




## SEEVAL Learning activity

<b>1. Activity title</b>	<b>Don't be afraid, it's just the fear!</b>		
<b>2. Target group</b>	Students 15 - 18 years old (grades IX-XII)		
<b>3. Duration</b>	50 minutes		
<b>4. Learning Environment</b>	Activities will be held in the classroom or can be adapted to take place outside (school yard, park, sports field, etc.) If the activities take place in the classroom, it is necessary to arrange the space by arranging benches and providing an open space in the middle of the classroom.		
<b>5. Learning outcomes</b>	At the end of this activity, students will be able to <ul style="list-style-type: none"> <li>o realise that each of us is afraid of something, that nobody is perfect, but that by accepting each other we can help each other to become better;</li> <li>o Identify together solutions to overcome fears;</li> <li>o To learn abdominal breathing techniques.</li> <li>o Reduce exam stress</li> </ul>		
<b>6. Subjects and topics covered</b>	Counselling and guidance However, the activity is open to all subjects for which end-of-cycle exams are taken (e.g. Baccalaureate).		
<b>7. SEL competences</b>	<table border="0"> <tr> <td style="vertical-align: top;"> <p><b><u>PERSONAL</u></b></p> <p><b>X</b> Identifying and expressing emotions</p> <p><b>X</b> Self-regulation</p> <p><b>X</b> Identifying strengths/self efficacy</p> <p><input type="checkbox"/> Growth mindset</p> <p><input type="checkbox"/> Wellbeing</p> <p><b>X</b> Dealing with negative emotions</p> <p><b>X</b> Flexibility/resilience/problem solving</p> </td><td style="vertical-align: top;"> <p><b><u>SOCIAL</u></b></p> <p><b>X</b> Empathy</p> <p><b>X</b> Appreciating diversity</p> <p><b>X</b> Relationship building</p> <p><b>X</b> Collaboration</p> <p><input type="checkbox"/> Conflict resolution</p> <p><b>X</b> Ethical and responsible behavior and decisions</p> <p><b>X</b> Dealing with negative relationship such as bullying</p> </td></tr> </table>	<p><b><u>PERSONAL</u></b></p> <p><b>X</b> Identifying and expressing emotions</p> <p><b>X</b> Self-regulation</p> <p><b>X</b> Identifying strengths/self efficacy</p> <p><input type="checkbox"/> Growth mindset</p> <p><input type="checkbox"/> Wellbeing</p> <p><b>X</b> Dealing with negative emotions</p> <p><b>X</b> Flexibility/resilience/problem solving</p>	<p><b><u>SOCIAL</u></b></p> <p><b>X</b> Empathy</p> <p><b>X</b> Appreciating diversity</p> <p><b>X</b> Relationship building</p> <p><b>X</b> Collaboration</p> <p><input type="checkbox"/> Conflict resolution</p> <p><b>X</b> Ethical and responsible behavior and decisions</p> <p><b>X</b> Dealing with negative relationship such as bullying</p>
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<b>8. Method / Didactic techniques</b>	<p><b>Argument:</b></p> <p>We talk too little about emotions, even though they are part of our lives at every turn. Because we associate them with the idea of being weak and vulnerable, emotions are discussed in terms of "coping with emotions", "overcoming emotions" or "not being overwhelmed by emotions".</p> <p>A more beneficial approach is to change this perspective on emotions so that emotions are integrated and accepted as part of our lives.</p> <p><b>Aim:</b> </p> <p>Understand that the first step in overcoming negative emotions is to accept their fears and live with them, so as not to let them control them.</p> <p>Teaching methods: small group work, debate</p>
<b>9. Tools / Materials / Resources</b>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- coloured cardboard, glue, scissors, writing instruments, A3 sheet or styrofoam board, flipchart, laptop, video projector, screen.</li> </ul> <p><b>Teacher's role:</b></p> <ul style="list-style-type: none"> <li>- Captures the students' attention;</li> <li>- stimulates pupils to present and argue their opinions;</li> <li>- directs and facilitates the learning process;</li> <li>- observes and mediates the pupils' work in groups;</li> <li>- encourages cross-curricular connections and creativity;</li> <li>- stimulates the expression of emotions and is a partner with students in the evaluation of final products;</li> </ul>
<b>10. Detailed description of the step-by-step description of the activity / sequences of the units</b>	

## Organisational moment - preparation of space/resources, reminder of group rules (1 min)



### Icebreaker - Hour of qualities (4 min)

Participants sit in a circle, hold hands and introduce themselves to the group through a quality that defines them and that they would like to pass on to others.

Emotion clusters - aims to highlight how emotions can influence our choices, our health, our lives. The key word emotion will be written down on the board or flipchart and the cluster method will highlight the main types of emotions and their effects on us.

