



Training Booklet for Teachers

Topic 5 – My feelings and myself







Unit 1

Dealing with different emotions

Goals

The students learn to

- communicate about feelings in certain situations with others.
- listen to and understand another person’s feelings in certain situations.
- identify and describe different strategies for dealing with different feelings.
- analyze and write about an emotional situation from different perspectives.
- understand that the same situation can trigger different feelings in different people.

 Step	 Setting	 Activity	 Teacher's role
Step 1 40 minutes	Alone	The students read the list with the different emotions. They think about these feelings and reflect, which ones they experienced.	The teacher explains the task.
	Alone	The students click on the spinning wheel on the CORE edX platform. Based on the resulting feeling, they imagine situations where they felt that way and write them down or illustrate this situation in a drawing.	The teacher gives instructions. He/she walks around Teacher walks around and assists the students, if they need help.
	Pair work	The students walk around and look for a partner. Each of them spins the wheel. They tell each other about a situation they experienced this feeling. They repeat this task with at least two more colleagues.	The teacher walks around and helps with understanding if needed. He/she might point out that it is not always easy to talk about emotions.
Step 2 30 minutes	Alone	The students read the list with the different emotions again. They reflect on how they behave and react, when they experience this emotion.	The teacher coaches the students and helps students articulate or describe when the students struggle to describe their reactions.
	Alone	The students read the strategies for dealing with difficult emotions. They assign points to each strategy – the more points the strategy gets, the better it helps the students.	The teacher gives instructions and helps the students, if they face technical difficulties in assigning the points.

Step 3 45 minutes	Alone	The students think of a situation where they experienced a strong emotion. The students describe on a slip of paper the situation and the emotion they experienced.	The teacher explains the tasks and might provide an example. He/she might coach them in writing about their emotion.
	Plenary discussion or group work	The students sit in a group and they mix the slips of papers. Each person draws a slip. Then one after the other, act out the emotion without speaking. The colleagues try to find out which emotion is portrayed. They discuss how people might feel differently in a very similar situation.	The teacher assists the student in this exchange and moderates the discussion.
	Alone	The students return to the situation and emotion they described previously. They complement it, if necessary. Then they change perspective and describe the same situation and how another person might have experienced it.	The teacher explains the tasks and coaches the students individually in writing down and submitting their contribution.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 2

What makes me happy, what makes me sad

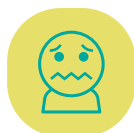
Goals

The students learn to

- draw and/or describe in writing what makes them happy and what makes them sad.
- help each other in dealing with their sad feelings.
- find a song or a picture that expresses in their view a sad or happy feeling.
- discuss the meaning of a proverb.
- imagine a situation and create a play about it.
- to portray somebody who is sad or happy.

 Step	 Setting	 Activity	 Teacher's role
Step 1 45 minutes	Alone	The students think about what makes them happy and what makes them sad. They write or draw something that makes them happy on one page and something that makes them sad on another page.	The teacher gives instructions and hands out paper if needed. He/she walks around and assists the students individually.
	Pair work	The students talk with a partner about their happy and sad experiences. They discuss what helped them to deal with sad feelings in the past. They cut out a paper star. They write a strategy on this star about how to deal with sad feelings.	The teacher explains the tasks and provides paper and scissors. He/she walks around and provides help if needed.

