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EUMOSCHOOL

Intellectual Output 3:
Guidelines for EUMOSCHOOL
implementation as an holistic
approach to Early School Leaving

2018

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1. INTRODUCTION

The *Guidelines for EUMOSCHOOL implementation as an holistic approach to Early School Leaving* are a key tool of the project **EUMOSCHOOL – Emotional Education for Early School Leaving prevention (Erasmus + - KA2: Strategic Partnership in the field of School)**.

It summarizes the partnership experiences during its second year of implementation and introduces important tools and step-by-step instructions about how to implement Didactics of Emotions, an Italian methodology which allowed us to introduce emotional education in the school system of 5 countries to be used as a tool to prevent Early School Leaving.

The current product gives the reader a complex and complete overview of what has been done and – most of all – concrete suggestions and recommedations for all those teachers who want to integrate the Didactics of Emotions techniques in their lessons' flow, in order to guarantee a positive emotional climate in their classroom and wellbeing to their students. The prevention of Early School Leaving is a EU priority which has strongly guided this project during these years, trying always to ensure that holistic perspective which is indispensable to get benefits for our students.

According to Danilo Dolci, education is to make possible the discovery of life, and emotions are our necessary tools to discover and appreciate life and all the relations we develop in our lifetime. Taking care of our emotions means to take care of our „human network", our development, and society at large. This is the reason we need greater invovlement from schools, teachers, families, public institutions – to support and enable this education process in its broadest sense.

We would like to thank all those students, teachers, tutors and schools in Italy, Austria, Romania, Hungary and Turkey whokindly cooperated with us to gather this information and present it in this handbook: without their support, contributions and patience this result could not have been achieved.

We hope it can be useful for your school and colleagues but – most of all – for your students.

The EUMOSCHOOL team

About EUMOSCHOOL

The EUMOSCHOOL project aims to; develop, test and implement a new coherent methodology and innovative curricula of emotional education within school environments involving 6 countries (Italy, UK, Hungary, Romania, Turkey and Austria), providing an effective intervention model to reduce the phenomenon of Early School Leaving (ESL). EUMOSCHOOL has developed an innovative curricula, educational methods and training to meet the increasing needs of the educational staff and pupils (aged 6 to 16 years old).

The project is based on the EU level adaptation of the Italian methodology "Didattica delle Emozioni"© (Didactic of Emotions, DoE), developed from 18 years of experience and investigation into emotional education. The methodology has been successfully tested on 3000 teachers, students, parents and tutors, in order to improve the wellbeing and transversal key competencies of pupils with a view to reducing ESL whilst supporting the professional development of teachers and pedagogical staff.

EUMOSCHOOL aims to spread the adapted methodology to a wide range of students, teachers, staff and schools through implementing emotional education into the school curricula.

The specific EUMOSCHOOL objectives are:

- To contribute to effective ESL strategies through the integration of emotional education intervention methodology into school curricula for all students, impacting on the reduction of ESL.

- To foster the development and assessment of transversal skills and competences among students to develop well-being and diminish emotional discomfort and associated risk factors through emotional education.

- To increase the professional skills of teachers and practitioners by equipping them with an accessible ESL intervention methodology, utilized through an Online Educational Resource (OER) combined with practical techniques and assessment tools, adapted for classroom learning at any level.

- To support holistic collaborative approaches to teaching through networking and events to promote dialogue with stakeholders in school education across Europe. Exchange good practice to address and support children and young people at risk of ESL and disadvantage.

Within EUMOSCHOOL, four main project results –intellectual outputs – have been developed:

1. Comparative Research Report: includes: 1) literature review of the educational contexts and systems involved inthe project; 2) primary research on schools and teachers' needs in; Italy, Austria, Romania, Hungary and Turkey, regarding the prevention of ESL and emotional education.

2. Eumoschool OER: a self-learning OER adapted from the Didacticts of Emotions (DoE) for teachers, accessed via Moodle (moodle.org).

3. Guidelines for EUMOSCHOOL implementation as an holistic approach to Early School Leaving: these guidelines have been developed utilising the DoE and experiences of schools; staff and students.

4. Policy Recommendations: a document to guide policy-makers and other relevant school stakeholders in their ESL strategies at a local, national and European level.

What is the Erasmus Plus programme?

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe for the period 2014 - 2020. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad.

The Erasmus+ Programme is designed to support Programme Countries' efforts to efficiently use the potential of Europe's talent and social assets in a lifelong learning perspective, linking support to formal, non-formal and informal learning throughout the education, training and youth fields. The Programme also enhances the opportunities for cooperation and mobility with Partner Countries, notably in the fields of higher education and youth.

To know more about Erasmus+, check the following website: http://ec.europa.eu/programmes/erasmus-plus/

The structure of these Guidelines

The main aim of the guidelines is to support the school sector to improve their capacity to exploit the potential of new approaches for the prevention of ESL through applying the DoE as a holistic approach. These Guidelines were created in order to support teachers using the techniques of DoE during their daily work: in order to do so, feedback from the teachers using the DoE techniques have been collected during 2017. Interviews with the developers of the methodology and with professionals in the field of education have been included to deliver a complex and complete set of resources, accessible to teachers and other educational professionals, sharing strategies to develop an effective holistic approch which can contribute to reducing Early School Leaving.

In order to ensure access, these guidelines have been produced in two formats: 1) Interactive guidelines, including videos to provide visual and audio commentary from teachers, students and educational professionals who participated directly in the implementation of the DoE 2) Printed version.

Structure of the Guidelines:

✳ *The importance of emotional education in schools*
   Introduction to the topic of emotional education in schools, two interviews conducted with an educational psychologist from the University of Gloucestershire (UK) and a school principal from Italy, both highligting why emotional education is crucialfor children and young people.

✳ *Didactics of Emotions: what is it?*
   Introduction to the DoE – EUMOSCHOOL main methodology – shared through an interview carried out with the two founders of the Emotional Training Centre – the Italian organization who developed DoE.

✳ *How to ensure a holistic approach?*
   Suggestions on how to start a holistic approach from the classroom to a whole school system.

✳ *EUMOSCHOOL OER (Open Educational Resource)*
   How DoE has been adapted to be included in an online e-learning course. The Moodle-based platform hosts four modules, introducing the theoretical foundations behind emotional education, the techniques of DoE and their use in schools.

✸ *How to use DoE in schools?*

All 18 DoE techniques are introduced and described. In the on-line version, short videos have been filmed illustrating how teachers taking part in the piloting process used the DoE techniques in their daily work. This includes how the techniques can be; used step-by-step, adapted, integrated into lessons, and the reactions of the pupils.

✸ *Case studies*

Examples of the impact of DoE in schools, including case studies, testimonials about the experiences of the students and teachers taking part in EUMOSCHOOL. The case studies are divided into four sections:

- How specific techniques helped individual students
- How the teachers viewed the experience
- How the techniques affect the cohesion of the class
- How the wider community can be involved

✸ *FAQ*

Practical advice given on frequently recurring questions, such as how to; incorporate the techniques in the lesson plan, lead a discussion about emotions and what to do when difficult situations arise due to implementing the techniques.

When talking to teachers, some consider emotional education not to be part of their role or responsibility. Parents should teach their kids this. My task is to teach my subject. Of course, this is a simplification, however, teachers teach children and not subjects, and therefore emotional education is part of a child's education and is deserving of greater consideration and application. This apparently controversial topic is introduced by two interviews with educational professionals, who give an overview of the importance of emotional education and the urgency to use it within the scholastic system: an educational psychologist - Sian Templeton from University of Gloucestershire (UK), and a school principle, Laura Bonelli, from Viterbo (Italy).

Emotional Education: an insight by an Educational Psychologist

Nome e cognome: Sian Templeton
Job: Educational Psychologist
Experience: I've worked in schools for over 15 years. I'm currently working at the University of Gloucestershire (UK) educating students who are going to be our future educators.

Why do you consider emotional education to be important for our children and young people?

In terms of emotional education, it's rising on the agenda internationally. It's recognised that actually children are individuals in their own right, they've got a diverse range of needs; we've got the impact of social media, impact of working families and having to work in time of austerity. The research has shown that actually when somebody is struggling emotionally and when they have difficulty in compartmentalising between what's happening emotionally and socially within their lives, when it comes to having to learn in the classroom, that's really stopping them from being able to access all of the learning opportunities. So, I feel - and the research will back me up - that actually we need to focus on getting them to be emotionally „ok" so then we can help and support them and their cognitive and their learning skills to achieve the academic outcomes that we feel are important for them.

I'm also very aware of the increase in mental health needs within the young people in our society now as well. They're in school for quite a lot of time so it's a real prime opportunity for us to work in a preventative way. We can educate them about emotions, then if we're educating them on how to manage and regulate during those time of heightened emotional arousal, it can be in a positive rather than a less helpful way. When they learn strategies on how to manage their emotions, then that's going to help them with skills for life and hopefully help to reduce the impact on their mental health as well.

There is an important role for educators in supporting children in developing their emotional understanding. How can we develop that as a group of educators?

Children are individuals and we need to focus on holistic development. There is impact from families, from the society, the community that they are involved in and from the schools that they attend. Research has shown that a relationship with one key educator can help to mitigate the potential issues and problems that get in the way of our access to learning. Having that relationship with the key educator helps children to feel emotionally ok and as a result of that our students can access the learning opportunities available. Our children and young people are in school for significant periods of time so as educators we need to understand how they develop emotionally, how they develop socially and then we can put in place support to help to alleviate any gaps. We can put in place activities; we can put in place simple little subtle strategies that help them and in terms of their current and future skill development as well, making a real positive difference.

It is important to think about their needs as well as the curriculum in terms of what we want to teach children.

We need to understand how they develop in order to do that; we need to think about them holistically not just these academic beings. In order to achieve academically individuals need to feel ok. For example they've just come into school and there's been a big argument at home. Just before coming into school they might be worried either about one of their parents or guardians, they might be worried about what they're going to go home to. If you think about that even as adults, if we worry about things at home then we're not able to engage as well in meetings or conversations that we're having because we're thinking about what's going on at home. Surely that's a rationale for us as educators to think, *"I need them to feel ok: we need to address what's happening emotionally for them before starting the lesson"*.

How do you see emotional education supporting children in schools to reduce early school leaving?

We need to feel emotionally ok before we can access learning. The research shows that those youngsters who leave school early have a complex range and profile of needs. There are many factors that are impacting on their ability to access and engage in learning opportunities. If we worked with them from an early age on developing their emotional skills, their emotional understanding and emotional intelligence, we are more likely to have a positive impact on their future life, so they can deal with complexities that are part of everyday living. In addition to this, they will have the emotional vocabulary and intelligence to manage those difficulties and therefore engage in learning. As a result of this, they will be less likely to feel that they're unable to cope and engage with school life and learning anymore. So, we're hoping to make children feel more resilient in terms of their ability to engage and see education as a positive experience.

Implementing Emotional Education in school: the opinion of a School Principal

Name & Surname: Laura Bonelli
Job: School Principal
Experience: School Principal for Istituto Comprensivo "Pietro Vanni" in Viterbo (Italy).

With reference to your experience, what do you consider to be the main issues facing children today?

Undoubtedly this is a question to which a short answer is not possible,there are many problems. First of all there are relationship problems, emotional problems, affective problems, because life today, both in the family environment and among social relationships, is very complicated, at least in reference to the Italian context. Particularly for young children, who seemingly become involved in socially challenging situations which they don't understand and which unfortunately degenerate into complex relationships.

What do you consider to be the role of parents within the school context?

During the last few years in Italy, parents have had more of an important role in school. It has been positive in some ways, , on the other hand, they have gained more opportunity to intervene and – as result – interfere. In fact, in the last years complaints, protests - especially towards the educational system that the school must give – have been increasing. When they come to talk to me, complaining because the teacher has scolded their child, I reply that the school contribute to 50% of the education of their son/daughter, whilst the other half is up to the family: this is clear also from an administrative point of view, in Italy parents sign the agreement of joint responsibility. However, some of them don't want to listen and want to be right. It is difficult to handle these relationships. Specifically, it is hard to reconcile the education provided by the school, especially when it comes to respecting the rules, and the education provided by the family, where there is not often the will to respect them. Unfortunately, this generates inconsistency, because the youngsters do not understand which is the right way to behave when they misbehave.

What is your opinion about the Didactics of Emotions?

I have heard of the DoE because I've been lucky to have, in my teaching staff, an expert who works in that field. I decided to introduce this methodology thanks to her contribution, supporting our school environment. As I'm the school principal in an institute with students of all ages, I want to help to address these problems starting from the primary school, because if we start intervening at the beginning we can develop a peaceful and positive learning path for our students.

What are your thoughts regarding the emotional education implemented at school?

Each institute should guarantee some time for emotional education and – specifically – Didactics of Emotions, taking into consideration the setting in which it is carried out – so if it is the primary or secondary level – and the adapted versions according to the

needs, for few reasons. First of all, this would give benefits to the academic performance, because the more the students are calm and relaxed, the more they can be academically „productive". Families should be more involved as well, because the Didactics of Emotion is not only exclusively addressed to the teachers working in the classrom with their students. It is a didactic involving all role models, if the school and family don't work together unfortunately we go nowhere. We do not cover any pathway.

The Didactics of Emotions is the approach and methodology used for emotional education in Eumoschool. To have an insight of what it is , how it came to life and how it works, here is an interview with its original developers from the Italian Emotional Training Centre.

Name & Surname: Rosanna Schiralli
Job: psychologist, psychotherapist, writer, researcher
Experience: together with her husband, she has developed the Didactics of Emotions methodology

Name & Surname: Ulisse Mariani
Job: psychologist, psychotherapist, writer, researcher
Experience: together with his wife, he has developed the Didactics of Emotions methodology

How was the Didactics of Emotions born?

About 20 years ago, we started to look for a new effective way and an approach, compatible with the school system, to prevent early school leaving, reduce school drop-out and promote wellness for the students. During these 20 years, we have been progressively improving and refining the method. It has been scientifically validated by involving about 2000 people, obtaining very good results.

Can you give us a description of this method?

It consists of providing the teachers with some tools and simple strategies to train the students to recognize, experience and manage their emotions. It is a fact that well-being, self-sufficence and self-confidence are achieved through an effective recognition of one's own inner world. All this can be done at school, without interfering with the teaching programme and without heavy tasks both for the teachers and students. Furthermore, the Didactic of Emotion method is engaging for the students.

What is the next step?

