WP3 - POWERPACK TOOLKIT ACTIVITIES

Emotional Wellbeing: Emotion Detectives

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project Number: 2024-1-NL01-KA220-SCH-000252923

1. General Information

Well-being dimension: Emotional Well-being
Target age group: 6-8 years old (lower primary)
Activity format: Interactive group activity (discussion, movement, drawing)
Duration: 30-40 minutes
Group size: 10-20 students
Transversal approach: Social and emotional learning, language and communication, arts

2. Learning Objectives

- Students will enhance their skills on identifying basic emotions such as happiness, sadness, anger, etc.
- Students will acknowledge emotional expressions in themselves and their peers.
- Students will understand that emotions are a normal reaction and all emotions are acceptable.

3. Materials Needed

- Emotional cards/pictures with facial expressions
- A3/A2 paper
- Drawing pencils/crayons/markers

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project Number: 2024-1-NL01-KA220-SCH-000252923

4. Activity Steps

Step 1: Introduction

Teacher gathers all student sin a circle to make a brief introduction on the topic of emotions and what they are (in simple language). The teacher will explain that everyone had emotions and there are not 'good' or 'bad' emotions.

Step 2: Emotion Detectives

The teacher will begin with showing one by one the emotion cards. The teacher will ask the following questions for each card:

- What emotion do you see on the card?
- How can you tell that that is the emotion?

It could be good for students to try and mimic what they see on the card.

Step 3: Where are Emotions Felt?

The teacher asks the students where on our body can emotions be indicated from, such as a knot in our stomach, a smile on our face, our heart beating very fast, etc. The students' responses can either be drawn, or shared verbally.

Step 4: Drawing Emotions

Each student will pick one emotion and draw a picture of themselves feeling their chosen emotion. Students may volunteer to share their drawing with their peers.

Step 5: Reflection

The activity comes to a close with a short reflection circle (just like in the beginning) where students are encouraged to share an emotion they felt throughout the day.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project Number: 2024-1-NL01-KA220-SCH-000252923

5. Teacher Notes & Tips

- Use simple emotion words and simple language when explaining.
- Accept students' responses with no judgement.
- Try to connect with them by also sharing an emotion you felt during the day, in order to encourage them to do the same.

6. Reflection prompt for students

- How did you feel while doing this activity?
- Which emotion(s) was/were the easiest to recognize?
- What is something you can do when you feel an emotion very strongly? E.g. when feeling angry, we can take a few deep breathes to try and calm down.

7. Tips for adaptation for children with special needs

Easier Version (Early Primary / extra support):

- Use fewer emotion cards (2-3 basic ones).
- Encourage non-verbal responses (pointing to something on a card) if you see that a student is more comfortable doing so.
- Run the activity in shorter time increments.

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project Number: 2024-1-NL01-KA220-SCH-000252923

7. Tips for adaptation for children with special needs

Medium Version (Medium Primary / more independence):

- Introduce slightly more complex emotion cards (e.g. surprise/frustration).
- Ask students to share a time when they felt a specific emotion and give them the opportunity to explain.

Adaptations for Students with Special Needs:

- Use visual support & simple routines.
- Allow alternative methods of expression (e.g. drawing, emotion scales, gestures, etc.).
- Provide one-to-one support if needed.
- Don't pressure students to share personal stories and/or emotions.

8. References (methodological approach)

Students are encouraged to learn using hands-on activities and learn to cultivate their social and emotional learning skills, as well as their critical thinking/awareness (when they see an emotion and have to decide what indicates that emotion on a person).

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project Number: 2024-1-NL01-KA220-SCH-000252923

SOCIAL MEDIA CHANNELS

PowerPackProject

power.packproject

PowerPackProject

CONSORTIUM

COORDINATOR

Inqubator Leeuwarden

PARTNERS

ESPLAI SOCIAL

BeTrained Academy

JÓZSEF ATTILA ÁLTALÁNOS ISKOLA CSÍKSZEREDA

SCHOOL'S COOL FRIESLAND

CC BY NC SA

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them. Project Number: 2024-1-NL01-KA220-SCH-000252923