

SEEVAL Learning Activity

1. Activity title	I want to fly!		
2. Target group	Primary education		
3. Duration	The activity will run for 2 hours.		
4. Learning Environment	The activity will take place indoors, in the classroom, during the 2 hours allocated.		
5. Learning outcomes	The activity "I want to fly" aims to develop emotional self-control skills by promoting rational/healthy thinking and increasing frustration tolerance. Students will identify the central character's faulty thinking and the consequences of this thinking expressed emotionally and behaviourally. By doing this activity, children will be able to evaluate the strategies by which the characters have been able to replace their irrational (unhealthy) thoughts with rational (healthy) ones and exemplify healthy, alternative thoughts that can avoid anger.		
6. Subjects and topics covered	Communication in Romanian Language		
7. SEL competences	<table border="0"> <tr> <td style="vertical-align: top;"> <p><u>PERSONAL</u></p> <p>X Identifying and expressing emotions</p> <p><input type="checkbox"/> Self-regulation</p> <p><input type="checkbox"/> Identifying strengths/self efficacy</p> <p><input type="checkbox"/> Growth mindset</p> <p><input type="checkbox"/> Wellbeing</p> <p><input type="checkbox"/> Dealing with negative emotions</p> <p><input type="checkbox"/> Flexibility/resilience/problem solving</p> </td> <td style="vertical-align: top;"> <p><u>SOCIAL</u></p> <p>X Empathy</p> <p>X Appreciating diversity</p> <p>X Relationship building</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Conflict resolution</p> <p><input type="checkbox"/> Ethical and responsible behavior and decisions</p> <p><input type="checkbox"/> Dealing with negative relationship such as bullying</p> </td> </tr> </table>	<p><u>PERSONAL</u></p> <p>X Identifying and expressing emotions</p> <p><input type="checkbox"/> Self-regulation</p> <p><input type="checkbox"/> Identifying strengths/self efficacy</p> <p><input type="checkbox"/> Growth mindset</p> <p><input type="checkbox"/> Wellbeing</p> <p><input type="checkbox"/> Dealing with negative emotions</p> <p><input type="checkbox"/> Flexibility/resilience/problem solving</p>	<p><u>SOCIAL</u></p> <p>X Empathy</p> <p>X Appreciating diversity</p> <p>X Relationship building</p> <p><input type="checkbox"/> Collaboration</p> <p><input type="checkbox"/> Conflict resolution</p> <p><input type="checkbox"/> Ethical and responsible behavior and decisions</p> <p><input type="checkbox"/> Dealing with negative relationship such as bullying</p>
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8. Method / Didactic techniques	Working in small groups (teams) Action-based methods: case study method.		
9. Tools / Materials / Resources	<i>notebook, worksheets, laptop/video projector</i>		
10. Detailed description of the	The activity starts by introducing a stuffed animal (a frog, called Taşa) as the students' friend. The pupils are read the story, and the story can stop		



**step-by-step
description of the
activity /
sequences of the
units**

along the way so that the pupils can identify the character's thoughts, emotions and behaviour. After reading the story, healthy alternatives for thinking and acting are discussed with students.

Recommendations and tasks for students:

- a) How do you feel after listening to the story of Toad Taşa? Students are given the opportunity to indicate on the emotion wheel the face that best expresses the emotion they experienced.
- b) What do you think about Tasa's behaviour? Point out that much of her behaviour consists of exaggerated demands for the way she would like things to be.
- c) Discuss the difference between beliefs and emotions about an event. Ask other examples from students.
- d) Ask the children to describe the anatomical area where they feel the emotion of 'anger'. What thoughts have you that crossed your mind at that/those moment(s)? Children will identify what thoughts led to the anger.
- e) Let's change unhealthy thoughts too. What can you say in your mind like this that you no longer feel anger? f) Do you think that things should always happen the way people want them to? If you have exaggerated demands, you probably think that all your wishes should be fulfilled; is this possible?
- g) Have you ever behaved like Taşa? Give examples of situations where you have had similar demands.
- h) Based on the adventure of Taşa the frog, do you think that most of us have such emotions every day?