We would like to spread this educational format across Europe, preparing specific guidelines for this. I think that in the whole world there is a strong need to reconnect ourselves, to listen to each other and to teach children and young people how to allow their emotions to be their own remedy.

Didactics of Emotions in a nutshell

A new generation educational format, orientated to both promoting wellness in class and preventing discomfort in children and teenagers, especially the ones characterized by pathologic addition. It is part of early prevention practice and it is based on the scientific assumption that a good mastery of ones own emotional world constitutes an excellent protective factor. The format meets the guiding rules recommended by the World Health Organization and it has been used on a vast sample of students. It is composed by several techniques which can be implemented by teachers during their lessons at school, mainly with students from 4 to 16 years old.

(Schiralli R., Mariani U., 2006)

4. HOW TO IMPLEMENT A HOLISTIC APPROACH TO PREVENT EARLY SCHOOL LEAVING?

Early School Leaving is a complex phenomenon, which is not possible to be resolved with an improvised intervention. Rather through multiple, plannedstrategies, with the coordinated participation of several facilitators, with a clear understanding of the needs to be addressed during its implementation.

The EUMOSCHOOL approach experience has given some suggestions on how to put into practice a holistic intervention, trying to involve different facilitators thus creating a positive environment capable of reducing risks and situations leading to the discomfort and stress which may cause early school leaving.

This is not without its challenges: not all the partners found it easy to implement such a holistic approach, in the majority of cases, the implementation of the DoE techniques raised the awareness on the topic of developing approaches to prevent ESL. The use of the approaches has enabled reflection and discussion about developments in future years and how schools feel they can focus on enhancing their provision to reduce ESL.

Who should be involved?
In order to develop a holistic approach, the following need to be involved:
1. Students
2. Teachers
3. School (meaning the system supporting teachers and all the educational figures around).
4. Family
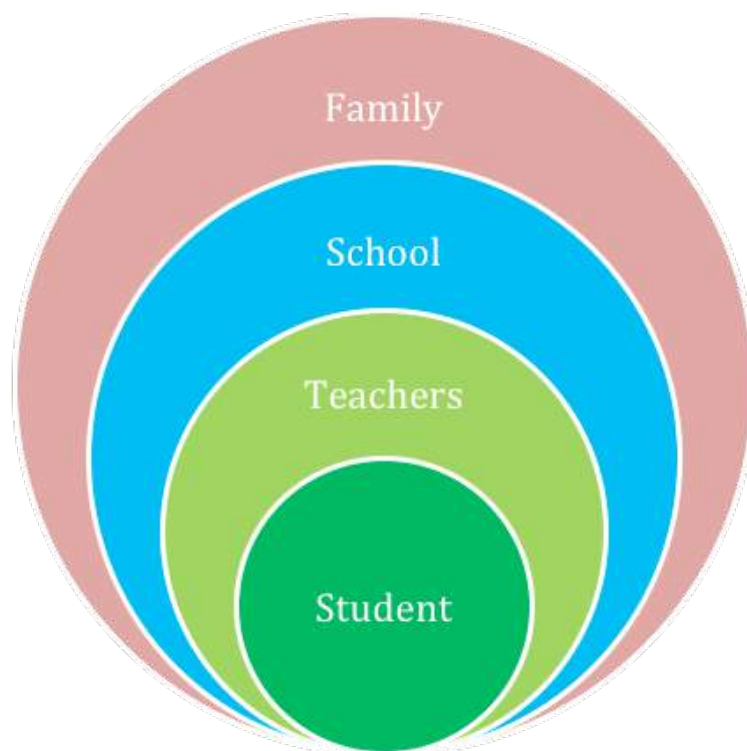
As the graphic shows, each facilitator is involved in a relationship with the student. The image here represents the relationship with the student from an educational point of view, within the school environment. The more coordinated this approach is, the bigger the impact will be. Within this co-ordinated approach, the teacher has a significant role.

Where do we need to start from?

The first step is to know in detail the needs of students and the context for involvement. Once facilitators are familiar with the DoE approach, planning can take place to identify the selection and order of the DoE tools to be implemented.

1. Step 1. Classroom context & needs of the students:

As teachers, understanding the specific needs of your pupils is key to effective practice. This understanding is not solely focused on their learning needs but also their wider family context and how this might impact on them individually and within an educational environment.

The way in which the classroom is managed is based on an understanding of; if, when and how to support and intervene to ensure the emotional security of the students. Sometimes it is not easy to meet all the emotional needs of the classroom or a specific student, identification helps to understand and develop an appropriate response, in some cases this may involve using other support services, such as a psychologist.

Sharing perspectives and thoughts with colleagues is an important process in order to clarify and plan a supportive approach.

2. Step 2. The DoE:

The DoE can be an important tool to facilitate a supportive approach with your students. Reading the theory on which this approach is based will enable an understanding of the basis of the DoE and provide facilitators with the rationale that supports further dialogue with colleagues. The intention of providing this background information and theoretical knowledge base is to generate wider participation and in turn greater success in the implementation of an emotional education approach.

Step 3. How to introduce the DoE:

Having completed the learning course, the introduction of the DoE can be planned. It is understood that there may be potential barriers to implememting the approach. Experiences from the Emotional Training Center, which has used the methodology on large samples of schools, suggests that these barriers are largely related to school systems, such as; the demands on teachers, including implementing other changes or new initiatives, differing views and possible resistance from teaching staff.

It is key that all stakeholders are involved in the planning of the DoE; the principal, teaching colleagues and especially the parents. This is to try and ensure that everyone is supportive of the approach, enabling a holistic perspective resulting in the greatest impact for students in the longer term.

Step 4: Involving the school Principal

Leadership and management is key to the successful implementation of the DoE. Agreement from the school principal is essential to enable a whole school approach.

Planning and writing a proposal is a useful way to present the DoE. The proposal can be tailored to the specific needs and networks within the school, illustrating the way in which it connects with key school priorities and initiatives and how it will benefit students and the school as a whole.

Suggested questions/ points to support developing a DoE proposal:

1. Establish need: Are there specific issues / concerns in the school/class related to emotional discomfort? Use examples to support.

2. Establish support: Are there teachers /staff who think this approach can be useful and who will work together?

3. Link to school ethos/vision/goals: Are there potential connections with other projects to link with as a basis for implementing the DoE?

4. Identify key leadership and management roles that could support the DoE: consider specific staff members with pastoral roles / interests within emotional education.

5. Identify wider support: Use available support services/psychologist in/for your school to support the proposal.

6. Overcoming potential barriers: Highlight that the implementation of DoE does not have a financial cost and the benefits for students. Use documents / report (EUMOSCHOOL Comparative report) which demonstrates the importance of emotional education and emotional training for teachers.

7. Present a clear and simple plan; for example, suggested table with headings

Identified issue	Age of students	Classrooms	DoE techniques	Subjects involved	Period of time	Learning Outcome	Emotional competence acquired

8. Proposal meeting: plan a meeting with the school principal / leadership and management team, appropriately timed, in order to include the EUMOSCHOOL DoE approach in the strategy of your school.

Step 5: Involving colleagues

Different models of working can exist in schools. Such as:

a "team" of teachers, who share the will to participate and implement the program, small groups of colleagues, teaching partnerships or individual teachers. There are benefits to working collaboratively, ensuring consistency throughout age groups and continuity between age groups. When this is not possible individual teachers have been able to illustrate impact for the students with whom they work.

Colleagues that express an interest can utilise the flexible online learning resource. They can also access the planned DoE techniques or adapt these tools to meet their classroom needs.

Step 6: Involving parents

Involving parents enables greater support for the DoE. This helps to ensure a more complete emotional learning environment: it is more likely the students will be given a similar perspective on emotions at school and at home. Otherwise, the risk is that what has been learned at school can be lost or partially "changed" at home.

Introducing the DoE alongside planned parental meetings and providng links with literature / resources provides parents with the opportunity to ask questions and for schools to receive feedback. The on-line learning resource can be referred to in order for staff to respond to parental questions. Presenting the benefits of the DoE typically results in a supportive response from parents, which positively impacts on the outcomes for students.

Suggested use of theory and literature:

Terms such as; *neurobiology, mirror neurons and changes in the brain* can be considered too specific and are not well-known, this can lead to confusion and misunderstanding, when time is limited. Focus on key points and highlight the importance of emotional education to support the emotional wellbeing of their children.

Develop short reports on classroom activities throughout the year, provide feedback illustrating the impact of the activities to maintain the motivation of parents and colleagues. Showing results is an important and valid way to gain consensus and to promote cooperation. Regular communication with parents also enables specific intervention in some cases and co-ordination of appropriate support strategies to meet individual emotional needs.

Summarising outcomes with parents at the end of the year provides time to review and reflect and plan ahead.

In order to develop a holistic approach to implementing the DoE, planning and time are required, alongside communicating and working with all stakeholders. Influencing factors will

be be specific and unique to each school and often require creative approaches to overcome potential barriers.

The FAQ section also includes further suggestions for implementing the DoE.

5. EUMOSCHOOL ONLINE EDUCATIONAL RESOURCES (OER): EMOTIONAL EDUCATION E-LEARNING TOOL

Within the EUMOSCHOOL project, the original Didactics of Emotions methodology has been transferred to an openly accessible e-learning platform in order to widen participation. This chapter details how the methodology was adapted into an e-learning approach, how the e-learning tool has been reviewed and resources adapted within school settings.

Output 2 – EUMOSCHOOL Open Education Resource (OER) is a self-learning platform adapted from the DoE for teachers and placed in Moodle. The online course is divided in 4 modules with specific objectives:

Il corso online è suddiviso in 4 moduli con obiettivi specifici:

- To give an overview on the current context of schools, family & education, the challenges for children and young people and pragmatic perspectives on the principles of emotional education.
- To learn the main theories and research supporting the development of the DoE.
- To learn the DoE techniques to be used in the classroom with pupils.
- To learn how to plan & manage interventions of DoE in the classroom.

What is an Open Educational Resource?

Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation.

((Source: UNESCO, http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/what-are-open-educational-resources-oers/).

From October 2016 to January 2017 **45 teachers** from 5 countries (Italy, Austria, Romania, Hungary and Turkey) have learned about the theoretical basis of the DoE , its techniques and how to manage and implement them in their schools and during their lessons.

Teachers have participated in a pilot phase – called Pilot I – which has been useful to evaluate the course and collect feedback, providing improvements for the final version of the output, which can be found at the following link: http://eumoschool.eu/oer/.

The course is available in 6 languages (Italian, English, Romanian, Turkish, German, Hungarian), hosted by the Moodle platform.

What is Moodle?

The name Moodle is an acronym for **Modular Object-Oriented Dynamic Learning Environment** and it is an e-learning platform. It is the most frequently used e-learning platform in the world due to it being versatile, flexible and open source. The platform gives a wide range of plug-ins to be used, allowing teachers or other educational institutions to create their course, and tailor them to the specific learning needs of their users. It allows access to the learning of students and creates a specific learning environment, adaptable for every topic. For further information, check the following website: **www.moodle.com**.

Why e-Learning?

EU promotes e-learning since the beginning of the new Millennium. The improvements of new technologies and the accessibility of online learning environment have facilitated to spread these new learning paths and tools, allowing a multiplication of this new educational offer in the last decade. There are a lot of benefits connected to e-learning: it is 1) *adaptable* to your learning need; 2) *affordable*, since it has a good balance of quality – cost, and it is often free (as in this case); 3) *flexible*, since it allows you to attend it when you're available and according to your personal rhythm; 4) *attractive*, thanks to the usage of new technologies; 5) *open* to innovation and change; 6) *finally*, it is a chance to exchange expertise and good practices with your colleagues – also coming from different countries - and enlarge your professional network.

Thanks to e-learning, *"teachers have a more positive attitude toward their work and are able to provide more personalized learning"*
(Source: UNESCO, http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/pdf/The%20Positive%20Impact%20of%20eLearning%202012UPDATE_2%206%20121%20(2).pdf).

The course has been designed as a modular one: it has been divided into 4 modules, with a total duration of 40 hours of learning (to include: the complete reading of all the resources, the exercises and responses to tasks).

The table below, provides an overview of the whole course, highlighting its main and specific objectives, topics, contents, expected learning outcomes and the assessment tools used:

EUMOSCHOOL OER	
General Objective	1. To give an overview on the current context of schools, family & education, the challenges for children and young people and pragmatic perspectives on the principles of emotional education. 2. To learn the main theories and research supporting the development of the DoE. 3. To learn the DoE techniques to be used in the classroom with pupils. 4. To learn how to plan & manage interventions of DoE in the classroom.
Module 1 - Why Didactics of Emotions?	
Specific Objectives	• to explore the relationship between children and young people emotional well-being and early school leaving as well as the current context of school, family & education • how the principle of emotional education can be applied to this topic.
Contents	1. New educational challenges at home and at school: difficulties for children & young people leading to early school leaving. 2. Social and emotional learning as a means of preventing early school leaving; education, promotion of wellness and prevention. 3. From Emotional Education to the DoE.
Expected learning outcomes	• Explain the connection between students' emotional wellbeing and their academic performance; • List potential barriers to, and factors that support, emotional wellbeing.
Evaluation / Assessment	• Quiz/Exercise • Self- Assessment • Self-reflection
Module 2 - From Emotional Intelligence to Emotional Education: research basis of DoE	
Specific Objectives	• To facilitate the understanding of the major theories underpinning emotional education; • To introduce the research-base of DoE.
Contents	1. The evolutionary perspective on empathy. 2. John Bowlby's Theory of Attachment. 3. Self-building in Daniel Stern's research. 4. Peter Fonagy's Reflective Function Theory. 5. Educational Styles. 6. Empathy and mirroring. 7. The neurobiological basis of the DoE

Expected learning outcomes	Explain the value of social and emotional learning for students, referring to the main theories supporting the development of the DoE.
Evaluation / Assessment	• Quiz/Exercise; • Self- Assessment; • Self-reflection.

