

Lesson Plan for teachers



Development of Emotional Skills of Students

TOOL 1

EMOTIONAL REGULATION

Activity for students in class

Name of the Tool

Snowball fight



Objectives of the Tool

- The game encourages discussion among students, with teachers and parents on the topic of emotional regulation.
- Students try to focus on their feelings, process them, and discuss what emotions and moods occurred in the group today.
- The game leads to a higher self-awareness of the pupils about the power of emotions.
- Teachers should take time to recognize and understand their emotions among children and work with that.

Connection of the activity to the skill

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The first step in emotional regulation is self-awareness which is the main goal of this activity. For emotional balance and regulation, it is important to maintain a support system with whom you can discuss challenging situations. Sharing your experiences and seeking advice can provide emotional relief, and it is what we can apply and build as well as for the classroom environment.

Outcomes

- It also allows students to internalize some of the positive moments they have experienced in class or with other students and to revisit those moments later.
- This can improve the overall atmosphere in the classroom, and help students who have difficulty managing their emotions.

Introduction of the Tool

Children write on paper an emotion or mood they currently dislike. They shrink the paper and roll the resulting balls. The balls are then distributed in different ways and the children read out what is written on the paper. And they can add if they don't like it either, why, etc. Then they do the same with the moods they like and others.

Required time

30 - 45 min including reflection time (app 25 min for playing, 15 min for reflection of teacher with students)

Resources, material needed

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A4 paper, pen

Tips for implementation of the tool by teacher

It is important to be prepared to discuss with students and reflect what they feel. It is good to have prepared a set of supportive questions to expand the discussion and to go deeper into the classroom perception and emotions than be in the surface and to have it as fun activity.

Age group most suitable for the tool implementation

The target age group for the activity can be both age groups: 10-12 or 12-14

Suitability of the tool (possible issues, offline/online implementation, adjusting the tool for specific environments, students with special needs, etc.)

The game is recommended to be played directly in a school with students, when there is a more personal approach and it is possible to read better, for example, from body language. However, the game can also be played in an offline environment if necessary, where instead of throwing balls, for example, the Miro program can be used, where pupils write down their emotions and use these as imaginary balls.

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Development of Emotional Skills of Students

TOOL 2

EMOTIONAL REGULATION

Activity for students in class

Name of the Tool

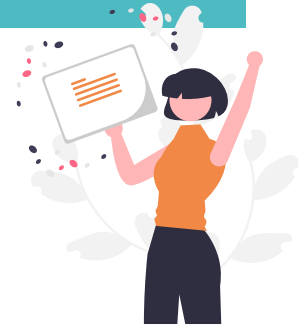
BLA, BLA, BLA (CONTAGIOUS EMOTIONS)

Objectives of the Tool

In this exercise, students try out different emotions in interactions and find out which they are more or less comfortable with. The game serves to help students empathize with each other and perceive each other's emotions. At the same time, they are to become aware of the breadth of emotions that can be captured, taken over, changed, etc. at any time according to external circumstances. The game aims to work with emotions and take them as a circumstance that will always be there, but which can be worked with as needed.

Connection of the activity to the skill

Emotional regulation involves recognizing, understanding, and controlling emotional reactions. The activity fosters a positive and empathetic atmosphere



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that encourages open communication, respectful behavior, and a sense of well-being.

Recognizing emotions contributes to effective communication, reduction of aggressive behaviour, prevents emotional escalation, resilience and promotes stress management.

Outcomes

- Students learn through this game that emotions are not constant but can be influenced and transmitted according to the emotional atmosphere prevailing in the classroom at the time.
- The game can very useful in motivating students to prevent negative tendencies in the classroom or just try to be as positive as possible.

Introduction of the Tool

During this game, participants move around the room and follow the instructions given by the trainer. Whenever the trainer says "Stop", everyone stops and listens, and when he says "Go" (or perhaps "Action"), they continue. Participants are not allowed to say any words other than "blah blah blah" during the game.

Required time

Approximately 30 min + there is possibility to have longer reflection time, up to 15 minutes.

Resources, material needed

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Material resources

Tips for implementation of the tool by teacher

At the end of this activity, it is important to leave time for reflection and discussion. We can ask general questions about what the participants noticed and found interesting, or about which roles they felt comfortable in and which they were uncomfortable with.

Age group most suitable for the tool implementation

10 – 12 and 12 – 14 as well, the activity and reflection time will be adjusted according to the age group.

Suitability of the tool (possible issues, offline/online implementation, adjusting the tool for specific environments, students with special needs, etc.)

The game is best played in a school environment. The game and the appropriateness of the follow-up questions are adequately adapted to the specific age group of the students.

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