear from your reactions for the people around you how you felt and what you thought?

How did your emotions and actions affect you later?

SOCIAL AWARENESS



WORKSHOP 4

Title/ topic:

- Social awareness - how to help the teenager develop it

Expected results: by participating at this activity, the parents will:

- learn the basics about the concept of social awareness;
- be aware of their social environment and learn how to use it as an example and learning tool to train teenagers' social awareness;
- get ideas for fostering social awareness at home.

Preparation:

- The trainer welcomes the participants.
- The trainer discusses the thematic range of the parent workshops and details the topic for the current workshop.
- It may be useful to recap the sequence of work and spend a few minutes on the previous content, namely the concepts of self-awareness and self-management.

Resources:

- whiteboard/ flipchart sheets and markers;
- sticky notes, A4 sheets;
- pens/ pencils;
- video-projector, laptop.

Main activity:

- The trainer explains the concept of social awareness.
- Before specifying the concept of social awareness in detail, the trainer will stimulate the group of parents to share on the possible meaning of the term *social awareness*. It might be helpful to ask a parent to come and take some notes on the board, of what is being said, of attempts at defining social awareness.
- Once there has been some sharing, the reference definition is proposed: the ability to accurately notice the emotions of others and "read" situations appropriately. It is about sensing what other people are thinking and feeling, about being able to take their perspective and using one own capacity for empathy; it is the ability to sense, understand and react to the emotions of others within social situations.
- The trainer asks the group if the definition expands what they shared and if there is anything that strikes them. If there is an atmosphere of trust created within the group, which favours sharing experiences, the trainer may try to bring up the situation of the parent who has been previously invited to write on the whiteboard/ flipchart and ask how he/ she felt and how the group thinks he/ she felt.
- Alternatively, the trainer may prepare a photocopy of the definition and ask one person from the group to stand up and come in front of the room and read it in front of everyone. Then, the trainer may use the reader's experience to stimulate the group of parents to ask how that person felt.
- In any case, the core idea of this task is to let the group experience there and then the theoretical concept of social awareness.

- Empathy is the key to understanding social situations. The trainer will make the theoretical transition from social awareness to empathy - the latter being the ability to put ourselves in the other's shoes, to think and feel "as if" we were the other person. The trainer points out the usefulness and importance of this skill in all contexts, private and professional (e.g. in a couple, in sports, in business etc.).
- The trainer asks the group to share a few examples of situations in which participants used empathy to connect to other people or in which they noticed that another person used empathic skills to connect to them.
- The trainer divides the group in pairs, favouring pairing with strangers/ people one has never interacted before. The participants are asked to take turns in telling each other in 3-5 minutes about a movie, TV series or book they read, stressing the parts that had the biggest emotional impact on them. The listener may ask questions to get more details on the aspects he/ she thinks are more important. After the narrator has finished, the listener will expose what he/ she thinks were the predominant emotions that the narrator experienced (for example, he/ she may start by saying "If I listened well...."). After both persons in the pairs have been both narrators and listeners, the participants may share a few reflections regarding their experiences with the whole group.
- The trainer should stress the idea that it is important to pay attention not only to the content or the events in a certain situation, but also to the emotional experiences of the participants and, in order to do that, one needs to recollect and connect with his/ her own similar past experiences.
- The next sequence of the workshop focuses on using empathy to connect with adolescents' emotions. The trainer will present a selection of examples in which the teenager's act of sharing information about his/ her life is met by the parent with phrases like: "It's nothing!?" (belittling), "This is terrible! Oh my God, how are you going to do it!?" (amplifying), "I'll take it from here!" (reducing autonomy), "At your age I..." (superior positioning), "You are doing things wrong!" (criticizing). The trainer submits for discussion all these examples, by asking the parents to place themselves in the teenager's shoes and try to pin-point what he/ she might think or feel while hearing those lines.
- Further on, the trainer will explain the particularities of adolescents' emotions and that emotional manifestations are messages, directed to oneself and/ or to the others, about how that person is in a certain moment. Understanding emotions means understanding personal needs and actions and acting accordingly. Empathy has to do less with certain words and more with attuning to one another and feeling together. A parent capable of attuning himself/ herself with his/ her teenage child and validate his/ her emotions will become an important reference figure for the teenager's learning process of fostering empathic skills. If considered appropriate, the trainer may lead the discussion towards healthy and unhealthy reactions in certain situations involving emotions.
- Additional directions for guiding parents towards nurturing social awareness and empathy in their teenage children:
 - setting a good example by showing interest in the emotions of others and by having an empathic attitude, especially in relation with the teenager himself/ herself, but also in relation with others as well;
 - creating opportunities for open communication and confrontation if the case, without overburdening restrictions and organizations rules;
 - making themselves available in an open-minded and non-judgemental way and refraining from unsolicited interference;
 - following the learning pace of the adolescents;
 - using open-ended questions to trigger curiosity and willingness to analyse aspects related to the emotions of others (for example, "how do you think he/ she must have felt at that moment?", "if it were me in that situation I

think I would have felt... how about you?");