<table>
<tr><td colspan="2" align="center">Module 3 - Practical tools to use in class and research base:
training for activities with students</td></tr>
<tr><td>Specific Objectives</td><td>To learn the techniques to be used in classrooms with pupils.</td></tr>
<tr><td>Contents</td><td>1. Emotional Competences for students and their correspondence with key competences for lifelong learning
2. Emotional Education Techniques; Operational Tasks
3. Indicators to be measured and tools to be used
4. Instructions and suggestions to teachers</td></tr>
<tr><td>Risultati di apprendimento</td><td>• Analyse social & emotional skills.
• Understand how to use tools to assess and monitor students' social-emotional learning.
• Learn how, when and with whom the DoE Techniques can be used</td></tr>
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<tr><td>Specific Objectives</td><td>To learn how to plan and manage the interventions of DoE in the classrooms.</td></tr>
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• Reflect on the observed response to the use of at least 3 DoE techniques
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• Exercise
• Assessment tools for students
• Self-assessment
• Feedback questionnaire</td></tr>
</table>

The structure

Each module has been structured in the following way:

- **Overview/Introduction:** an introduction for each module, showing the main contents, the objective and the expected learning outcomes teachers would reach on completion of the module.

- **Resources:** resources are included, aimed at providing the theoretical knowledge on the topic of the specific module. These are the basis of the activities of the next module's sections.

- **Tasks:** in this section, teachers will be assessed and reflect on their understanding of the module's main contents, through questions, quizzes and exercises. This is an important part of the course in order to evaluate understanding key learning objectives related to the topic.

- **Collaboration:** this is a forum that teachers can use to open a discussion on the topic of the module and discuss with the other colleagues, exchanging feedback and opinions relating to the contents presented in the module as well as sharing good practice.

- **Self – assessment: o**pportunity for individuals to reflect on their learning outcomes applied to their specific contexts.

All the sections are presented in consecutive order. Teachers need to complete all the tasks in order to pass from one module to another, guaranteeing completion of the training.

Monitoring & Evaluation: Pilot 1

During Pilot I, monitoring and evaluation has been structured around the online course, allowing feedback from users in order to improve the experience in the final version of the EUMOSCHOOL OER.

The following table shows the monitoring and evaluation system which has been used during Pilot I:

Activity to be monitored	Type of activity	Method	What has been monitored / Measured
Pilot I	Online course	online questionnaire at the end of each module with open answers, likert scale, ratings.	• Contents • Activities • General technical performance of the course
	Learning Experience	• 3 Focus groupmeetings (pre- mid- and final evaluation). • Online questionnaire.	Auto-valutazione: • Expectations • ICT skills • Key-competences • DoE understanding • Level of engagement • Early School Leaving & Emotional Education.

These monitoring and evaluation activities have been carried out by a tutor, who has been in touch with the teachers during the period of Pilot I. The tutor has provided support to the teachers, both for the organization and planning of the DoE implementation in the classrooms and to respond to any questions or theoretical uncertainty during the use of DoE techniques with students. The tutor has organized online and face-to-face meetings with each teacher as necessary, in order to understand specific needs and give support for the interventions in the classroom.

The Final OER

Teachers provided feedback during the meetings with the tutors and through the online course: generally, the majority of teachers enjoyed the online course; though, they suggested some developmentsto be taken into account in order to improve the learning experience. The level of success in the final assessment suggests that there is clear implementation within schools. The E-Learning experience – as specified is flexible and can be adapted to the learning needs of the target audience. Pilot I has allowed the partnership to further develop the contents of the online course, enhanced with support tools.

Following the feedback provided by teachers, some changes have been made. The final version of the online course now includes a **glossary** of the most specific terms used in the theoretical resources, as well as **infographics** and new activities to facilitate and enrich the learning experience of the teachers. The structure already presented in the previous overview has been developed in order to make it self-sufficient for the future (quizzes with automatic

corrections have been added, together with exercises supporting peer learning). These developments provide greater sustainability for the course, enabling teachers to increase their knowledge of the DoE.

Some suggestions for your e-learning experience

Are you a new comer in the e-learning? E-learning is accessible; once you register and log in, download the userguide for the course and follow the instructions. Here are a few tips relating to your e-learning experience:

1. Always follow the structured order of the sections in the modules: Overview >>> Resources >>> Tasks >>> Collaboration >>> Self-assessment. Each section is preparatory for the following one, so don't skip any part of it.

2. Exploit the infographics at the end of each "book resources": they will help you to have an overview on the topic you have read about.

3. If it is hard for you to read on the screen: download the text on pdf format at the end of each module. This will help you to focus on topics andsources of information as necessary. There are also some Powerpoint (PPT) resources available to be downloaded.

4. If you find some terms hard to understand, click on the highlight word on the text: an explanation or definition of the term you have clicked on will appear.

5. Access to our e-Twinning group in order to compare your experiences with the one of your colleagues.

6. For any other questions or queries, contact your national contact point (see the list of contacts at the end of this handbook).

Enjoy your e-learning!

In this section of the guidelines, you can find a step-by-step guide to implement each of the DoE techniques. The added value of this section is that each of the description comes from a real life experience during the project implementation. Before proceeding by deepening each technique, this section will introduce how the partners have proceeded to collect the main information gathered here.

The implementation in the schools

During the 2016/2017 school year, 27 schools participated in the implementation of the DoE techniques in 5 countries (Italy, Hungary, Austria, Turkey, Romania), involving 707 students from 6 to 16 years old in the phase called Piloting II.

All 18 DoE techniques were distributed and tested within the EUMOSCHOOL project in different types of schools – both primary and secondary - by teachers of different subjects. Each teacher has decided to test 3 techniques in their working time, according to the learning and emotional outcomes he or she needed for his/her classroom.

This allowed partnership to cover all DoE techniques, following this distribution:

Doe Techniques	Countries				
	Italy	Romania	Hungary	Turkey	Austria
The card of emotions	✳	✳	✳	✳	
The puppet game		✳			
The train of emotions				✳	
The associations game			✳		
The collage of emotions			✳	✳	
The bag of emotions		✳	✳		
Music stop and go			✳		
Video clip about emotions	✳	✳	✳		✳
The roll call of emotions	✳	✳	✳	✳	
Body and emotions		✳	✳	✳	✳
The box of emotions	✳	✳		✳	
Guess what I am feeling		✳		✳	
The When game		✳	✳		✳
Break from lesson	✳	✳	✳		
The ladder game	✳				

Doe Techniques	Italy	Romania	Hungary	Turkey	Austria
The post box		✺	✺		
The hot chair	✺	✺			
Research laboratories	✺				

The monitoring and the evaluation

Similarly to the Piloting I, also the Piloting II had a complex system of monitoring and evalution which has been the basis to collect all the information which is gathered here. This system has used several tools:

1. 3 meetings with teachers (pre-, mid-, post-), assessing the impact of their experience in implementing the DoE techniques in school thanks to the usage of questionnaires and focus groups.

2. Assessment tools to measure the key competences of students (administred before and after the implementation.

3. Psychometric tests – as SEDS – to measure the students' beahavioural and emotional quotient (administered before and after the DoE implementation).

4. Observation tools to support teachers in planning the techniques within their lessons' flow.

All this monitoring system has allowed to gather the practical experience on how the techniques work in different school settings, how the pupils react to each of them, or what might be their difficulties. A video for each technique has been made, allowing to describe in the best way the experience of some of the teachers involved in the project.

The following section is dedicated to each of the DoE technique, specifying: 1) the setting; 2) the material needed; 3) how to implement it; 4) emotional and transversal competences developed; 5) its potential adaptation and; 6) the main feedbacks and suggestions by teachers and also students. This is really useful information for all teachers who wish to implement such activities at school.

In the online section of these guidelines, you can find one video for each technique, showing how the techniques need to be implemented.

> **REMIND:** check always the Module 3 of the EUMOSCHOOL OER to have a complete over-view to implement the technique in the best way.

THE DOE TECHNIQUES

1. THE CARD OF EMOTIONS

Country
Turkey

Class/Age of the students involved
Primary school – 6 years old

❋ **Context**
 *Camlica Doga Kindergarten and Gunesli Doga Kindergarten.
 *At Camlica Doga Kindergarten the classroom was organized to show the natural atmosphere of the classroom.
 *At Günesli Doga Kindergarten the conference room was used.

❋ **Material needed**
Envelope, emotions cards with faces expressing different emotions of famous people for Camlica Doga Kindergarten
Emotion-sheets, emotion-stickers, emotion-advice drawer: "Instant feelings" in the left drawers and "advice feelings" in the right drawers for Gunesli Kindergarten.

❋ **Emotional competences developed**
 *Recognise emotions
 *Experience emotions
 *Manage emotions

❋ **Tranversal competences developed**
 *Cultural expression and awareness
 *Learning to learn

❋ **Description of the technique**
The teacher used a question-technique. She asked the pupils how they were feeling and she encouraged them to define their feelings and emotions. She asked them one by one; finally every student took his/her emotion card from the basket and explained why they felt that particular emotion.

❋ **Adaptation made**
The teacher in Gunesli Kindergarten chose to implement the technique through a theatrical exercise. This works very well with younger kids, as they are used to playing theatrical games.
In order to integrate the technique within the lessons the teacher used drama. The teacher set a scene in which there is a street called "emotion street". In this street there is a "happy house", a "surprise house", a "sad house", an "angry house" and an "anxious house". Once the scenario is set, the game starts from those students who decide to live in the angry house: they invite others to their home, telling them about their feelings.

The same happens for each house in the emotion street. After that they pretend to fall asleep in order to introduce a fictional character, the 'emotion fairy' called Flora. Once she enters in the scene, she wakes up each emotion house and asked how the children feel, using the emotions cards to give different choices to the children.

The experience of the teacher

For Camlica Kindergarten: The teacher chose the DoE technique because the children can participate through the use of visual materials. These were fun and engaging. The delivery of the technique was planned in advance with colleagues.

The teacher used these techniques to contribute to the cognitive and emotional development and socialisation of children. The children liked to use these techniques; developing their expressive, memory, imitation and creativity skills. Children were more comfortable through the adapted technique, which effectively utilised the emotion cards.

Country
Romania

Class/Age of the students involved
0 Grade (preparatory class), aged 6 years old

✳ **Context**

In the classroom, during break time
The puppets were made available

✳ **Material needed**

Bambole che i bambini conoscono (l'insegnante ha utilizzato Pippi Calzelunghe e le bambole scacciapensieri).

✳ **Emotional competences developed**

*Recognise emotions
*Experience emotions
*Manage emotions

✳ **Tranversal competences developed**

Social competences.

✳ **Description of the technique**

The technique is aimed at reproducing a fact giving a performance using puppets., The teacher introduced the story and subsequently used the character of Pippi Longstocking repeatedly to provide a confidant for the children in her class.

Similarly, the teacher introduced three handmade Worry Dolls and put them in a small house available in the classroom, and during break time. After the introduction by the teacher the children understood that the puppets can listen / help to resolve concerns. The dolls supported the children in managing their emotions.

The children not only use the dolls in the lesson, but during break times as well, when they share worries or issues.

The experience of the teacher

" **The children come from many different kindergartens and diverse educational backgrounds. The techniques I used in the preparatory grade, , have a high level of applicability especially in expressing the emotions that the children have".**

"The children need concrete objects and characters, they live in an imaginary world and so fairy tale characters are accessible to them, I decided to use a doll to act as their confidant in their games".

I noticed that they often took the doll along at break times , and they talked with the doll. Practically, the doll is the one in whom the children confide, sharing their fears, their difficulties. I often notice that they talk about their problems and at the same time they answer on behalf of the doll. Practically, it has a therapeutic role. The children learn to ... discover themselves, to discover their own little souls.
during their game they share the emotions they experience, both joy, and sadness, and hardships and I tend to notice that at the time they are more relaxed, more confident that things would turn out well.

The techniques I learnt in EUMOSCHOOL helped me because I helped the children to recognise their own emotions, to recognise their classmates' emotions. It is very important to realise what the person next to us feels, by the behaviour displayed, to read beyond gestures, and then to start negotiating, inquiring how one or the other feels, to see what can be done so that we feel well together. If they cannot reach an agreement, often before they get to me, they take the doll as a witness, and they somehow feel that they are not alone. It's in fact a toy that mediates all this conversation and all that they would like to share with their classmates or to communicate to someone.

⊙ Country
Turkey

Class/Age of the students involved
Kindergarten, up to 6 years old

❋ Context
Camlica Doga Kindergarten
The classroom was organized to show the natural atmosphere of the classroom.

❋ Material needed
Cushions, Emotions posters.

❋ Transferable competences developed
* Recognise emotions
* Experience emotions

❋ Tranversal competences developed
* Cultural expression and awareness
* Learning to learn
* Use of Language

❋ Description of the technique
The teacher created the scene establishing "Emotion-countries" (or emotion stations), in a large room: for example, the country/station of happiness, the country/station of anger etc..

These countries/stations are put quite close to each other, in order to maintain eye contact with all the children during the implementation of the technique. The children are arranged in a row like a train, where the first person, the driver of the train, is the

teacher. The teacher asked some warm-up questions so that the children are familiar with the game ("How are you today? ... Don't forget to fasten your seatbelt! ... Our train will be slow, sometimes it will be fast."),

The train moved forward, imitating the sound and the movement of a train, and visited the individual emotional countries/station. When they arrived at an emotion-country ("Dear passengers, welcome to the country of astonishment…!"), the teacher started to talk about the emotions of that particular country and asked the children if there was anyone who wanted to get off the train there.

If a child decided to stop off, he/she could sit down at that country on some pillows, and wait for the train to go on.

After every child got off the train at one of the countries, and it was only the teacher left, she started go around the countries to talk to the children about why they might be feeling that way, how they are, what has happenned to them. The countries were close to each other, so no child was left alone in a space, they were all in the game together.

✳ Adaptation made

The "train of emotion" technique can also be applied to other subjects: for example, it can be used with different themes such as the zoo or garden. Instead of emotions, animals are put on stations and each child is asked which animal they want to stop at. In this way, this technique can be adapted to many topics to support understanding and conversation.

The experience of the teacher

"When we implement the DoE techniques our purpose is to enable children to know and define their own feelings, especially in an oral way. We also encourage them to imitate and use gestures to help express their feelings."

4. ASSOCIATION GAME

Country
Hungary

Class/Age of the students involved
10th grade, aged 15-16 years old

✳ Context
The technique was implemented in two classrooms (a literature and an English language lesson).
In one class at the beginning of the lesson the pupils arranged the desks in the classroom so they can sit around them together. In addition, there were some separate desks for group work.
In the other class the pupils were sitting in a circle, without tables in between.

✳ Material needed
The teachers used the following materials:
 Literature lesson:
*little pieces of paper with the name of emotions
*papers
*pencils, pens, markers
 English language lesson:
*colorful pieces of paper
*CD player + CD

✳ Emotional competences developed
Capacità di riconoscere le emozioni.

