

<b>1. Activity title</b>	<b>Emotional literacy</b> <b>Primary emotions: fear</b>		
<b>2. Target group</b>	Students aged 13 – 14		
<b>3. Duration</b>	3 lessons for a total of 4 hours		
<b>4. Learning Environment</b>	Activities planned for classroom, school		
<b>5. Learning outcomes</b>	<ul style="list-style-type: none"> <li>- Recognize through reading and listening to a written source, the primary emotions, knowing how to adequately comment on them by reporting personal reflections and establishing links with the discipline.</li> <li>- Express themselves orally and in writing; tell your emotions.</li> <li>- Share with classmates the feelings experienced in reading or listening to historical documents; establish links with current and personal situations.</li> <li>- Work in a positive, constructive climate of dialogue and comparison and know how to listen to different points of view.</li> </ul>		
<b>6. Subjects and topics covered</b>	History: in connection with historical sources, students are guided to the definition of primary emotions, with a focus on fear.		
<b>7. SEL competences</b>	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <p><b><u>PERSONAL</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Identifying and expressing emotions</b></li> <li><input type="checkbox"/> Self-regulation</li> <li><input checked="" type="checkbox"/> <b>Identifying strengths/self efficacy</b></li> <li><input checked="" type="checkbox"/> <b>Growth mindset</b></li> <li><input type="checkbox"/> Wellbeing</li> <li><input checked="" type="checkbox"/> <b>Dealing with negative emotions</b></li> <li><input checked="" type="checkbox"/> <b>Flexibility/resilience/problem solving</b></li> </ul> </td> <td style="vertical-align: top; width: 50%;"> <p><b><u>SOCIAL</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Empathy</b></li> <li><input type="checkbox"/> Appreciating diversity</li> <li><input checked="" type="checkbox"/> <b>Relationship building</b></li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Conflict resolution</li> <li><input type="checkbox"/> Ethical and responsible behavior and decisions</li> <li><input type="checkbox"/> Dealing with negative relationship such as bullying</li> </ul> </td> </tr> </table>	<p><b><u>PERSONAL</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Identifying and expressing emotions</b></li> <li><input type="checkbox"/> Self-regulation</li> <li><input checked="" type="checkbox"/> <b>Identifying strengths/self efficacy</b></li> <li><input checked="" type="checkbox"/> <b>Growth mindset</b></li> <li><input type="checkbox"/> Wellbeing</li> <li><input checked="" type="checkbox"/> <b>Dealing with negative emotions</b></li> <li><input checked="" type="checkbox"/> <b>Flexibility/resilience/problem solving</b></li> </ul>	<p><b><u>SOCIAL</u></b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>Empathy</b></li> <li><input type="checkbox"/> Appreciating diversity</li> <li><input checked="" type="checkbox"/> <b>Relationship building</b></li> <li><input type="checkbox"/> Collaboration</li> <li><input type="checkbox"/> Conflict resolution</li> <li><input type="checkbox"/> Ethical and responsible behavior and decisions</li> <li><input type="checkbox"/> Dealing with negative relationship such as bullying</li> </ul>
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<b>8. Method / Didactic techniques</b>	<ul style="list-style-type: none"> <li>-Reading of historical sources, war letters, from which to deduce basic emotions especially fear.</li> <li>-Dialogue and comparison to reach the definition of basic emotion.</li> <li>- Represent through written texts the knowledge and concepts learned by identifying themselves with the soldiers engaged at the front.</li> <li>- Preparation of a billboard with primary and secondary emotions.</li> </ul>		

<p><b>9. Tools / Materials / Resources</b></p>	<ul style="list-style-type: none"> <li>- <i>Historical sources:</i> (Meste 1915-1918 words from the war. Letters and documents from the Duomo archive. Sergio Barizza and Stefano Sorteni )</li> <li>- Video documentary "Apocalypse, the First World War."</li> <li>- Reference billboard on combinations of emotions - <a href="https://it.manuelcappello.com/wp-content/uploads/2020/03/inside-out-lista-emozioni-combinazioni-900.jpg">https://it.manuelcappello.com/wp-content/uploads/2020/03/inside-out-lista-emozioni-combinazioni-900.jpg</a></li> </ul>
<p><b>10. Detailed description of the step-by-step description of the activity / sequences of the units</b></p>	<p>1<sup>^</sup> PHASE (1h)</p> <ul style="list-style-type: none"> <li>-Stimulus questions to highlight previous knowledge related to the topic of the First World War.</li> <li>-The teacher projects a PPT through which he illustrates the dynamics of propaganda and censorship.</li> <li>-The teacher divides the class into work pairs and distributes five types of war letters dating back to the period of the First World War.</li> <li>- After careful reading, pupils answer the following questions in writing:             <ol style="list-style-type: none"> <li>1.What kind of document is it?</li> <li>2.By whom was it written, to whom was it addressed?</li> <li>3.What is the year, is a particular place mentioned?</li> <li>4.There are ungrammatical errors: why? Try to correct them to understand the events of the moment.</li> </ol> </li> </ul> <p>Work will be completed individually at home:</p> <ul style="list-style-type: none"> <li>- Underline the points that you perceived as most engaging;</li> <li>- Write through a personal comment your impressions trying to contextualize and specify which emotion dominates in the writing according to your point of view.</li> </ul> <p>2<sup>^</sup> PHASE (1,5h)</p> <ul style="list-style-type: none"> <li>-The teacher projects through PPT the five letters from the front, previously distributed, highlighting errors and emerging parts;</li> <li>- in rotation questions the working pairs that will illustrate the analysis to the class, through the guiding questions provided in phase 1, and their own points of view.</li> </ul> <p>3<sup>^</sup> PHASE (1,5h)</p> <ul style="list-style-type: none"> <li>- The teacher shows the first part of the documentary "Apocalypse, the First World War".</li> <li>-Brainstorming: the teacher notes on the blackboard the emotions indicated by the students deduced from reading and viewing the war documents.</li> <li>-The teacher defines Fear; Then each student compares the emotion encountered with his own, derived from his personal experience, sharing it orally.</li> </ul>



	<p>-The students are provided with a poster with the skeleton of primary emotions and, on the basis of the activities carried out, the right placement of primary and secondary emotions, chosen from those collected shortly before by the teacher on the blackboard. The billboard will be integrated with the emotions covered in the lessons of the other disciplines.</p> <p>For home: each student will write his own war letter, identifying himself as a soldier of the First World War.</p>
<b>11. Extension / Take home activity</b>	<i>YES (described in point 10)</i>
<b>12. Feedback &amp; assessment</b>	The evaluation was carried out through observation grids regarding the process and through evaluation grids for the written papers.
<b>13. Intellectual property rights (IPR) / Origin of the activity</b>	Activities adopted in the project Let's cultivate empathy Shared by Federica Tiziana Piován, Istituto Comprensivo Caio Giulio Cesare, lower secondary school, Mestre, Italy