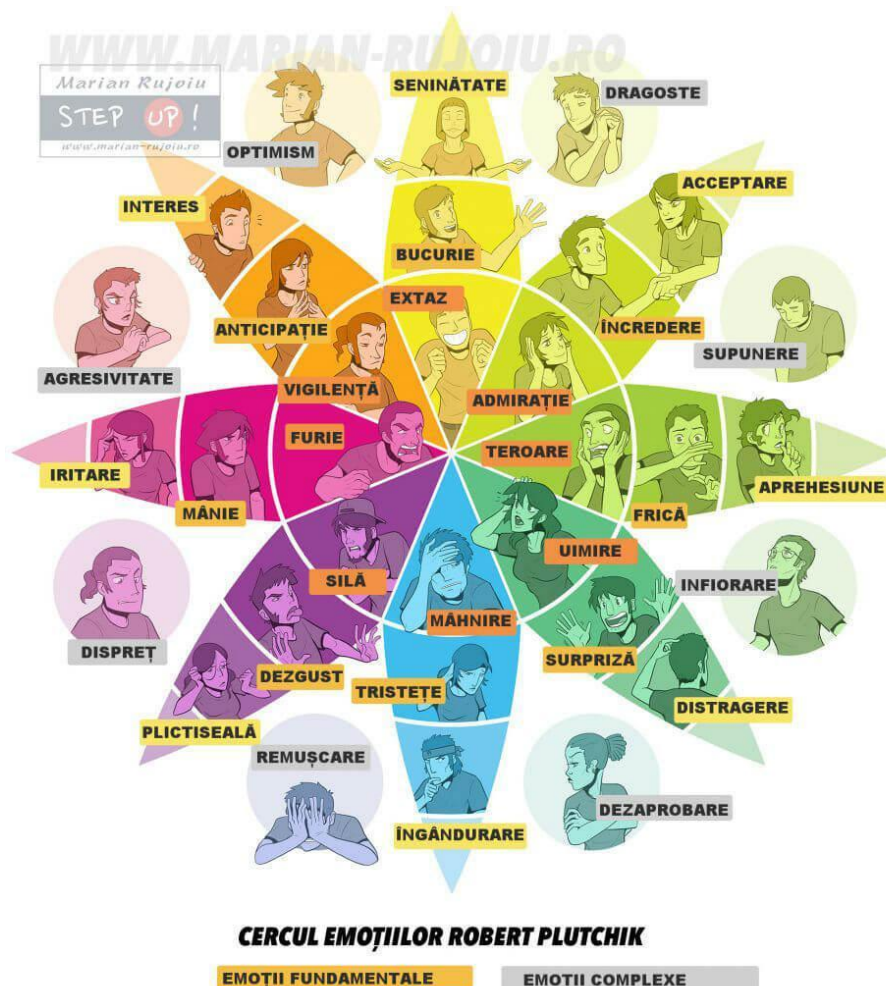
One of the most damaging emotions is fear.

For example, a child who is easily frightened or discouraged will have difficulty at school even if he is an intelligent child.

We will explain to children that only by expressing and identifying them can we have a healthy relationship with emotions and not feel overwhelmed by them when we don't want to. In addition, by talking openly together about their fears, children will come to look at each other with more understanding, help each other and reject each other less. Of course, this requires that

any mischievous jokes the children make are discouraged during the activity. We will explain to the children that sometimes people choose to make fun of others just to protect themselves and because they, in turn, are afraid of being vulnerable.

- Robert Plutchik's Circle of Emotions is screened



Source: <https://www.marian-rujoiu.ro/emotii/>

(10 min)

"Tree of Fear" - Draw a tree on a sheet of paper.

(10 min)

Cut out different coloured leaves together and everyone (including the teacher) will write one or more things or situations they are afraid of on a leaf. "Darkness", "control works", "dentist", "small bills", "dogs", "thunder and lightning", "monsters", "earthquakes", "sleeping alone", "ghosts", "being home alone", "parents' anger", "height" could be possible answers from the children.

We encourage them to write whatever they want and do not ask them to write their name on the dread leaf. We then stick the leaves into the tree branches.

"Tree of courage" - this is the stage where pupils make friends with their fears and look together for solutions to overcome them.

They draw a second tree and write on the leaves actions that can help us overcome our fears. We help the pupils to find solutions for each fear and write them on the leaves that we stick in the second tree. These can be simple solutions: 'try again', 'ask for help', 'talk to my friend', 'learn how to relax', 'take a deep breath', 'don't give up', 'look for another solution', 'acknowledge my fear', 'joke', 'take a break', 'smile'.

The solutions are, of course, different from case to case. But it is essential for students to understand that the first step is to accept their fears and live with them, so that they do not allow themselves to be controlled by them. (15 min)



Abdominal breathing technique - aims to provide students with a simple tool to relax and alleviate fear. (5 min)

Students will watch and take ownership: Abdominal breathing techniques to reduce stress and anxiety.: <https://youtu.be/wsbO26McTNs>



#### 11. Extension / Take home activity

- Practice abdominal breathing at home for two minutes every day.
- Watch the documentary "A short story about feelings" [https://www.youtube.com/watch?v=0kP3\\_gTBSik](https://www.youtube.com/watch?v=0kP3_gTBSik), - what will be posted on the class Facebook group and make comments.
- Post aphorisms about fear and courage on the class Facebook page.



<b>12. Feedback &amp; assessment</b>	<ul style="list-style-type: none"> <li>o Participants are asked to mark on the board with ( + ) whether they liked the activity or not (-). The marks awarded are counted.</li> <li>o Students are asked: <ul style="list-style-type: none"> <li>o How did they feel during the activity?</li> <li>o What did they find most difficult?</li> <li>o What did they find most fun?</li> <li>o How did they feel when they expressed their fears?</li> </ul> </li> <li>o How about when they found solutions to their fears on their own?</li> </ul>
<b>13. Intellectual property rights (IPR) / Origin of the activity</b>	<p>Prof. Humelnicu Cezar Daniel, Liceul Tehnologic de Mecatronică și Automatizări Iași</p> <p>Bibliografie: Compass - A manual on Human Rights Education with young people (2002) – Council of Europe Publishing</p> <p>Licențe Creative Commons - <a href="https://creativecommons.org/licenses/by-nc/4.0/">Necomercial (NC)</a></p>