	Alone / plenary discussion	The stars are displayed on the wall / the floor. The students read them and consider different and similar ways to deal with sad feelings. Then the students discuss strategies to deal with sadness.	The teacher collects the stars and puts them on display. He/she moderates the discussion and encourages the students to consider the various strategies.
	Alone / group work	The students share their strategies and thoughts on what helps them to deal with sadness. They can also upload pictures of the stars.	The teacher assists the students in sharing their thoughts and uploading the stars with strategies.
Step 2 45 minutes	Alone / group work	The students listen to the song "Happy". They then think of songs or pictures that makes them happy and others that make them sad. They search for such songs or pictures (e.g. on the internet). Then they form groups of four. In turn, they present their songs or pictures and explain why the songs or pictures make them happy or sad.	The teacher gives instructions. He/she assists the students with their search for the picture or song (if needed). Then he/she walks around and listens to the contributions made by the students.
	Alone / group work	The students make a collection of the pictures and songs they like. If they like, they can share their collection in the online discussion group of the CORE edX course.	The teacher explains the tasks and helps the students to share their collection.
Step 3 60 minutes	Group work	First, the students individually think about what the proverb means. They also think of situations in which they shared joy and sorrow. Then, in small groups, they discuss the meaning of the proverb and exchange experiences of sharing happiness or sorrow.	The teacher explains the task. He/she then walks around and listens to the discussion. He/she helps and might give examples, if an explanation concerning the proverb is required.
	Group work / plenary discussion	The students form groups of four. They think about a situation where a person shares joy or sorrow. They create a short role-play based on this situation and take notes for the script. When all the groups have finished, they perform their play.	The teacher provides instructions. He/she supports them in developing the role-play if help is needed.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.







Unit 3

Expressing my worries and locking up my fears

Goals

The students learn to

- express their fears in a drawing.
- describe situations where they were afraid.
- exchange their strategies for dealing with worries and discuss them with others.
- describe what occurs in a story they have heard or read.
- describe people they find courageous and reflect what gives them courage when they are worried.

 Step	 Setting	 Activity	 Teacher's role
Step 1 45 minutes	Alone	The students describe first how the picture "The Journey" makes them feel. Then they analyse the emotions of the people represented on the picture.	The teacher gives instructions and might make an example how to analyse the picture.
	Alone	The students think of a situation they were scared and reflect what they were afraid of. They draw a picture of this situation. Then they think of a situation they were scared but did not exactly know what they were afraid of. They imagine how this fear might look like and draw a picture of it.	The teacher explains the task and might provide a general or personal example on the different kinds of fear. He/she walks around and assists the student, if help is required.
	Group work	The students form groups of four. They show their pictures. Each student guesses which picture shows the known and the unknown fear. Then they discuss in what kind of situations they were afraid. They compare the situations they know what they were afraid of with those they do not know why they were scared.	The teacher explains the tasks and encourages the students to talk about situations where they were afraid. He/she then walks around, listens to the discussion and provides help if needed.
Step 2 60 minutes	Alone	The students think about their worries and fears and write them down on a paper or into the field in the CORE edX tool. Then they think about their strategies that help them deal with their fears and worries. They also write them down.	The teacher gives instructions and provides explanations or examples on worries and fears. He/she coaches the students individually in writing about their worries and fears.
	Pair work	The students talk with a partner about the worries and fears they noted. Then they exchange their strategies on how they deal with their worries and fears.	The teacher walks around and supports the students. He/she encourages them to share their worries and their strategies to counter them.
	Alone / group work	The students share their strategies. They read the strategies of their colleagues and comment on them if they want.	The teacher helps them to post the strategies. He/she might also support the posts by commenting on them.

Step 3 90 minutes	Alone	The students read or listen to the story “The Cave of Fear”.	The teacher provides initial instructions.
	Pair work	With a partner, the students first discuss the plot of the story. Then they reflect on the motivation of the young man in the story to enter the cave. They also talk about whether they would have taken the same decision.	The teacher walks around, listens to the discussions and makes sure the students understood the story. He/she provides support for the discussion, if needed.
	Alone	The students reflect on what courage means for them and where they have experienced brave actions. They also think about what gives them courage when they have worries or fears.	The teacher gives explanations and might exemplify courage with general examples or personal experiences.
	Group work	The students discuss what gives them courage in groups or online. They also think of people they consider brave. Furthermore, they talk about whether courage is always good and in which cases fear and worries can be justified.	The teacher walks around and listens to the discussions. He/she encourages the students to give honest opinions and might pose critical questions if the discussion becomes too one-sided.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students’ performances.