✳ Tranversal competences developed
Social and Civic Competences.

✳ Description of the technique
The main aim of this technique is the recognition and personal decoding of emotions through colours, shapes, animals and music.
In Hungary, this technique has been implemented in 2 different ways (depending on the subject of the teacher).

✳ Literature lesson:
At the beginning of the lesson, the class arranged tables in the middle of the room. All the students sit around them while the teacher explains the task.

The teacher provided lots of paper with emotions written on them. The teacher tells the students to work in groups and choose one of the emotions to work with. The

students have to match an animal together with the chosen emotion ("What animal could symbolise the chosen emotion?"). They have to consider the colour of the animal and also choose a shape as well.

The small groups then sit together and perform the task. They have around 15 minutes to discuss and draw.
After they are finished, everybody sits back around the big table in the middle. Each group shows their drawings, while the others have to guess, based on the drawings, what the emotion was they wanted to symbolise.

☀ Lezione di inglese:

The students sit in a circle, there are no tables between them. First, the teacher provides lots of colourful pieces of papers. The students have to choose one paper each, which represents their current emotional state. They additionally have to think about what shape, animal and/or song or rhythm they can match with their paper/emotional state. Next, they take turns to share their choices with the others giving a brief explanation.
After sharing, they listen to a classical piece of music together, and think collectively about what emotions are present in that music.

☀ Adaptation made

The teachers expressed two main concerns over this technique:

1. How to involve the association game in the lesson plan, so that it fits within the curriculum and implementing it does not mean taking time away from teaching the subject.
We have observed two different lessons and the two teachers came up with two different solutions.

- Firstly, during the literature lesson, the teacher started the lesson by analysing a poem that was part of the lesson plan, based on the topic "Farewell". So at the beginning, the students got to share their thoughts and experiences on what it's like to say farewell and the emotions they experience (eg. sadness, excitement about what might come next...).

The teacher presented the pieces of papers with the names of emotions after this, when the students were already thinking about different emotions. Then, whilst giving the instructions, the teacher referred back to a previous lesson about Dante's Divine Comedy, where they talked about how certain animals are the symbols of something else – and how they needed to apply this symbolism to emotions.

- Secondly, the English lesson is particularly suitable for talking about emotions, as the teacher can decide, that the point of that lesson will be to practice talking in English – and the topic that they will be talking about is 'emotions'.

2. How to keep it interesting and not repetitive.
The literature teacher expressed, that she has been using this technique a few times and she found, that repeating it the same way became a bit boring. Therefore she developed new ways to present this technique:
*sometimes the other students have to guess the presented emotion, other times they don't have to;
*sometimes they focus more on shapes, other times on colours;
*sometimes they focus more on when they feel the specific emotion;

The experience of the teacher

" I'm very surprised how honest they write and talk... That there are some things that I, as an adult would not share at a literature lesson in front of my whole class, but they do. Even the death of their grandmother, for example."

" I was afraid that there will be no tune or poem, but in the end there were some of these, too. I helped a little bit with the shape, because it is something very abstract, but they also managed that one. It was good, the music moved them a lot. It prompted so many different experiences, they referred to memories, events and experiences."

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The experience of the students

" "I liked it, it was something we had never done before, and it's easier, it was a little bit like   we were at a psychologist's."

Country
Turkey

Class/Age of the students involved
3rd grade, aged 9 years old

✳ **Context**
Avcilar Doga Primary School.
The classroom was arranged to show the natural atmosphere of the classroom.

✳ **Material needed**
Cardboards (different colors), newspapers, magazines, glues, scissors.

✳ **Emotional competences developed**
* Recognise emotions
* Experience emotions
* Manage emotions

✳ **Tranversal competences developed**
* Cultural expression and awareness
* Learning to learn
* Use of Language

✳ **Description of the technique**
This technique is aimed at training emotional and individual affective congruence.

The students are divided into small groups. The teacher asks them to find pictures from magazines about emotions such as happiness, anxiety, anger, excitement etc. He distributes big pieces of cardboard, newspaper, magazines to find the pictures defining the emotions and materials (glue, scissors) to each group to cut and paste to create their poster papers.

Each group works on their own and cut faces/images found from the magazines and newspapers, and stick them under the relevant emotion labels.

Each group presents their posters to other groups and share which face expresses which emotion, and how, and why they chose the pictures.

The experience of the teacher

" Before the students speak about feelings, the teacher should be aware of what they already know and whether they understand basic feelings; or when they "see" a feeling/emotion in a picture, whether they can understand that this feeling can belong to them.

" First they were shy about expressing themselves. They expected to be judged and that was the difficult part. After they understood that all feelings were ok and they wouldn't be judged, they started to feel safe and more able to talk. You should care about the kids' feelings. We shouldn't give advice."

The experience of the students

" It developed our creativity and we learned how to interpret someone's feelings."

○ **Country**
Hungary

Class/Age of the students involved
6th grade, aged 10-11 years old

✸ **Context**
In a public primary school of a small town in the countryside, with the pupils of the 5th grade.

✸ **Material needed**
Small bags / match boxes for each pupil to collect the papers, colourful papers cut into small pieces.

✸ **Emotional competences developed**
Recognising own and others' emotions

✸ **Tranversal competences developed**
Social & Civic Competences

✸ **Description of the technique**
The main aim of this technique is the identification and personal coding of emotions through colours.

In Hungary, at the beginning of the implementation, the class decided on which colours communicate each emotion (blue is tiredness, yellow is happiness, orange is being tense, black is feeling very bad, light green is being fine, grey is being grouchy, brown is feeling sick, red is love, white is neutral and dark green is not feeling very well).

At the beginning of a literature class on a Friday morning, the teacher asked the pupils to choose one small colourful paper that represents their actual feelings.

Then they talk for five minutes about who chose which colour – the teacher leads the discussion the following ways:

- references earlier moods as well (eg. "I remember, you had blue already this week. What was it, Wednesday?")
- encourages them to share the reasons behind certain colours ("I see you had yellow yesterday… so why it is that you were so confident yesterday?")
- asks the children to look at the drawing of a body put on the class door (from the Body and emotions exercise) to check where certain emotions are felt in the body (eg. "Yes, feeling cramps… where do we feel cramps ? In the belly?")
- asks some children to guess how a certain classmate felt during the week and if they recognised how their friends felt.

After the discussion, they go on to discuss a novel they have read. They work with the characters in the novel for a while, then in small groups they receive certain scenarios from the novel. The pupils have to write down, what they think the characters might have felt in those situations, indicating the feelings with different colours, using their agreed colour coding system. After a few minutes, they discuss the results.

✳ Adaptation made

The teacher combined the technique with the Body and emotions exercise – the children have drawn the outline of the body and wrote the feelings and emotions on it with the corresponding colour, which they later used for the Bag of emotions technique.

The teacher incorporated the colours in the literature lesson: the children had to interpret the feelings of certain characters from the novel they were working with, using the colours from the Bag of emotions technique.

These two adaptations reinforce the connection between the colours and the emotions, making it easier for the pupils to relate to them.

The experience of the teacher

"I noticed that after a while, the children became more independent, for example if the match box was broken or got lost. There was also a girl, who took neon colour pens to indicate her actual feelings, she had a separate notebook, where she made small pockets to collect the colourful papers. So they developed it further…"

"We varied the activity, because they started to get bored with it after a while. And I noticed,

that they choose a colour quickly, because they saw me coming. So when I felt that it was losing purpose, I gave more complicated tasks, for example "Now pay attention to one of your mates, a very good friend of yours or someone who you don't know that well." or "Now pay attention to someone from the different sex." etc."

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The experience of the students

"

If we are in a bad mood, we always talk about why ... For one of the boys, it's always on Wednesdays"

"Yes, I am always tired on Wednesdays. I have 10 lessons altogether".
"So the whole class now knows, that for you, Wednesdays are difficult..."

7. MUSIC STOP & GO

Country
Hungary

Class/Age of the students involved
9th grade, aged 14-15 years old

✳ Context

The technique was implemented during a literature lesson

✳ Material needed

*A clip from a movie/scene prepared beforehand on a pen drive,/CD/internet-link
*Computer/laptop
*Projector and a projection screen/white board
*Loud speakers

✳ Emotional competences developed

Transmodal emotional tuning

✳ Tranversal competences developed

*Cultural Expression and Awareness.
*Learning to learn.

✳ Description of the technique

At the end of the literature lesson the teacher showed a clip of the movie 'Romeo and Juliet' – the scene where the two lovers say farewell to each other at the balcony. They mute the video, so the students can't hear the original music.

The teacher asks them that when they go home, as homework, to think about music they know, and find one or two tracks, that they think would fit this particular scene, and bring that track– either on a pen drive or a link from the internet that they can listen to.

During the next lesson, they listen to some of the music they brought and play the scene with the music. Afterwards, they listen to the original soundtrack and discuss the experiences – how different was their emotional state with the different musical backgrounds, and particularly what emotions can be found within the original soundtrack.

As they are in a literature lesson, this was a good way to start working with Hamlet, according to the lesson plan, and introduce the topic of Romeo and Juliet.

☀ Adaptation made

The description above is already an adaptation to the original technique: originally it is the teacher, who brings different music tracks, which they can listen to together and find one or two that fit the scene well. In this teacher's case, she decided to ask the students to bring music tracks, because this way they are more involved in the task and it is more personal for them. They also are proud to share their favourite music with others, which gives them a chance for self-expression in front of the class.

This technique can be linked very well with literature lessons, as the teacher can use any movie adapted from a book that they have to work with according to the curriculum.

The experience of the teacher

" "I'm afraid they might watch the original, and that it might influence them, which makes me sad. If they have self-control, and don't check, as I asked them, then I think.. what kind of music would they bring? I guess the music will be like them."

The experience of the students

"I chose the track from my banquet, River flows in you, or something like that. It is melancholic, soothing".
"Well, it was an interesting task, they have never given us a task like this, at least I never had to do anything similar.
"Well yes... especially, that at school you cannot even listen to music in public.
"We don't even have music class now!"

8. VIDEO CLIP ABOUT EMOTIONS

Country
Austria

Class/Age of the students involved
Aged 14-16 years old

✺ **Context**
Transitional class, Innsbruck/Tirol
The students are sitting in a circle.

✺ **Material needed**
Chairs, big room.

✺ **Emotional competences developed**
* Recognise emotions
* Experience emotions
* Manage emotions

✺ **Tranversal competences developed**
* Cultural expression & awareness
* Social & civic competences

✺ **Description of the technique**
The youngsters sat together and chose an emotional situation – they decided what kind of emotions they wanted to express in the video. This time they chose anxiety, stress, and the need for help. They decided to play an everyday-life situation: being in a shop, but not having enough money.

After this, they designed the scene and the location, than started to rehearse the scene. Each of them also thought about his/her own character identifying what situation they are in, what their personality is like, what their motivations are, in the scene.

When they felt they were ready, they recorded the scene and watched the final movie together.

After watching it, they discussed the experiences together. The students tried to explain how they felt. Did they feel alone? Did they enjoy learning about themselves? How do they recognise when they have fun? Why are they angry or when they are angry? The teacher tried to find out if the students are aware of and understand these feelings. The teacher asked students if they have experienced something similar.

The experience of the teacher

" The exercise we did was a scene taken from everyday life. Above all, we wanted to address feelings such as anxiety, stress and help. How do they feel, if there is a need to help someone who is rather shy, or when a person tends to approach someone. Or how do you feel when someone helps you in a situation? We wanted to experience this and it worked very well. There were even students coming up to me afterwards to say that they were aware of their feelings."

The experience of the students

The students participated and they were very motivated. They have also discussed how to deal with emotions in such cases.

9. THE ROLL CALL OF EMOTIONS

Country
Italy

Class/Age of the students involved
Aged 6-7 years and 15-16 years old

✳ Context

The technique was implemented in the classroom, within a regular setting (students sitting at their desks, teacher standing).

✳ Material needed

*The class register.
*A paper, a notebook or any kind of "personal register" for the teacher to take note of the students' answers and monitor the trend of their emotions during a period of time.

✳ Emotional competences developed

Students are encouraged to reflect upon their emotional state and contributing factors every day, improving their self-reflection and self-assessment abilities, and their ability to identify and express negative feelings.

✳ Tranversal competences developed

Social and Civic competences

✳ Description of the technique

At the beginning of the lesson, during the register, the teacher asks the students, instead of saying "Here I am", to express their actual emotions using labels or number from 1 to 10. Lower numbers refer to a negative emotional state, while higher numbers a more positive one.

When working with younger children, , the teacher encouraged the children to use words, instead of numbers. While the students feedback their words/number, the teacher does not comment or react , but reflects on the class as a whole. After everybody is finished, the teacher gives students the opportunity to reflect on their answers and emotional state. There is a small discussion, then the class starts.

The teacher will monitor the class' and the individual students' trend, monthly and discuss it with them. The technique enables trends to be identified, and awareness of potential problems. The technique is useful in order to build a relationship with students - instead of limiting their interaction to academic matters.

This technique can be also useful in developing a safe environment where students can feel at ease expressing their emotions and ideas. The teacher will monitor the class' and the individual students' trend, monthly and discuss it with them. The technique enables trends to be identified, and awareness of potential problems. The technique is useful in order to build a relationship with students - instead of limiting their interaction to academic matters.

This technique can be also useful in developing a safe environment where students can feel at ease expressing their emotions and ideas.

☀ Adaptation made

Working with young children , the teacher asked them to describe their emotional status with a word instead of a score. The teacher integrated the technique by visualising the daily collected data in the form of graphs, which enabled a visual reference for each individual student's emotional state's over a period of time.

The experience of the teacher

The teacher chose this technique because he felt it would be very useful to identify and monitor the students' and class' general mood in an effective way ("It gave me the opportunity to understand quickly things that I had noticed in the students beforehand, but that I wasn't able to identify"), this gave the opportunity to address potential causes where possible. He encourages other teachers to implement the technique as he considers it an easy and rapid way to learn a lot about your students and to generate discussion – almost effortlessly – on potentially sensitive subjects:

" It's actually a very simple, immediate and easy technique, and it is an ideal way to have an idea of what's going on in the class, because it sparks a discussion on the basis of the score obtained without much effort".

The experience of the students

" "I also liked it because it gives you a moment to think about how your day went, what went right, what went wrong, it makes you stop and think about how you feel."