Mode of delivery of counselling: blended

- Resources needed:

- face to face: stuffed animal; the story "Toad's wish Taşa"; Wheel of emotions - online: <https://wordwall.net/>; <https://www.youtube.com/>
- both face-to-face and online: multimedia equipment, video of story presentation

Ways of evaluating the activity

Students will describe experiences where they have experienced similar emotions using the wheel emotions wheel with the six basic emotions - resource available at: <https://wordwall.net/>

	<ul style="list-style-type: none"> • Worksheets and photos: description sheet of the learning counselling activity social and emotional learning "I want to fly", the story "The wish of the frog Taşa". <p>Teacher's role: The teacher has the role of facilitator, mentor. He/she makes sure that the students understand the task, manage to follow the steps, put the strategy into practice. Provides support where needed.</p>
11. Extension / Take home activity	Pupils can take different actions and put them into practice at family or even community level for the same purpose.
12. Feedback & assessment	
13. Intellectual property rights (IPR) / Origin of the activity	<p>Ştefan, Catrinel A. și Kallay Eva (2010). Dezvoltarea competențelor emoționale și sociale la preșcolari. Ghid practic pentru educatori. Cluj-Napoca: Editura ASCR</p> <p>Drăgan, S. (2008). Povești care te ajută să gândești. București: Editura Aramis</p> <p>Dryden, W. și DiGiuseppe, R. (2003). Ghid de terapie rațional-emoțională și comportamentală. Cluj-Napoca: Editura Asociației de Științe Cognitive din România</p>



Worksheet

The wish of the Taşa frog

Last night, before I went to bed, I listened to a very beautiful story, but it made me sad a little sad at first... My grandmother, the oldest tortoise in our family, told it to me. If you like, I'll tell it to you.

Once upon a time there was a turtle named Taşa. Taşa was very ...picky. She didn't like the food her mother gave her, she didn't like the toys her parents bought her, she didn't like going to kindergarten, but she didn't like going to the park, when she went to the theatre she wanted to go to the circus, when she should have gone on a trip she wanted to stay at home. Nothing and no one pleased him. She especially didn't like that she walked too slowly. He wanted to run, even fly. She screamed and started crying saying she couldn't stand not being able to run. Taşa got angry, furrowed her eyebrows, started to kick her legs and kept telling herself she had to fly!

One day, her friends, two wild ducks, told her:

- We'll take you with us if you want to fly. Grab hold of this tree branch with your mouth, and we'll grab one end and the other with our beaks. But be careful, when we're in the air, not to say a word. Done and done. The frog caught the middle of the branch with its mouth, and the ducks grabbed the ends. They flew up over the ground and over the houses. When they reached above the alley where the frog's nursery is located, her classmates were just leaving for the theater.

- I want to go to the theatre too, the frog began to scream and started kicking. No more I don't want to fly... I don't want to fly anymore!

He didn't finish his words and in an instant he fell to the ground.

The story can stop so that students can identify the character's thoughts, emotions and behaviour. Healthy alternatives of thought and action are required from the children. Children will also be encouraged to provide different scenarios so that the story continues.

Hmm! What a sad story!

Uufff, what luck! Taşa the frog had fallen on a bush near the kindergarten and didn't hurt herself too much.

hard. Just then Maya, her aunt, an old and very wise tortoise, was passing by.

- Auntie, you look sad! I see you're angry because you said you couldn't stand not being fast. You think you can't run or fly and you get angry, instead of participating tomorrow in the Cross Country.

Fast Frog Cross with your friends. There you can win the prize for the fastest frog, and I think that will make you very happy.

- Yeah, you're right, Maya!

- Taşa dear, all of us frogs would love to be faster, but we can't run like rabbits or fly like ducks. But we can try to be fast with other frogs, and that will make us happy. Instead of telling yourself that you can't stand not being able to run, you can think that you can accept it, it's not a catastrophe. You'll be unhappy, but I think you wouldn't feel anger. When we're angry, we can do things that upset others or hurt us. Look, for example, today you could have been seriously injured. And that's only because you told yourself you couldn't stand not getting what you wanted.

- That's right! I'm sorry I thought like that and got angry. I even got scared when



I fell out of the air! And that's because I was telling myself that I had to fly too! Next time, when I want something badly that I can't, I'll tell myself it's not so hard to bear. I'll be sorry, I'll be unhappy, but not so angry. Oh, and I've made up my mind: tomorrow I'm going to participate in the Fast Frog Run and think I can accept that I can't fly, even though it's unpleasant. And I will also tell myself that I am a valuable frog who can do many good things. Look, tomorrow I'll be a fast frog! What a joy!

- Well done, Taşa! I'm so glad you've learned to think like that! It will help you feel so much better. Tomorrow, I'll be cheering you on at the contest. Good luck!

- Thank you, Maya!

The next day, Taşa participated in the Fast Frog Run and got a frog diploma.

fast frog. She kept telling herself that it was unfortunate that she couldn't get everything she wanted, but she could keep going and that she was still a valuable frog. By learning to think this way, Taşa no longer felt angry but, only sometimes, a little disgruntled.

Dear children, we'll see you and Taşa again next year at the Frog Fast Frog Run!

(*Story created/adapted)

Bibliography:

Drăgan, S. (2008). Poveşti care te ajută să gândeşti. Bucureşti: Editura Aramis