- offering explanations for the conjectures regarding the emotions of others and drawing the adolescent's attention to observing emotional signals of their face, body or voice (for example, "did you see what his face looked like?", "his voice was...");
- avoiding to adopt the attitude of an expert and keeping the interactions with the teenagers entertaining and meaningful, by maintaining the parent's role.

Reflection/ discussion/ tasks for the following period:

- At the end of the workshop, the trainer invites the participants to share what they take home from the session.
- Also, the trainer might divide the group in small workgroups again and have the small groups discuss what they have learnt and what they think they will apply onwards and write the conclusions of these reflections on a flipchart sheet.



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RELATIONSHIP MANAGEMENT



WORKSHOP 5

Title/ topic:

- Relationship management - a pathway to success

Expected results: by participating at this activity, the parents will:

- be able to communicate effectively verbally and non-verbally;
- enhance their ability to take decisions in groups;
- improve their negotiation skills.

Preparation:

- The trainer welcomes the participants.
- The trainer discusses the thematic range of the parent workshops and details the topic for the current workshop.
- It will be useful to make use of a spacious room and have the chairs arranged in a circular setting, so that the participants may face each other.

Resources:

- whiteboard/ flipchart sheets and markers;
- sticky notes, A4 sheets;
- pens/ pencils;
- video-projector, laptop;
- oranges.

Main activity:

- The trainer explains that communication, negotiation and cooperation skills, as well as caring and tolerance attitudes are key characteristics in order to initiate and maintain functional relationships at any age. Also, these skills and attitudes play an important part in building the adolescents' confidence that their contribution matters and that they can make a difference in their life and their community.
- The trainer divides the group in small workgroups and invites the participants to brainstorming as many ideas as they can about how to involve teenage children in activities in which they might learn how to take care of others. All the ideas will be written down on flipchart sheets and presented to the group. The trainer will summarize the ideas and will point out the most efficient or the most innovative ones.
- The trainer explains the principles of attachment and the importance of feeling safe for the adolescent's overall development and especially towards structuring strong cooperation, communication and decision making skills.
- Further on, the trainer divides the group in pairs and invites them to play the "orange exercise". Each pair receives an orange and the partners should argue their right to possess the orange. They are encouraged to be as creative as they can and to take a decision about who should own the orange in a given amount of time (10-15 minutes). For more complexity, the participants may be told that they are not allowed to divide the orange among them. At the end of the exercise, a quick overview of the participants' experience during this exercise is done, while the trainer will point out the importance of negotiation skills. Negotiation is a process by

which agreement is reached while avoiding conflict. However, having great negotiation skills is not just about one's ability to win an argument. In fact, successful negotiation helps people build stronger relationships with others and, therefore, improve their emotional intelligence. Negotiation fosters goodwill despite a difference in interests and teaches people to respect the concerns of all sides in a conflict. It also helps avoid future conflicts by leaving both parties equally satisfied, with no barriers to communication.

- The trainer will divide the group into small groups of 6-8 people. Each group gets a broomstick. The participants' task is to each use one index finger to hold the broomstick at the torso level and to put it down together. They all need to cooperate in order to prevent the fingers from losing touch of the broomstick; if one or more members of the workgroup will lose touch of the broomstick, even for a little moment, the team needs to start over. The idea of the exercise is to create a collaborative experience in order to inspire parents to teach cooperation at home. After all the workgroups have managed to finalize the task, the trainer will invite participants to share their experience of working in the small group, by asking about their feelings, their thoughts, their impressions regarding the difficulty of the tasks, the way they have organized their teams, what can they apply etc.
- Alternatively, the task for each group can be to come up with four words describing a particular topic (e.g. illustrated in a picture). Then, two groups would combine and their task would be to reach an agreement on which four words to use. This exercise will help them see that, although a common view is not usually present at the beginning of a task, it can be created if all parties work together. At the end of the activity, after all the words have been presented, the trainer will invite participants to share their experience of working in the small group, by asking about their feelings, their thoughts, their impressions regarding what was easy or difficult, the way they have organized their task, what can they apply etc.
- The final activity is focused on decision making. The trainer reads out loud pairs of similar or complementary objects and the participants need to decide individually which object they would like to be (e.g. *Would you be a hammer or a nail? A mouse or a cat? A potato or a tomato? A door or a window? A house or a yard? A bridge or a wall?*). In each round, the trainer will invite a few participants to share and explain their choices.