The students were happy to address the topic of emotions in class as it gave them the opportunity to learn about themselves and to give space for reflection in school, which is not usually the case. The students also felt their ability to identify and recognize emotions was improved: *"You cannot give a score right away, you have to reflect on it a little bit, because emotions are multiple, you can be happy, sad, you can also not know how you feel, so I think that it was a very interesting activity".*

They also felt that the technique allowed them to devote a moment during school time to themselves and reflection, relieving school stress. The students felt they gained more confidence in expressing emotions, and they learned the benefits of talking about their feelings and opening up to others.
They took more interest in their classmates, and have taken up the habit of inquiring about the reasons of a negative score, in order to try and offer a helping hand or emotional support: *"It happened to me more than once to hear a classmate giving a negative score and asking about it".*

Despite the students' enthusiastic participation, they pointed out how the latter risked distancing the teacher from the class as he/she is not required to answer the register as well.: *"What I liked the least was the detachment I felt with the teachers, I would have liked the teachers themselves to take part into the project".* This would further help to build relationships between staff and students.

10. BODY AND EMOTIONS

Country
Austria

Class/Age of the students involved
Aged 13-16 years old

☀ **Context**
Transitional class, Landeck/Tirol
The students are sitting in a circle.

☀ **Material needed**
Scissors, coloured highlighters, white/coloured paper sheets.

☀ **Emotional competences developed**
*Recognise emotions
*Experience emotions

☀ **Tranversal competences developed**
Cultural expression and Awareness.

☀ **Description of the technique**
The basic version of the technique is the following: first, collect expressions with the students that involve bodily emotions as a warm-up. After this, the students cut out characters who express different emotions (like anger, fear, sadness, surprise, happiness...). If the students are younger, we can use paper figures or patterns. The teacher asks the students to show the parts of the body which are connected to the given emotions.

The teacher can help them discover which emotion can be connected to which body part by asking questions: Where do we see anger on someone? What does anger look like? Children learn to connect the label of emotion with a physical/physiological response e.g. anger with the fisted hand, jumping up and down with joy, wide open eyes with being surprised, or tightly closed eyes with fear.

The teacher instructs the youngsters to draw themselves, using different colours to express their different emotional states.

The students then identify the body parts affected by an emotion based on a colour and assign a colour to the different emotions.

After everybody is ready with the drawings, the students sit back in a circle and try to explain the emotions of the drawn picture. The teacher asks them about the significance of the different colours and what emotion they express.

✳ Adaptation made

The teacher asked the students to draw their own self-image. This way the technique becomes more personal (they use their own drawings instead of cut out characters), and it also works better with students from different backgrounds and with different language skills.

The experience of the teacher

" Emotional learning, like the activities from EUMOSCHOOL is quite normal in my lessons. I want to explore emotions in my classroom so that the students are comfortable in a familiar environment where they are happy every day."

The experience of the students

The students participated and they were very motivated. The students have also indicated that they often want to do such exercises.

11. THE BOX OF EMOTIONS

○ **Country**
Italy

Class/Age of the students involved
Aged 6-7 years old

☀ **Context**

The technique was implemented in the classroom, within a regular setting (students sitting at their desks, teacher standing).

☀ **Material needed**

*A cardboard box and some pieces of paper.
*For the children: paper, pens, crayons and colours.

☀ **Emotional competences developed**

Children enhanced their ability to reflect, acknowledge and identify their emotional states and causes, and to share them with others, making themselves understood. At such a young age, it was important for them to reflect on their feelings and to learn how to communicate them.

☀ **Tranversal competences developed**

Social & Civic Competences.

☀ **Description of the technique**

The students were invited by the teacher to write down (or draw) on a piece of paper how they felt. These were then collected by the teacher, put in the box, and later read out loud and discussed.

☀ **Adaptation made**

Having to deal with very young children , the teacher made two adaptations:

- Instead of asking them to write how they felt, they were encouraged to draw;

- Instead of opening the box and discussing its contents immediately after the collection of the pieces of paper, she chose to do this at the end of the day or the day after, in order to allow the children to come back and reflect on their feelings and become more conscious about them and about the variation of their emotional state at the time.

The teacher chose the technique because she felt that, with the adaptations she made, it was the most appropriate for her children's developmental stage, as it allowed them to express their emotions in different ways.

The experience of the teacher

" I needed a strategy to encourage the children talk about themselves, and I believed the box of emotions could have helped them, and it did".

The teacher pointed out that the technique helped improve the children's ability to share and talk about emotions among themselves: *"they managed to share their emotions and mood with the rest of the class".*

The children gave her very positive feedback, and she's particularly happy with one situation: *"there was a small fight between a girl and a boy, and at the beginning the girl had written down these anger-filled emotions. When we read out the content of the box the day after, the girl laughed at it because she realised that anger had been a momentary feeling."*

She advised other teachers interested in implementing the technique to adapt it for their class' characteristics and needs.

Country
Italy

Class/Age of the students involved
Aged 14-15 years old

✺ Context

The technique was implemented in the classroom, with the students sitting in a semi-circle and the teacher standing in the middle and moving around to collect the notes at the beginning and then sitting in the middle to read them out loud.

✺ Material needed

A cardboard box, some pieces of paper and pens.

✺ Emotional competences developed

Students improve their ability to reflect on and recognise their emotions.

✺ Tranversal competences developed

*Social and Civic competences
*Cultural expression and awareness

✺ Description of the technique

The students are invited by their teacher to write down their current emotions on a piece of paper (anonymously), the notes are then collected and put in a box, the teacher then reads them out loud for the class to comment upon them and to give fellow classmates suggestions, advice, and support.

The teacher chose this technique because she felt it was the most appropriate for her students' age range, as she considered that 15 year olds are more willing to express their feelings explicitly through words, sentences.

☀ Adaptation made

In this case, the teacher chose to ask the students to guess who wrote down the emotion as she felt it would be useful for the students to get to know each other better and develop relationships. This adaptation increased empathy because the students needed to take a different perspective to appreciate who might have written the message.

The experience of the teacher

She found it very useful to get to know the class and to allow them to *"attain a certain level of understanding and intimacy, which is not easy to achieve during the first year of high school"*, also because "the class was very enthusiastic" when she proposed the activity. She felt the technique had a very positive and genuine impact on the emotional well-being of the students as they were clearly *"relieved of a burden"*, *"it was nice to see the emotional impact of some of the things they wrote, it was so strong that some of them would start crying and part of the class would usually run to hug and console their classmates, it was extremely touching".*

She feels that in order for emotional education to be correctly delivered, there should be teamwork among teachers, the lack of which would hamper the effectiveness of the techniques implemented.

The experience of the students

The students reacted in a generally positive way to the implementation of the technique, it helped them to get to know their classmates, created an opportunity to discuss interesting matters and to give each other support and advice:

> **it allowed me to discover the problems my classmates have and to have the opportunity to help them".**

Students were also happy to have had an opportunity for discussion, to exchange with classmates and teachers (*"what I liked the most was to have an opportunity to discuss with my classmates and to listen to their suggestions, it helped us a lot"*) and to also face wider societal issues which have a potential to impact on personal emotional states (gender equality, discrimination, integration and homophobia).

It also gave everyone the opportunity to share their emotions as there are *"things which aren't easy to say out loud"*.

12. GUESS WHAT I AM FEELING

Country
Turkey

Class/Age of the students involved
3rd Graders, aged 9 years old

✳ **Context**

Avcilar Doga Primary School.
The classroom was used to show the natural atmosphere of the classroom.

✳ **Material needed**

Different color papers.

✳ **Emotional competences developed**

*Recognise emotions
*Experience emotions
*Manage emotions

✳ **Tranversal competences developed**

*Cultural expression and awareness
*Learning to learn

✳ **Description of the technique**

The basic version of the technique is to ask a student to write down on a paper what s/he is feeling in that moment. This can be a student who needs support, or someone who has intense emotion. Then the teacher asks the other students to write down on a paper what they think that other student is feeling. After this, the first student reads what s/he was writing, and describes why they are feeling that way. Then the teacher reads what the other students thought, and asks them to explain what s/he based her/

his guess on. The teacher then starts a conversation about the feelings of the student and the thoughts of his/her classmates.

In Turkey, this technique was used with young children in the following way: the pupils sit in their chairs, while the teacher tells a story. The story can be the class's own story as well, what is important is that it should be relevant to the children, so they can connect with it emotionally.

The teacher asks the children to write down their feelings regarding the story, as if it happened to them. Then they describe and talk about their feelings, giving reasons for them.

☀ Adaptation made

In this case the teacher used a story to stimulate children's emotional responses. They are familiar with stories and therefore it was easier for them. The core of the technique (developing empathy and guessing what someone else is feeling) is the key skill.

The experience of the teacher

> " First they were shy about expressing themselves. They expected to be judged and that was the difficult part. After that, they got used to not feeling judged and started to feel safe and were then more able to talk."

13. THE "WHEN" GAME

Country
Austria

Class/Age of the students involved
Aged 13-15 years old

☀ **Context**
Transitional class, Landeck/Tirol.
The students are sitting in a circle.

☀ **Emotional competences developed**
*Recognise emotions,
*Experience emotions
*Manage emotions

☀ **Tranversal competences developed**
*Cultural expression
*Social competences

☀ **Description of the technique**
The aim of this technique is to "position" certain emotions in time and space, connecting them to specific situations. The teacher asks the students to finish sentences, such as: "I am sad when... I have a fight with my best friend." This can be practiced verbally and on paper.

In this case the teacher started the exercise by asking the students which expressions are the best to communicate their feelings. He explains that usually describing an emotion is easier if we can give the reasons that caused it.

Then he asks them to say sentences that start with "I am happy when..."

✳ In the second part the connection with negative emotions is explored when they have to finish the sentence "I am sad when…"

The experience of the teacher

"The students learnt to express themselves and not react with violence but deal with their emotions. They learn to react appropriately in difficult situations."

The experience of the students

The students participated and they were very motivated. Other students are very happy with this kind of activity.

Country
Hungary

Class/Age of the students involved
Aged 14-15 years old

✳ Context

The technique was implemented in a regular classroom. When the teachers decided to break the lesson and talk about an issue together, they pushed the desks to the side of the classroom and everybody stood up in one big circle in the middle of the room.

✳ Material needed

For the technique itself there were no materials needed. The nature of the technique is that the teacher doesn't plan it beforehand – but he/she can plan for possible outcomes e.g. whether to talk/write about the issue.

✳ Emotional competences developed

Cooperation and conflict resolution.

✳ Tranversal competences developed

*Learning to Learn.
*Sense of initiative & Entrepreneurship.

✳ Description of the technique

The nature of the technique is that the teacher doesn't plan it to happen, but he/she is prepared in any case to act "spontaneously" during the lesson if it is necessary.

Firstly, the teacher needs to realise, that there is a need for a break in the class. Usually teachers can see, when the class is full of tension at the beginning of the lesson. They can't concentrate on the subject, they talk loudly, obviously referring to something that has happened earlier during the day.

At the beginning, when the students are not yet used to this technique, the teacher needs to initiate/ 'break into' discussion, but later the students can also ask for the break.

After this first step, the teacher asks the students to push the desks aside, so a discussion can happen without objects/barriers between people. This helps communicate openly. They can either sit in a circle or stand up – standing is more unusual and helps change the mind-set of the students.

Then, it depends on the situation on how to proceed. Sometimes the best thing the teacher can do is to let the students talk to each other about a problem. Other times there is a need for a more direct facilitation, e.g. asking the students to write down what emotions they are feeling and let them describe it in front of each other.

One important aspect during the discussion is to keep this challenging situation (supposedly it is a conflict-situation) as safe as possible for the students. It is good, if the students can express their concerns with each other freely, it is also important that they maintain the basic rules of communication, like not attacking the others.

☀ Adaptation made

There are a wide range of possibilities to adapt this technique. There is potential for using it flexibly and being unconventional,, focusing the attention on the problem, (instead of not paying attention to it).

The focus is to talk about the problem, but if the teacher finds it useful to use other tools or combine it with other DoE techniques (eg. the Box of emotions),this is achievable.

The teacher needs to know their class well to be able to facilitate a fruitful discussion.

The experience of the teacher

" They usually don't want to talk and miss their lesson. But they've already realized it in fifth grade, I explained then, that they are in a condition that makes it impossible to teach. And one math lesson doesn't change the world, we will make up for it. Now we will sit down and talk about the issue before continue".

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- And why couldn't you continue?
- Because there is this tension in the kids, they cannot concentrate, cannot pay attention, they are busy with their problems, and not with what's happening at school..."

" It worked really well, the children really enjoyed being able to tell others what was bothering them and the others were listening, we tried to refine it of course. And of course, you can be mad, you have a reason to be, but let's work on making this class a good class, because if you continue arguing like this in the next four years, that would be a tragedy for everyone. We can force you to be quiet in class, but you will suffer. And we started to build relationships with each other, and l guess it worked out very-very well."

The experience of the students

I didn't believe that these games can build the community so well, but... Really, now if someone has an idea, they share it and we find out something together. And it's very good on a day to day basis, that we can solve so many problems together.

- And I think, it is since then, that we really are... normal, yes."

"I think we don't even realize how much better we understand our feelings. I can accept myself much more ."

○ **Country**
Italy

Class/Age of the students involved
Aged 7 years old

✳ **Context**
This technique has been applied in class. Students have been divided into 4 groups and sat one in front of each other, to facilitate group work.

✳ **Material needed**
Vocabulary, white and coloured cardboards, glue and scissors.

✳ **Emotional competences developed**
*Recognise Emotions
*Experience Emotions

✳ **Tranversal competences developed**
*Social & Civic Competences
*Cultural expression and awareness
*Learning to learn

✳ **Description of the technique**
In this technique, the group of students choose a neutral emotion, and then they have to express stronger, bigger, and lower, smaller versions of that emotion. After expressing them, they try to name the different gradations. The teacher then starts a conversation about the intensity of the emotions and how they can be verbally expressed.

