

## ACTIVITY 7: Recognizing emotions

### Learning Goal

The children will talk about the emotional needs of others

### Learning Outcome

By the end of this study unit, I will be able to:

Understand how to read the emotional needs of others and respond them empathically

Age Group: late primary


Level: Basic



Materials need: "feel-think-do" chart, magazines, scissors, glue, poster

### Activity steps:

1. Divide the children in small groups and assign each group an emotion choosing between happiness, sadness, fear and anger.
2. Ask each group to make a collage of pictures of faces expressing that emotion that has been assigned to them by cutting pictures of faces from magazines.
3. Each group write a list of characteristics of expressive cues related to the emotion selected.
4. Ask them to reflect on their behaviours when they meet somebody that shows that particular emotion. Help the children in this activity by using the "feel-think-do" chart.
5. Discuss with them on the impact of others' emotions on their feelings introducing the concept of empathy and explaining them that this is when they feel and they understand emotions of somebody else.

### "feel-think-do" - Chart

6. When you are	I feel	I think you need	I should do
 happy			
 sad			




 angry			
 scared			


#### Home activity

The children, with the help of their parents, fill the "mum's and dad' emotions" worksheet focusing on following questions?

- What does your mum/dad do when she/he feels sad? -
- What does her/his face look like?
- What do you do when your mom / dad feels ...?

#### Mum's and dad's emotions - chart

Emotions	What does your mum/dad do when she/he feels ...?	What does her/his face look like?	What do you do when your mom / dad feels ...?
 happy			
 sad			
 angry			

 <p>scared</p>			
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## ACTIVITY 8: I feel that you need my help

### Learning Goal

The children will identify ways to empathize with others

### Learning Outcome

By the end of this study unit, I will be able to:

Empathize with others in difficulties and offer my support.

Age Group: late primary

Level: Intermediate

Materials need: sheets of paper, poster

### Activity steps:

1. Divide the children in pairs and ask them to invent a scenario where one kid called Paul is in trouble and another one called Mark helps him. They are friends. Let them write the scenario on a piece of paper.
2. During this activity the children need to focus on strategies they can use to help the friend in trouble.
3. Let children dramatize their story.
4. The children then analyse the emotions of the kid that needs help and the emotions of the helper with the support of following questions:
  - What happened in the story?
  - How does Paul feel before Mark's help?
  - How does Mark feel when Paul is in trouble?
  - Why does Mark help Paul?
5. Discuss with all the children about the feelings they have when they see a friend that is in trouble.
6. Let the children speak about some past event of their life when they helped a friend and when their emotions guided their behaviours.
7. Collect all stories on a poster.

### Home activity

The children record an episode they saw on the television or they read on a book where they noticed someone was in trouble and another person empathized with him/her. Answering the following questions:

- What happened?
- Who was in trouble?
- How did the person in trouble feel?
- How did the person in trouble think?
- What would you have done to help him/her?

## ACTIVITY 9: I feel your emotions

### Learning Goal

The children will understand that empathy is a quality for building and preserving positive relationships

### Learning Outcome

By the end of this study unit, I will be able to:

Talk about empathy in the relationships

Age Group: late primary

Level: Advanced

Materials needed: sheets of paper, sheet of paper, pens, container, posters, and markers

Activity steps: The emotions' wheel

1. Show the "emotions"-wheel to the children.
2. Ask the children to choose one emotion each and write it on a small sheet of paper
3. Mix all sheets of paper in a container and ask everyone to pick one of them.
4. Every child, referring to the emotions he/she took from the container, answer to the following questions:
  - When someone close to you feels ... (name of emotion) how do you feel?
  - When you feel ... (name of emotion), what would you like others to do for you?
  - When you understand that a person feels ... (name of emotion), what could you do for him?
5. Let the children share their answers.
6. Ask the children to brainstorm their thoughts about reasons to be emphatic and ways that they know to show empathy to the others.
7. Discuss with the children about the use of nonverbal body language to express to friends that they are paying attention to them. Explain them that these behaviours help show friends that they are focused on them and they care for them.
8. Ask the children, divided in groups, to make posters collecting all behaviours they know to show empathy on others' needs in order to preserve and build and positive relationships with friends
9. Close the activity by emphasizing that it is important to feel and understand others' emotions and this is called empathy. Showing empathy is one of the most important skills in building and maintaining relationships because it allows others to feel understood and cared for.

