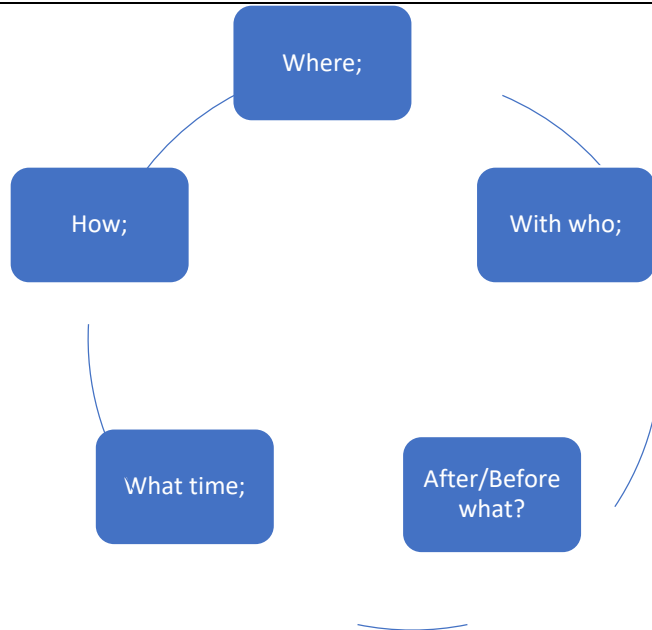




<b>1. Activity Title</b>	<b>Emotional vocabulary</b>	
<b>2. Target group</b>	For high school students	
<b>3. Duration</b>	1 twenty hour	
<b>4. Learning environment</b>	The activity can be adapted to all learning environments (indoor/outdoor, online synchronous/online asynchronous etc.).	
<b>5. Learning results</b>	At the end of this activity students will be able to recognize their own emotions as well as the emotions of others. They will be able to get in touch with their emotions and understand what they are feeling.	
<b>6. Course and Object</b>	The activity can be included in philology courses.	
<b>7. Social and Emotional Education Skills</b>	<p><b><u>PERSONAL</u></b></p> <p>▲ <b>Identifying and expressing emotions</b></p> <p><input type="checkbox"/> Self-regulation</p> <p><input type="checkbox"/> Identification of Strong Points</p> <p><input type="checkbox"/> Growth Mindset</p> <p><input type="checkbox"/> Well-being</p> <p>▲ <b>Coping with negative emotions</b></p> <p><input type="checkbox"/> Flexibility/ Resilience/ Problem Solving</p>	<p><b><u>SOCIAL</u></b></p> <p>▲ <b>Empathy</b></p> <p><input type="checkbox"/> Appreciation of diversity</p> <p><input type="checkbox"/> Building Relationships</p> <p><input type="checkbox"/> Cooperation</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 relationships such as bullying</p>
<b>8. Method/ Teaching Techniques</b>	Mapping, expression based on a series of certain words	
<b>9. Tools/ Materials/ Resources</b>	Materials: paper, stationery, board with words that express feelings	
<b>10. Detailed, step-by-step description of the activity</b>	<p>1st Activity :</p> <p><b><i>Mapping Myself: Here &amp; Now</i></b></p> <p><u>I fill in the wheel:</u></p>	



The children answer the questions for themselves at the time of the exercise: Where? How; With who; What time; After what? Before what?

We display the table of my feelings and needs:

### **FEELINGS**

#### **How do I feel when my needs are met?**

Lightly	Hope	Warmth	Emotion
Optimism	Surprise	Calm	Fantastic
Security	Gratitude	Satisfaction	Friendliness
Self confidence	Enthusiasm	Protection	Relaxation
Pleasure	Empowerment	Pride	Joy

#### **How do I feel when my needs are NOT met**

Anguish	Upheaval	Bother	Regret	Blocking
Indifference	Discouragement	Guilt	Confusion	Bitterness
Embarrassment	Bored	Irritation	Shame	Shock
Worry	Hesitation	Anger	Anger	Tightening



	Disappoint- ment	Dissatisfaction	Affliction	Pain	Fear
<b><u>Needs</u></b>					
	<b><u>Natural needs</u></b>	<b><u>In relation to ourselves &amp; ourselves</u></b>	<b><u>In relation to others &amp; others</u></b>	<b><u>In relation to society</u></b>	
	Air	Creativity	Support	Compliance with laws	
	Exercise	Fun	Respect	Equality	
	Food	Self knowledge	Cooperation	Irene	
	Security	Spirituality	To belong somewhere	Equal development opportunities	
	Relaxation	Self- development	Love	Discipline	
	Water	Self esteem	Empathy	Social cohesion	
	Expression of sexuality	Possibility of options	Confidence	Actions to deal with racist and sexist practices	
<p><u>Let's express ourselves:</u> I feel... because my need for... is fulfilled I feel ... because my need for ... is not being met</p> <p>2nd Activity :</p> <p><b><i>I recognize other people's feelings:</i></b></p> <ul style="list-style-type: none"> <li>➤ I choose cards from a deck. Children who have the same card form a group of 4.</li> <li>- How do they feel; What makes you support this?</li> <li>- Leverage the star <a href="https://www.toolshero.com/creativity/starbursting-brainstorming/">https://www.toolshero.com/creativity/starbursting-brainstorming/</a> to record the following questions: Who? Where; Never; What; Why; Discuss and fill in the fields based on your careful observation of the picture and your imagination</li> <li>- Create a narrative that includes this image.</li> <li>➤ Expressive reading of text.</li> </ul>					



	<p>3rd Activity :</p> <ul style="list-style-type: none"> <li>➤ Split text based on time (past – present – future). Create a timeline</li> </ul> <p>4th Activity :</p> <ul style="list-style-type: none"> <li>➤ Division into groups based on the time axis:           <ul style="list-style-type: none"> <li>- We identify points in the text where emotions are attributed: recording of actual words - expressions - images from the text in the timeline.</li> <li>- Recognition of emotions based on specific description, narrative, expressive medium.</li> <li>- Each group takes the time they need and then presents the emotions they identified and connects them to the needs of the protagonists.</li> </ul> </li> </ul>
<p><b>11. Extension / Home Activity</b></p>	<p>Let's create a timeline (timetoast.com). Place yourself in the different places you've been today. Write down the different emotions you experienced during the day. What thoughts arise now that you see these feelings recorded?</p>
<p><b>12. Feedback &amp; evaluation</b></p>	<p>Record the work of the groups in the context of each activity, we create discussion groups after the end of the activity</p>
<p><b>13. Copyright / Origin of the activity</b></p>	<p>Panagiota Souridis, philologist</p> <p><i>Creator Attribution-NonCommercial Use-No Derivatives CC BY-NC-ND - NoDerivatives (nd).</i></p>