In this case, the students have been divided into 4 groups, each group has chosen a neutral starting emotion, which in this case were: sadness, happiness, surprise and rage.
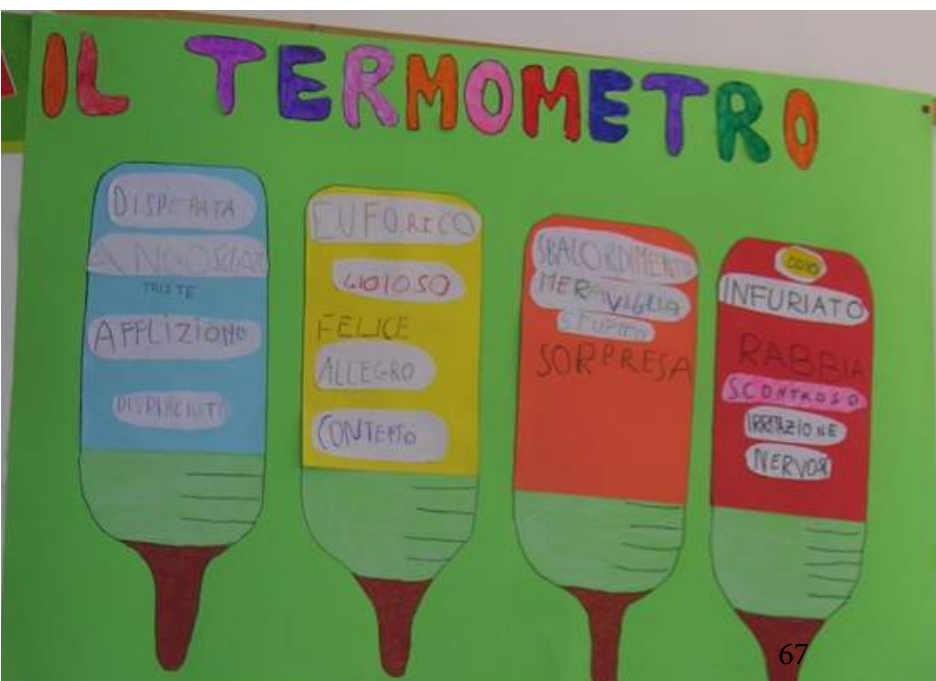
With the help of vocabulary, each member of the group has chosen a shade of the initial neutral emotion, which was written on a white cardboard tag.

Then each white cardboard tag was glued to the big coloured one of the neutral starting emotion.

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The billboards of each group have then been assembled together, on the final billboard with the thermometer, in which all four neutral emotions and their gradations were present.

The students enjoyed using this technique a lot, because they did some practical work, while building the thermometer billboard, and for the chance to learn how to better recognise the intensity of an emotion and communicate more accurately how they feel.

✳ Adaptations made

The adaptation has been made to improve working in groups and to encourage students' communication

Furthermore, introducing the thermometer helped the students to better understand the meaning of degrees in relation to the emotion.

The experience of the teacher

The technique has been chosen to improve the relationships among classmates and to help them better understand their emotions.

This technique can be easily adapted and used with students of different ages.

The experience of the students

"This work was useful to help us be specific and explain how we feel."

16. THE POST BOX

Country
Hungary

Class/Age of the students involved
Aged 10-11 years old, 12-13 years old and 14-15 years old

✺ **Context**
The technique is implemented in a regular classroom, where the tables have been arranged to facilitate group work.

✺ **Material needed**
*a decorated cardboard box
*pieces of papers and pens (the pupils can use their own equipment)

✺ **Emotional competences developed**
Cognitive management of their feelings.

✺ **Tranversal competences developed**
*Learning to learn.
*Sense of initiative & Entrepreneurship.

✺ **Description of the technique**
Either the teacher, or the teacher together with the pupils decorate a cardboard box and create a "post box" where the pupils can leave messages. They can write and leave messages over time, between the lessons, once a week.

During class they sit in a circle, and open the box to discuss the messages together. The pupils can decide, whether they explain the message was theirs or not.

It is important to reassure the pupils that the information stays confidential and that nobody will know something if it is a secret.

✳ **Adaptation made**

The post box can be used in a different way. For example; the pupils' homework was to think about the characters of a novel that they were working with, choose one character and try to imagine how that character has felt in a scene from the novel. They had to write it down on paper – and they decided to use the post box to collect the message. So this time, instead of writing about their own emotions, they were writing about a characters' emotion.

The experience of the teacher

" The project started to have its own life, l witnessed, that two boys were arguing in class, and then one apologized through the letterbox. And they managed it very well amongst each other; The little boy gave me the letter, addressed to me, actually he was apologizing to his friend because of his behaviour the previous day. l asked, 'what if you gave it to him, because l don't need apology, this letter is not for me'. The boy gave permission to put it in the post box, and the other boy took it, so they were messaging each other. From then on conflicts were being resolved without me and being solved by the children".

"With time they were more open about their problems,. So at first it was more general things, something simple like 'I didn't really feel like waking up, or I'm tired'. After that they started to be more meaningful, some of them, not in crowds of course, but even the fact that they put something in is valuable. like 'I don't want to write… to put anything in…'. And slowly, by the third-fourth occasion, it became more, significant things, like problems with their classmates, among their classmates.

Sometimes the children would write in a way that we could never figure out who it was. The others were guessing a lot, but we couldn't, they couldn't figure out who it is. And then I told them, it's not even that important, because we should focus more on the problem itself."

"Sometimes we needed to write twice in one class, and open it, because there was so much tension, that they wanted to communicate, in paper, at least… It's very good for them to write, so this tension, this anger, disappeared.

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The anger and injustice they felt against themselves, they felt terrorized, and this tool helped them, they calmed down."

The experience of the students

"They <the teachers> stand up for us, they understand what we want to say, and they are not telling the other teachers if it is about them.. We can share our problems with them, without having comments."

““ She <the teacher> told us to focus on things, that matter for the whole class. So not the ones we can discuss, the two of us, in private."

17. THE HOT CHAIR

Country
Romania

Class/Age of the students involved
11th grade, aged 17 years old

✳ Context
The technique was implemented in the classroom, during a counselling lesson. Students were seated in groups.

✳ Emotional competences developed
Experience emotions and to some extent recognise emotions.

✳ Tranversal competences developed
Social competences.

✳ Description of the technique
The teacher gathered the students in 4 groups, based on friendships or good relations among the group members, or shared interests. Then, she asked them to characerise their group, and also the other groups. She invited a spokesperson from each group to come to the front of the classroom, sit on the `hot chair` and present the characterisations.

✳ Adaptation made
Instead of inviting an individual student to share their perceptions, a student who represented a group of students was invited to sit on the chair.

The experience of the teacher

"These students are 16 years old, they are teenagers, with very many issues, characteristic of teenagers. A class of 29 students, who are very diverse, with very many diverse issues.

I adapted the technique, I had the support of the school's psychologist and together we decided on the technique that can be applied effectively in a given timeframe. I chose to adapt the technique, to use groups of students, and not individual students to introduce themselves and share their emotions experienced in the classroom. When you have other people around you and you belong to a group, that gives you more confidence, you feel more comfortable to express something, reveal something, recognise your emotions, identify the people with whom you have a good relationship and those with whom you don't.

This [technique] created the space for the students to express their feelings, emotions, they had the opportunity to say to each other things that they don't normally express, and which leaves them with frustration, in a conflict state. This was the biggest gain that I identified in using this technique: the fact that a safe environment was provided for the students to; express, identify their emotions, feelings, recognise them and state them looking into each other's eyes.

18. THE RESEARCH LABORATORIES

Country
Italy

Class/Age of the students involved
Aged 16 years old

☀ Context
The teacher sits among his students in a circle.

☀ Material needed
Scientific information material, books, notebooks, pens, information leaflets, laptops, slides, materials to organize the conference (posters, invitations, a hall..)

☀ Emotional competences developed
The implementation of this technique enhances the students' ability to identify the way they feel about a given subject, and to express it in a structured way. They developed their ability to manage stress and emotions related to expressing opinions and speaking in public. They strengthened their relationships with the class and their feelings of belonging to the group, as well as their self-confidence, sense of commitment, relational skills.

☀ Tranversal competences developed
*Learning to Learn
*Sense of Initiative and Entrepreneurship
*Social and Civic competences

☀ Description of the technique
The students and the teacher met together (for a total of 10 hours), in order to discuss a given topic (previously jointly chosen). The teacher proposed a selection of literary and

poetic texts, aimed at providing a cue in order to stimulate discussion.

The teacher divided the tasks between groups of students in order to analyse the topic through different aspects and perspectives.

The students presented and discussed the results of their research to the class.
The students, with the support of the teacher, created and organized posters and invitations, to attend sessions, for students from other classes and parents on the range of topics explored.

✳ **Adaptation made**

In order to ease the implementation of the technique, due to logistic reasons and considering the topic chosen – the intergenerational dialogue and the relationship between parents and their children - the teacher chose to organise the final conference as an open meeting with students of other classes and parents. In this way, the organization of the event was easier and the sharing of opinions and feelings was "safer".

The experience of the teacher

The teacher chose this technique because he felt the need to improve and deepen his relationship with his students:

❝ Spending some time with the students, deconstructing the rigidity of traditional didactics, is always an opportunity to benefit from the sharing of a common space and time".

The technique allowed him to have more time to share with the students and allow them to freely express themselves.
Although the practical challenges of the workshops was a bit hard (they had to co-ordinate everyone's availabilities), he considered the outcome of the implementation entirely positive as he had a good feedback from his students and he himself benefitted from the experience.

His advice for fellow teachers interested in implementing the technique would be to go for it, as he finds that spending extra time with the students and going beyond the imposed structures of the teacher-student dynamic is always a beneficial experience for both the teacher and the students.

The experience of the students

The students were enthusiastic about the activity and its implementation. The theme discussed was the relationship between parents and their children, and the difficulties of intergenerational dialogue. Some of them pointed out how this activity helped them improve their relationship with their parents and smooth out miscommunication :

> " To me it was important in order to build a better relationship with my parents, there used to be a distance, you could tell we were two different generations and had almost nothing in common, now there is more dialogue."

The students appreciated the opportunity, it allowed everyone to speak their minds and express their feelings. They improved their ability and their willingness to listen to their classmates and were stimulated by others' opinions and points of view.

They were happy to have an opportunity to discuss a topic that mattered to all of them, and they managed to create a safe space for themselves and their classmates to speak up: "'Opening up' is not immediate, but little by little, speaking and discovering that some thoughts and emotions were common, we acquired more confidence in expressing our emotions.", this also helped them strengthen relationships with their classmates and brought them closer.

They appreciated the possibility to get closer to their teacher, to be able to build a relationship, on a whole new level: "Usually the teacher-students relationship is quite rigid, while I think that discussing adolescence-related issues with a teacher helps us open up with them as well".

A possible negative is that the circle setting and the strong encouragement to speak up may have been felt as an obligation from some more introverted students, but the continuous practices of the technique can help to resolve this issue.

Case Studies
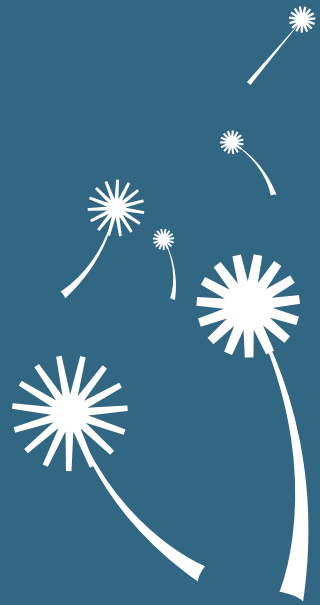
Case Studies

During the process of evaluating the methodology, case studies and testimonials have been collected to share experiences of the students and teachers.

The distribution of case studies have been organized according to 4 different topics:

1. how DoE helped the pupils;

2. how the atmosphere of the class has changed due to using the techniques;

3. how a teacher felt and thought during the implementation;

4. how to involve the wider environment in implementing the methodology (parents, colleagues, the community).

Each situation involves multiple factors and individuals (both students and teachers for example). Whilst it is recognised that it is important to have a holistic perspective, , it is also useful to focus on specific areas to illustrate key points.

How DoE helped the pupils?

Case studies are presented to show how specific students reacted to the DoE techniques and how they supported them emotionally. . When students feel isolated in class this can create a negative spiral. Sometimes this is communicated through changes in behaviour such as picking on others, or withdrawing, which prompts further negative reactions from peers, reinforcing the feelings of disconnection. The DoE techniques, provide an opportunity for pupils to be seen in a different light, and create empathy in others.

Case study 1

Country
Austria

Date/Duration
2. Semester of 2016-2017

Focus
Student

Age-range of students
Aged 13-14 years old

Situation/setting of the school
Public school, Innsbruck, in west Austria.

It is a transition class for migrants and refugee youngsters, who are not yet ready to attend the usual class and have to pass first this transitional class.

Theme

A student felt that nobody liked or understood him. The other children were too loud and disturbing. The teachers did not know why he was feeling bad. At times he would withdraw and prefer be left alone by everyone else. Although it saddened him that he had no friends to talk to.

Description of the case study

The student is new in the class and sits alone in the reading corner, crying quietly to himself. Nobody in the class notices this. The teacher sees his empty space, looks around the classroom and discovers the sad student. When the teacher addresses him, he sits down in his seat and works in quite a depressed mood.

The student remains unnoticeable most of the time, he is quiet and withdrawn. The most concerning thing about him is that he sits alone during lessons, and during break times, quietly crying to himself. He can't explain to the teacher or the other children why he is frequently crying. He prefers to be alone and never takes the initiative to talk to another child. In group work, he, remains sitting in his place and waits to see if he is chosen. Neither the teacher nor the classmates understand what is going on for him.

Using the "Box of Emotions" technique, students can explain what they feel. The students also learn that they don't need to repress their feelings, but can share them with others.

This technique gave an opportunity for this child to express himself and enable others to better understand him. It helped him to feel included in his class.

Case study 2

Country	Date/Duration	Focus	Situation/setting of the school
Austria	2. Semester of 2016-2017 2016/2017	**Teacher, class, students**	Public school, Innsbruck, in west Austria.

Age-range of students
Aged 13-14 years old

Situation/setting of the school: Public school, Innsbruck, in west Austria.
It is a transition class for migrants and refugee youngsters, who are not yet ready to attend the usual class and have to pass first this transitional class.

Theme

The student experiences a lack of attention and concentration, his focus is limited compared to his peers. He is easily distracted, often changes activities or leaves them prematurely. In many situations, he also struggles to wait for his turn or until the teacher has finished speaking. He often has difficulty deferring his needs or to withdraw.

Description of the case study

The Student attends the 4th grade secondary school. He is tall and well-built and does not appear to be comfortable with himself. He often looks restless and preoccupied. During lessons; he sometimes rides around in his chair until he crashes to the floor, he taps different rhythms on the table with a pen, gets up and fiddles with the blinds, opens a window, goes to the rubbish bin and empties his sharpener, responds loudly to scolding looks or gestures of his classmates, leans backwards over the bench and punches his classmate on the upper arm, throws a pen to a classmate of his in the front row, which he has hidden during the break and comments with low-pitched muttering about what's going on around him.