The emotions' wheel



(note: this is just an example of the wheel)

Home activity:

The children write about an episode in their life in which they happened to feel the same emotion as another person explain what happened.

## SET 3 OF ACTIVITIES - ETHICAL, RESPONSIBLE AND MORAL BEHAVIOUR

### LEARNING GOALS:

By the end of this unit, the children will be able to:

1. Learn ways to use positive behaviours towards animals.
2. Feel responsible for somebody or something.
3. Describe the importance of doing positive and responsible actions that benefit others.
4. Give reasons why it is important to obey rules.
5. Describe why it is important to forgive others for their mistakes.
6. Learn how to apologize for mistakes resulting from their own actions.
7. Generate alternative solutions to a moral problem.
8. The children will know how to look after others.
9. Reflecting on ethical behaviours.

### Tips for teachers

- Help the children to be responsible for their behaviours defining and keeping clear classroom rules. With older students it's possible to discuss, set and share rules. Good classroom rules should be limited, explicit and stated in positive terms.
- Young children need many opportunities to practice problem-solving skills. Give the children chances to think on possible solutions to their own daily problems to enlarge their ability to solve problems. Create a school environment where the children feel comfortable giving suggestions for problem-solving situation. Assign different problems to groups and keep student's attention on that many different solutions can be found on the same problem.
- Help the students to reflect on ethics issues raised, for instance, from the news on the television.
- The teacher can select two class members each day to serve as official mediators when students are not able to resolve conflicts themselves.

## ACTIVITY 1: Using positive behaviours towards other people

### Learning Goal

The children will learn ways to use positive behaviours towards animals.

### Learning Outcome.

By the end of this unit, I will be able to:

Use positive behaviours towards animals

Age Group: Early Year

Level: Basic

Materials needed: posters, crayons, sheets of paper, "I care"-worksheet.

### Activity Steps

1. Start the activity reading the following story "Zelda and Sherlock rescue a pet"

*One day Zelda and Sherlock were walking in the forest when suddenly they heard a strange noise, almost like somebody was crying.*

*Following that sound, they arrived close to a shrub and they noticed that there was something moving inside it.*

*"What is it?" - asked Zelda - "It seems like a... puppy!" "Yes! It's a small dog, look at him!" - answered Sherlock.*

*"He is so cute" - said Zelda. "I think he feels cold and he is scared, he is shaking" - observed Sherlock.*

*"We should take care of him, this forest is not a safe place for a lonely puppy, and maybe we should feed him and give him a warm and safe place".*

*They took him with them and they went in Zelda's house. At home Zelda immediately asked for the help of her mother and together they gave to the puppy some milk and food.*

*The puppy stopped crying, he started to feel better and began to jump and play with Zelda and Sherlock.*

1. Help the children to understand the story by asking them:
  - Who did Zelda and Sherlock find in the forest?
  - What did they do for him?
  - Why did they decide to help him?
  - How did they help him?
  - What would you have done if you had been Zelda and Sherlock?
2. Ask the children to make a drawing of the story.
3. Let the children share and explain their own drawings.
4. The children are asked find strategies to take care of animals making drawings in the "I care" worksheet. The children first think of an animal, (it can be their own animals or imaginary animals), then they make drawings of all ways they know to take care of it (for instance feeding, giving water, cleaning)



5. The teacher collects all ideas raised from the drawings in a common poster

I care for .... (write the name/type of your animal)
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#### Home activity

At home the children ask relatives that have pets to tell them how they feel when they take care of their own pets. The children make a picture of it.