Reflection/ discussion/ tasks for the following period:

- At the end of the workshop, the trainer gives the participants the opportunity to share impressions, lessons learnt from the workshops and what they think they will apply at home - individually or in small groups, orally or in writing, on post its or flipchart sheets.



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



Title/ topic:

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

Description:

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.

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.

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.

Link:

<https://www.compensivocampora-aiello.edu.it/attivita-alunni/1161-intelligenza-emotiva-come-metodo-educativo-relazionale-nella-didattica-a-distanza-lavori-eseguiti-dagli-alunni-della-1-b-e-1-c-della-scuola-primaria-di-campora.html>

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 pupils recognize and understand the differences between primary and secondary emotions

The activity involves pupils 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%20empathia.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:

PUPILS' SELF ASSESSMENT ON EMOTIONAL INTELLIGENCE AND SELF AWARENESS

Description:

The data base offers an array of scientific articles regarding researches conducted on pupils' 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 pupils (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 pupils 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 pupils 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 PUPILS

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 pupils. Moreover, this study investigated the effect of the program on pupils' 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) pupils from the fourth and sixth grades of primary schools of Attica, who were divided into two groups: the experimental group with seventy-five (75) pupils, who attended in the context of the course Greek Language an intervention program called "Eumenides", and the control group with seventy (70) pupils. All pupils 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, pupils' scores were taken into account.

The results showed statistically significant differences and correlations between the variables. Pupils' 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 pupils 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 pupils.

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 pupils 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 pupils 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 pupil 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

Link:

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 Teczek. 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.

Link: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



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 pupils 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/>



www.freepik.com

EMOTIONAL INTELLIGENCE	Set of specific skills which enable a person to recognize, understand and appropriately express his/ her own emotions, but also to recognize, understand and deal with or influence the emotions of others. If intelligence is a general skill which enables problem solving, emotional intelligence is a general skill focused on solving emotional and social problems, such as understanding the occurrence of emotions in oneself and others, finding functional ways to express emotions in various situations, initiating and maintaining relationships, joining groups, conflict resolution etc.
EMOTIONAL INTELLIGENCE QUOTIENT (EQ)	A quantification, a number reflecting the level of emotional intelligence measured with the help of standardized tests and reported to a norm in the population for which the test was designed. It is often used in opposition with the intelligence quotient (IQ), which refers to the level of intelligence used for solving problems.
EMPATHY	The ability to understand what and why others are feeling and to connect with those emotions on a personal level. It implies different levels of depth: (1) cognitive empathy represents the capacity to understand the logic of the other's emotions, (2) emotional empathy represents the ability to feel what the other is feeling, (3) compassionate empathy refers to the ability of having a clear overview of the other's situation and what steps are needed to be done in order to deal with that situation.
INTELLIGENCE	A general skill, partially determined by the genetics of an individual and mainly determined by the interaction process with his/ her own environment, which allows the individual to acquire knowledge and apply the knowledge in order to solve problems and better adapt to his/ her own environment.
RELATIONSHIP	Connection between two people implying repeated interactions and emotional exchange. Relationships may be short-term or long-term (depending on the level of the mutual commitment), positive or negative (depending on the polarity of the emotional exchange), functional or dysfunctional (depending on the level of the mutual commitment, on the polarity of the emotional exchange and on the level of cooperation in achieving goals and nurturing growth).
RELATIONSHIP MANAGEMENT	The ability to use emotions to connect with other people and to use language and non-verbal behaviour in order to regulate or influence the others' emotions. The proficient use of this ability leads to functional and long-term relationships, hence its name.
SELF-AWARENESS	The ability to be conscious of one's own physical status and emotions and to link the body sensations and psychological manifestations to the life situations and

	social stimuli which have triggered or influenced them in some way.
SELF-MANAGEMENT	The ability to express all emotions in a functional way and situation-appropriately, managing both verbal and non-verbal reactions. Also includes the ability to verbalize and describe the difficult, negative emotions one is feeling in a clear, understandable way and solicit support.
SOCIAL AWARENESS	The ability to process the others' body language, voice clues and verbal expressions in order to identify the emotions they feel and link them with the life situations that have triggered them. It also includes the ability to feel similar emotions.

GLOSSARY



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