When he is told off or asked to refrain from interfering instead of cooperating, he claims that he has done nothing and that he is always the one to blame. He has difficulty calming down, and he refuses to follow further instructions, such as change seat or in extreme cases, to leave the class. He laughs at threats of punishment and replies to the teacher with cheeky and challenging statements or shows threatening gestures.

The student feels the school is a necessary evil. In order to cope, everything that is not related to writing, listening or practical work, is a welcomed change for him. Most teachers find him challenging to work with.

He usually tires with exercise quickly, saying he has a head or limb pain – but for him sitting quietly is extremely difficult. At these times, he is very sensitive and feels criticised by classmates and teachers.

Using the "Guess what I am feeling" technique, the class can be supported in explaining how they feel, share this with others and reflect with each other.

Using this technique was a significant change for this student, since he experienced school in a different way, realizing that he could express himself in a truly meaningful way.

He experienced others listening to him, so he didn't have to draw attention to himself by interfering and disturbing others. The class could also see this side of him and were more empathetic towards him.

Case study 3

Country
Turkey

Date/Duration
April 2017, At the beginning of a 70-minute block class period. Activity took approximately 25 minutes

Focus
Student

Age-range of students
11th grade, aged 16-17 years old

Situation/setting of the school
A private school in Istanbul Turkey: Acarkent Doga Anadolu Lisesi

Theme/short

This activity aimed to develop Emotional Competences and empathy of students through identifying the emotions of other students. The "Guess what I am feeling" activity aimed to increase cooperation within classroom.

Description of the case study

The teacher observed the feelings of the students before this activity. This activity can have more impact when a significant or special event takes place and a student responds with a change in behavior.

The activity was performed because a student was observed looking tense which was slightly different from other days. The teacher decided to use the activity, and students were placed in a semicircle. One of the students was invited to write on colored paper their feeling at that moment.

The other students were invited to answer the question "what is your classmate feeling?" on a white paper. After 5 minutes of writing, each student read what they wrote.

The teacher encouraged communication about these shared, guessed, misrepresented and not understood emotions of students.

This activity was conducted with a group of students who had not previously performed such an activity. A brief explanation was given to the students before applying the technique and students' questions were answered.

The teacher responded to the students' questions about how to write about their feelings with pictures or illustrations. Then they talked about specific emotions, empathising with their friends, writing what they thought about her feelings. After experiencing the event, the emotional state of the student changed rapidly from negative to positive, appreciating that her emotions were very well expressed by her friends. Other students asked to for this activity to be completed for them as well.

The teacher had not anticipated that students would be so interested in the activity. She did not think that she would hear students giving feedback, mentioning how sensitive and interested she was in their wellbeing. This has inspired the teacher to continue with DoE activities.

Teachers' perspective

The following case studies describe how teachers have responded and how their actions impact on the children. It is often a professional decision taken by the teacher to adapt / use a DoE technique that enables a student to feel a sense of belonging and feel valued.

Case study 1

Country
Italy

Date/Duration
2. Semester of 2016-2017

Age-range of students
Aged 14-16 years old

Focus
Teacher

Situation/setting of the school
A public school in the city of Palermo

Theme
Message of severe disconfort inside the box of emotions.

Description of the case study
The teacher decided to implement the DoE in one of their classes because they felt the need to foster relationships between the students who seemed distant from each other and uncommunicative.

They chose to implement two techniques: the hot chair and the box of emotiosn.
As the activitiestook place, pupils started to become more involved in the activities more familiar with the techniques.

The teacher began to notice greater involvement from the pupils in the activities.

Approximately two months after the beginning of the implementation, a pupil wrote a message in the box of emotions expressing significant distress. This was explained in a very clear and dramatic way. The teacher decided not to read the message inside the box in front of all the students as usual, but to wait a few days. During this time, they decided to speak with the class council about the issue, but unfortunaly didn't find adequate support.

They decided to read all the messages in the box.

When this happened, the teacher realized that the distress expressed by that student was mirroired by the rest of the class, suggesting the need for further support. The teacher decided to create opportunities for open dicussion the classroom, organised periodically.

The class grew in confidence and relationships developed between the children and with their teacher.

The pupil who initially expressed distressdid not admit this but his relationships with his class mates started to improve. A form of peer-to-peer support developed. The DoE techniques have enabled students to improve their relationships, improve awareness between pupils and between pupils and teachers, and have activated supportive processes within the classroom.

Case study 2

Paese
Turkey

Data/Durata
May 2017 ,
after two week
implementation

Focus
Pre-school teacher in the themes of friendship

Age-range of students
6 years old

Situation/setting of the school
Camlica Doga Pre-primary School

Theme
Cards of emotions activity to support children expressing their emotions.

Description of the case study
The teacher prepared and presented the Card of Emotions activity to the students. They asked students to choose their own feelings from the cards to share with their peers, and the reasons why they feel like that.

One of the students checked all the cards but didn't want to choose any of them. When the teacher asked why, they explained that none of the cards are reflecting their real emotions. This was unusual for this student who is typically quiet and more withdrawn. They were now eager to take part in this activity and wanted to find their real emotions to share with their friends. The teacher proposed a solution and asked the student to define their emotion and draw a new card and use this card to share with their friends. They said "he got bored" and he wanted to draw a bored face. They drew the bored face and shared their reasons with their friends. The second day they were the first to define and share their emotion.

The DoE techniques, have enabled the students to explain what they are feeling and why. The ability to identify the connection provides a rationale. In doing so, the students can learn that they do not have to repress their emotions or only express them in extreme situations. The students also know that they can express both negative and positive emotions and they should experience both, knowing how to try and manage these feelings. In this case, the teacher's approach to involve the students made the students aware of their feelings and more confident to share them with others.

Improving cohesion of the class

DoE techniques are useful not only in the sense of helping individual students, but the class as a whole, improving the sense of belonging. As students get to know how their classmates are feeling, they realise that their emotions are very similar and they can become more empathetic towards each other. Often this shared experience ("We are a class that is conscious about emotions!") can create a sense of togetherness, as students feel special for doing the DoE activities. Not only do the the relationships among students improve, but also between students and teachesr as well.

Case study 1

Country
Hungary

Date/Duration
February-June 2017

Focus
Class

Age-range of students
Aged 13-15 years old

Situation/setting of the school
Small public primary school in the countryside

Theme

There was a serious conflict within the class, one of the students was stealing from their classmates and unfortunately they were expelled from school. Using the Post box technique, the class expressed their emotions, forgave the student and develop greater cohesion as a class.

Description of the case study

One of the teachers taking part in the Hungarian piloting process was a deputy class master of the 7th grade of a primary school at a small countryside town. They have been working with them for one year, and there were challenges within the school. This was apparent in one incident: the pupils realised, that someone was stealing from them.

Emotions were high during this time, there was a lot of tension among the students, as they started to feel unsafe in the class. Following an investigation, one of their classmates was identified as stealing. The police were also called in, and unfortunately the incident resulted in the student being expelled from the school. Before they left the school, the class master had a discussion with them, and encouraged them to discuss the situation with their classmates. They chose not to do so and tension remained, as there was no resolution.

The class master and the deputy class master asked the class to use the Postbox (they have been using it for a month by that time). The teachers asked the pupils to write messages, expressing their emotions.

The pupils did so, and later also sent their messages to the student via Facebook. Here are the messages:

- "I am not angry at you."
- "I think if you told us earlier, it would have been better, more honest."
- "I forgive you."
- "I am not angry at you anymore. I suggest you to stop stealing."
- "I am not angry at you, as I am not you, and you are not me."
- "You haven't stolen from me (that much), but it's still disgusting."
- "I am not angry at you, but find another school."
- "I am not angry at you anymore, but don't do this again.'
- "We try to forget what has happened, you should try too, and focus on your further studies. We are not angry at you."
- "Ask for forgiveness from everybody and stop stealing! I am not angry at you anymore."
- "I am not angry at you anymore. Even though what you did was bad, but still forgivable."
- "I am not angry at you, as you are human as well. Everybody makes mistakes, but we have to face them. The consequences are always straightforward, but life is not easy."

The student read the comments, and one hour later replied with "I am sorry".

Through the help of the Post box, the pupils were used to writing messages about their emotions, so the teachers could use their experience to resolve this particular conflict within the class. In this way the student also got to see that the overwhelming majority of the class were not angry at her, which enabled her to say sorry and provide some resolution.

According to the deputy class master, following this incident the class is much more cohesive, they can and do share their emotions more easily, more calmly, and in general are more accepting of each other.

Case study 2

Country
Italy

Date/Duration
March-April-May 2017

Focus
Class

Age-range of students
Aged 16-17 years old

Situation/setting of the school
A public school in the city of Palermo

Theme
Dynamic group improvement

Description of the case study

The literature teacher decided to involve pupils in an extracurricular course implementing the DoE technique, Research Laboratory.

Pupils welcomed the teacher's proposal with initial skepticism. After the first the students appeared to very gradually become more involved.

The teacher noticed an increased confidence of the pupils towards him and a greater openness among the pupils, in speaking about their problems, worries and concerns.

The creation of this relaxed climate during extracurricular activity was also reflected during regular school hours, having a positive impact on their school experience.

What amazed the teacher was such a significant and visible change. Pupils were more attentive and motivated during the lessons and achieved better school results.
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Case study 3

Country
Romania

Date/Duration
The intervention and the changes occurred in semester 2 of the 2016-2017 academic year

Focus
A class of 10ᵗʰ grade students

Age-range of students
Aged 16-17 year old

Situation/setting of the school
Public school, taking students from age 6 to 19. Inner city school, in a large city (over 300,000 inhabitants) in north-western Romania

Theme

A class of high-school students who were having difficulty interacting, expressing, recognising and managing emotions, were helped to express emotions using the Hot chair technique.

Description of the case study

The students in this class had not developed group cohesion, although most of them had been together for a year, and some of them had been in the same school for nine years. The class separated into smaller groups that barely interacted with each other. They had different interests for music, studying, sports, fashion, and different styles of communication. Expressing emotions was seen as a weakness.

The class head teacher had taken the Didactics of Emotions course and decided to try the Hot Chair in an adapted version. She had asked the school counsellor (a psychologist by training) to attend the lesson, in case specialist intervention was needed during the lesson.

The teacher asked the students to sit in groups. Each group was supposed to consist of students who generally got on very well together, who are on friendly terms, who communicate with each other on a daily basis. In the beginning, the teacher asked them to decide on a name they wanted to be identified by as a group, and share that name with the other groups.

Then she gave each group a list of characteristics and asked them to choose the ones they thought defined their group well. Next, she asked the students to think about each of the other groups, to characterise them and describe their group's relations with the other groups. The teacher introduced the Hot Chair, initiating a discussion with the students to work out together why they thought it was called the hot chair (because you want to get off it soon, because you may be criticising others when you are sitting there, etc.). The spokespersons of each group were given a chance to go to the front of the room, sit on the Hot Chair and

communicate to the others what they had discussed in their groups about their relationship with the students in the other groups. After the spokesperson of a group presented, the other groups could ask clarification questions or make comments.

In three cases (of the four), the spokespersons spoke at great length, not only from the perspective of the group they were representing, but their personal point of view, and their position in the group and in the class. They generally reflected how they were prejudiced against each other, expressing the view that this was not a good thing for them as a big group, concluding that essentially, they would all benefit if they were willing to communicate and interact more constructively with each other, and get to know each other better across the groups of friends as well.

The general conclusion of the lesson was that the students should be actively seeking opportunities to get to know each other and approach each other more open-mindedly, even if their preferences for music or sports etc. were different.

The intervention of the counsellor was not necessary, despite some tense moments during the lesson, all students managed to contain themselves.

The teacher felt that the lesson achieved its objective to get the students to think deeply about – with a view to start planning for – better quality interaction among the class as a whole group.

Involving the wider environment (colleagues, parents...)

In our experience it is usually one or two teachers who start to implement DoE in their daily work. However, from a holistic point of view, there is greater impact if the whole surrounding environment of students represents the same values to reinforce how he/she should relate to his/her emotional life. Therefore, it is crucial to try to involve; colleagues, parents and the wider community.

Case study 1

Country
Hungary

Date/Duration
2016/2017 school year

Focus
Wider environment

Age-range of students
Aged 13-14 years old

Situation/setting of the school
A state school in a small countryside village, with a high percentage of special needs and deprived children.

Theme

The support of the school headmaster is crucial and working together with at least one colleague is also very important when implementing DoE in schools.

Description of the case study

The headmaster and deputy, a teacher have participated in the Hungarian piloting program of the EUMOSCHOOL project.

In Hungary when choosing piloting schools, it was important to have at least two teachers included in the programme. Having two teachers working together provides extra support for each other in implementing the DoE.

In this case one of the teachers was also the headmaster of the school, while the other worked as a deputy. They also had their own class within the school (grade 6) where the DoE techniques were used and implemented during the school year.

The school is located in a small village, with a high percentage of disadvantaged pupils. For many pupils in the school talking about emotions was alien to them and did not take pace in their homes. Therefore, as the DoE program started, they had to progress in small steps,

creating the culture of sharing emotions, which seemed difficult at first, but eventually pupils became more familiar with it.

This school was in a very good position to involve the wider community in the program. The program was well supported within the school, led by the Head and deputy teacher, the rest of the school staff were also aware and interested in it. The pupils talked about the techniques to other teachers. The headmaster and the deputy have planned "training" for all the teachers, to learn the techniques for further implementation. The timing of this training was important in emphasising the benefits of the DoE and not being perceived as an additional burden for teachers.

Within the community the school, they introduced the program to the village: a one-page article was written to the local newspaper about DoE and its use in the school to try and create a community-level understanding of the importance of emotional education.
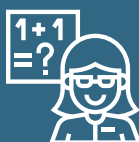
Case study 2

Country
Romania

Date/Duration
The intervention and the changes occurred in semester 2 of the 2016-2017 academic year

Focus
Class headteacher (*diriginte*)

Age-range of students
12-13 years old in the class where the case

Situation/setting of the school
Public school, taking students from age 6 to 19. Inner city school, in a large city (over 300,000 inhabitants) in north-western Romania.

Theme

A new female student joined the class in September 2016. The class had been together for a year, since the 5th grade, and were mostly cohesive. The new student had difficulties being in a new group and was often distressed. She seemed very sensitive, cried easily, and the teacher encountered difficulties interacting with her in a constructive manner and helping her interact with the rest of the students. The student's mother was willing to work with the school, because it was obvious for her too, that her daughter was going through a difficult time.

Description of the case study

The class head teacher had completed the DoE course and decided to try out the technique called the Box of emotions. She thought that this technique would help the students who are affected by the newcomer's emotions and behaviour to share how they felt and have a chance to analyse their emotional responses, with a view to learning how to manage them.

She involved the students in preparing a nicely decorated box, which they placed in the classroom. She asked the students to write messages when they felt they needed to share the emotions they experienced, the circumstances, and explanations for why they thought they felt as they did. When the box had messages, in the lesson dedicated to counselling, the teacher took out the messages and read them, inviting the class to comment. In the beginning, the new student was not writing messages, but then, when she saw that other students did, she also gained confidence to write messages. Her messages were mostly positive. The other students also wrote positive messages about her.

To further encourage her students to share their feelings, the teacher sought to involve the parents as well and she asked the students to set up a Box of emotions at home. The first time they took home their own boxes was on Mother's Day, when they wrote messages of appreciation towards their mothers, and also expressed other emotions they felt towards their parents. The teacher had prepared the parents for this event in a parent-teacher meeting she organised.

The new student also prepared her box of emotions for home, and in this way, she managed to communicate her emotions about her school life to her mother as well. With the teacher's support, the mother learnt how to manage the messages, how to set aside time and check the box of emotions together with her daughter. The teacher communicated with the new student's mother frequently during this time, both face-to-face and by telephone to help her manage the interactions and also to monitor the changes the mother noticed in her daughter's behaviour.

The combined effect of expressing emotions both at school, and at home led to positive outcomes. The new student is now included in the group and has made a supportive friend in the class. Her mother is very pleased with her daughter's ability to express and manage her emotions. The other parents are also very pleased to have gained a tool which facilitates their regular discussions about emotions with their children and feel better equipped to face the coming teenage years.

The teacher is content that she has found a way to involve the parents in supporting her students' social-emotional learning.

FAQ
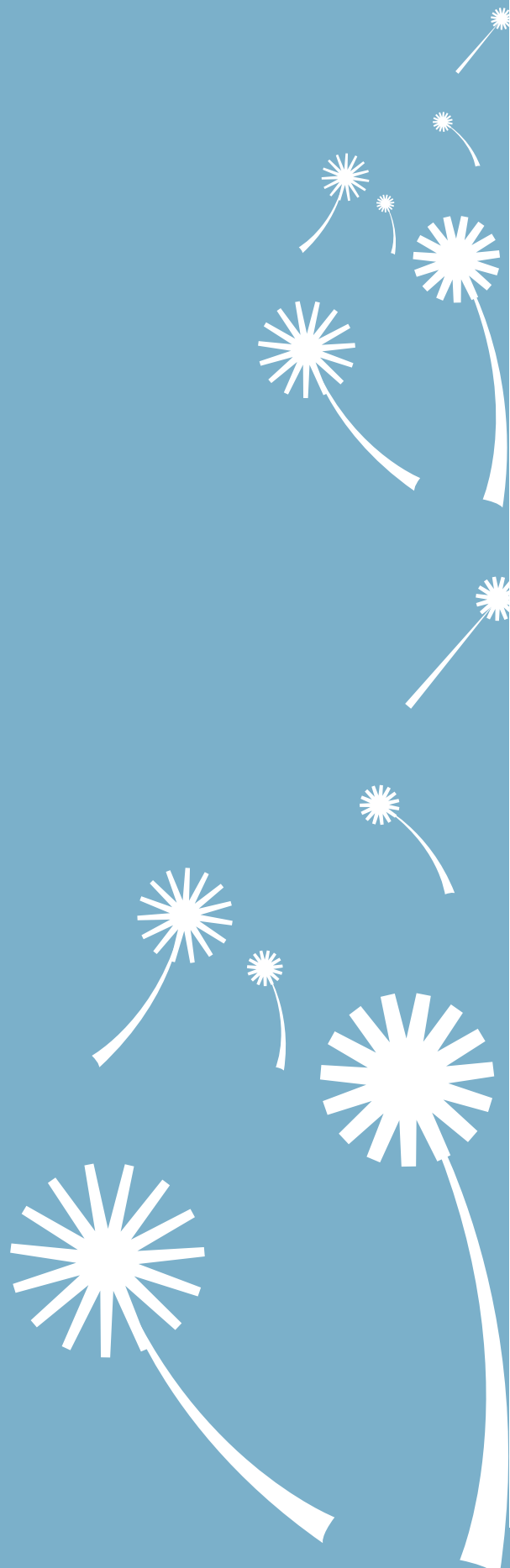
9. FAQ

This section gathers all the frequently asked questions teachers may have before implementing DoE at school.

How to incorporate the techniques in school life?

A very important approach of the Didactics of Emotion is to incorporate them into the daily life of school. There are some schools, where emotional education is integrated into the curriculum and therefore they have timetabled lessons.

The following options are available for teachers:

- To dedicate time **before classes**: it is possible to have a short discussion circle time or DoE technique time before the start of lessons in the morning or the teacher starts / asks the pupils to come in 15 minutes earlier. This can work well with young children (up to 10) before adolescence, because it needs to be arranged with the parents.

- **In-between class** times, / breaks for DoE techniques, can be used occasionally. Breaks are important to meet the needs of children too, if conflicts occur, it might be important to use break time – together with lesson time (see the "break from lesson"). Pupils are more willing to offer their free time if there is a compromise with school time (i.e. time from lesson, time from break).

- **After classes:** dedicated regular time slots in the after-class period (in the same way for extra-curricular activities). It is important to find slots which are good for all children. If this is not possible we do NOT advise the DoE techniques being only available for some children as this does not provide equal opportunities and disadvantages others. However, it might be appropriate to offer a DoE extracurricular class option for a broader group, and organize a specialized "DoE group", which could provide opportunities for pupils to work more in-depth.

- Form teacher lessons: in most schools there are dedicated times (for example one lesson per week) for the class. This can be a great opportunity to use DoE techniques.

- **Class excursions / out-of-school activities:** typically, there is time for the DoE activities. For example, a modified Roll-Call of Emotions (showing numbers with their hands) can be used when waiting to travel, to discuss how they feel before the excursion or after.

- **During classes:** in most cases there can be opportunities for pupils during classes. Teachers using DoE have experienced that dedicating 10 minutes for an exercise and discussion has helped pupils to re-focus and after that the productivity of the class increased.
The DoE technique can also be incorporated into the theme of the lesson.

Ideas for connecting DoE techniques to thematic issues:

- **Biology:** when learning about the body, the Body and Emotions game (exercise 10) can be integrated. Pupils can make video clips of body and emotion issues (exercise 9), the box of emotions, and roll-call activities can be integrated with "where do you feel?" key questions. The biology of emotions can be considered in greater depth within the class.

- **Literature:** emotions are very important part of literature. The Association Game (exercise 4), College of Emotions (5) can both be used to link emotions with literature. The Puppet Game can be used to play part of a storyline to emphasise the feelings of characters. It is also important to reflect upon the pupils' own feelings regarding stories, using the Bag of Emotions, Roll Call of Emotions, or Cards of Emotions (or a lot others).

- **History:** Historical events and characters can be used to reflect on working with emotions (for example by making short video clips).

- **Chemistry:** Connections can be made with chemical compounds and molecular bonds and the way in which feelings connect and change, useful analogies can be made.

- **Foreign Language:** Emotions can be explored within different languages and cultures.

- **Physical Education:** any activity where moving is either included or can be included (like Music Stop and Go, Train of Emotions).

As the above examples show, emotions are so deeply connected to all areas of our lives that with some creativity they can be connected to several issues, themes, and topics.

Facilitating discussion about emotions

Communication is a key factor when talking about emotions and feelings. To be able to develop emotional literacy, pupils need to feel the comfort of safety and acceptance, highlighted by psychologists, such as Carl Rogers. It is our responsibility as educators to create an atmosphere where students feel this safe to express themselves freely, without judgement or criticism. This environment is essential in order to support and develop emotional education.

The model of nonviolent communication by Marshall Rosenberg[1] is a useful framework to consider key skills. Rosenberg described two modes of communication: the language of jackals and giraffes, drawing a distinction between dominant and assertive forms of communication.

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1 Rosenberg, Marshall (1995). Words Are Windows Or They're Walls. - Nonviolent Communication: Varighed 145 Min. Create Your Life - Productions

Key points to consider are:

1. *Observation* – do not interpret, just observe what the other is doing (but be precise!) („When I suggested going outside, you laughed")

2. *Feeling* – talk about what you feel („It made me feel left alone and unimportant")

3. *Need* – talk about what you need („I would like if you took my ideas seriously.")

4. *Ask* – If you need something, ask („The next time I suggest something, please listen, so we can think about it together.").

Helping communication by Thomas Gordon[2] is another useful tool. The foundation of his model is similar to that of Rosenberg's: we should pay attention to our own and others' feelings and maintain open communication. For this, we need to be aware of and remove barriers, which can halt the other person when sharing his/her emotions, and use active listening techniques, which encourage the other person to continue sharing.

Some of the most common communication barriers are the following:

- *Commands:* When we are giving commands to others, we dominate. This might lead to the other person trying to defend themselves, which can result in a confrontatio

- *Threatening:* Similarly, feeling attacked, creates fear. He/she might change their behaviour, but in the longer-term, this strategy disturbs the relationship between people.

- *Lecturing*: When we start lecturing someone when they talk about their feelings, it can easily create a sense of humiliation in the other person.

- *Advising*: When we give advice to others when they are in a difficult emotional state, it can create similar effects as lecturing. The other person might feel "stupid" for not finding out the right solution themselves.

- *Own stories*: If someone talks about his/her feelings, and as a response we start to talk about what has happened to us, it demonstrates to the person that we are not really interested in his/her concern – we rather shift the focus on ourselves.

- *Logical arguments:* Logical arguments are similar to advice, individuals overwhelmed by their emotions are not usually able to listen to reasons, and therefore they don't help to resolve situations.

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2 Gordon, Thomas – Burch, Noel (1974). Teacher Effectiveness Training, P. H. Wyden

- *Encouragement*: Encouragement can be useful in certain situations, but when for example someone tells us that they feel sad, and our response is "Cheer up", the individual might feel that he/she is not allowed to feel what he/she feels.

- *Criticizing*: Criticising others can also result in a defensive response.

- *Joking*: If we start to joke about someone's emotions it can easily upset others and prevent them for talking further.

- *Labelling*: If we put labels on the other person, he/she might feel that he/she is not understood and won't feel encouraged to share more.

While it is important to avoid the barriers above, there are tools to demonstrate that we are interested in what the other person is saying and that we are listening.

- *Mirroring* ("I see that you were distressed when you couldn't finish in time."): When we use mirroring, we try to put it into words what we see/hear from the other person. We don't interpret, but describe what we understood. It provides an opportunity for the other person to help clarify our understanding.

- *Open questions* ("How did you feel about the change of plans?"): If we want to know more, we should phrase our questions in an open way, so others feel he/she can share his/her feelings. If he/she can only answer with a yes or no, this limits the conversation and opportunity to share further.

- *Rephrasing* ("So you are saying that you were bored during the game."): Rephrasing comments seeks to clarify our understanding, and also gives a chance for others to describe his/her feelings in more detail.

- *Self-exploration* ("I also feel angry, when someone doesn't listen to my ideas."): We can share a bit of ourselves in order to facilitate a discussion about feelings. It is important not to shift the focus on us but show that we often feel the same way.

- *Summarising*: Summarising what we have heard during a discussion can help people become more aware of what has happened and gain perspective, reflecting on the situation.

- *Informing*: In some cases there may be times where sharing information / knowledge of specific details can assist in developing a shared understanding.

When working with groups of students, agreeing together basic rules of communication is essential in creating a safe environment. The intention is for everyone to understand and

contribute to this process in order to create an atmosphere where listening is modelled by adults. The role of the adult is to facilitate the discussion through the use of the techniques outlined above.

What to do when difficult situations arise

Many teachers are concerned that children may talk about situations and emotions that are difficult to manage. Teachers often feel disempowered when pupils share distressing personal stories and they are clearly upset, which isunderstandable. It is important tobe aware of our professional boundaries and where there is additional support avaiable both for staff and pupils.

In most cases pupils regulate what they share with the others or with teachers. If they share something very complicated and difficult, than they do it because they need help.

It is important to remain calm and use the active listening techniques mentioned before („facilitating discussions"): silence and listening, mirroring, observing, etc. If pupils want to talk about what is a stressful/ distressingfor them, listening is very important. It increases their feelings of safety, and provides a „container" for their emotions, which also helps them to reconnect with themselves. Be aware of the potential barriers to communcation for example; giving advice / sharing stories, as this may not be helpful.

Schools have policies that relate to supporting children where there are significant concerns that relate to the childs safety or the safety of others. Ensure that you follow the school policy and seek additional support in these instances.

If you are still unsure about what to do, you can also call the Child Helpline in your country for advice. The number to dial from any EU country is 116-111,please refer to your individual country.

10. Conclusion

We hope that the Interactive Guidelines outline all the relevant details and information to enable the effective implementation of the DoE and support the development of emotional education within educational settings.

The EUMOSCHOOL project has highlighted the significant impact of supporting children's emotional development in creating positive changes for indidivduals, classes and schools, reducing the likelihood of early school leaving. We would like to encourage you to use the techniques and share them with your colleagues. If you need any further information or support then please refer to the partner organisations and/or the EUMOSCHOOL members.

Good luck!

Partners

Coordinator:
Centro per lo Sviluppo Creativo "Danilo Dolci" (Italia)
www.danilodolci.org

Emotional Training Center (Italia)
www.educazioneemotiva.it

Verein Multikulturell (Austria)
www.migration.cc

Rogers Személyközpontú Oktatásért Alapítvány (Ungheria)
www.rogersalapitvany.hu

DOGA Schools (Turchia)
www.dogaokullari.com

Consortiul International Lectura Si Scrierea Pentru Dezvoltarea Gandirii Critice (Romania)
www.rwctic.org

University of Gloucestershire (Regno Unito)
www.glos.ac.uk

EUMOSCHOOL

www.eumoschool.eu