



<b>1. Activity Title</b>	<b>Recognizing others' emotions</b>		
<b>2. Target group</b>	A- C High School		
<b>3. Duration</b>	1 teaching hour		
<b>4. Learning environment</b>	The activity is designed to be implemented in the classroom		
<b>5. Learning results</b>	At the end of this activity the students will be able to recognize the feelings of others as they are expressed in the written word		
<b>6. Course and Object</b>	The activity can be included mainly in the language lesson		
<b>7. Social and Emotional Education Skills</b>	<table border="0"> <tr> <td style="vertical-align: top;"> <p><b><u>PERSONAL</u></b></p> <p>▲ <b>Identifying and expressing emotions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-regulation</li> <li><input type="checkbox"/> Identification of Strong Points</li> <li><input type="checkbox"/> Growth Mindset</li> <li><input type="checkbox"/> Well-being</li> <li><input type="checkbox"/> Dealing with negative emotions</li> <li><input type="checkbox"/> Flexibility/ Resilience/ Problem Solving</li> </ul> </td> <td style="vertical-align: top; padding-left: 20px;"> <p><b><u>SOCIAL</u></b></p> <p>▲ <b>Empathy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appreciation of diversity</li> <li><input type="checkbox"/> Building Relationships</li> <li><input type="checkbox"/> Cooperation</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 relationships such as bullying</li> </ul> </td> </tr> </table>	<p><b><u>PERSONAL</u></b></p> <p>▲ <b>Identifying and expressing emotions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-regulation</li> <li><input type="checkbox"/> Identification of Strong Points</li> <li><input type="checkbox"/> Growth Mindset</li> <li><input type="checkbox"/> Well-being</li> <li><input type="checkbox"/> Dealing with negative emotions</li> <li><input type="checkbox"/> Flexibility/ Resilience/ Problem Solving</li> </ul>	<p><b><u>SOCIAL</u></b></p> <p>▲ <b>Empathy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appreciation of diversity</li> <li><input type="checkbox"/> Building Relationships</li> <li><input type="checkbox"/> Cooperation</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 relationships such as bullying</li> </ul>
<p><b><u>PERSONAL</u></b></p> <p>▲ <b>Identifying and expressing emotions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-regulation</li> <li><input type="checkbox"/> Identification of Strong Points</li> <li><input type="checkbox"/> Growth Mindset</li> <li><input type="checkbox"/> Well-being</li> <li><input type="checkbox"/> Dealing with negative emotions</li> <li><input type="checkbox"/> Flexibility/ Resilience/ Problem Solving</li> </ul>	<p><b><u>SOCIAL</u></b></p> <p>▲ <b>Empathy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Appreciation of diversity</li> <li><input type="checkbox"/> Building Relationships</li> <li><input type="checkbox"/> Cooperation</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 relationships such as bullying</li> </ul>		
<b>8. Method/ Teaching Techniques</b>	Work in groups, role play		
<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> <ul style="list-style-type: none"> <li>➤ Deck of cards: hero or journalist? They are distributed randomly to all students.</li> </ul> <p>Each role presents the events of the excerpt based on their own perspective and the reporters ask additional questions:</p> <ul style="list-style-type: none"> <li>➤ The nurse</li> <li>➤ The mother</li> <li>➤ The uncle</li> <li>➤ The classmate</li> </ul>		



	<p>2nd Activity :</p> <ul style="list-style-type: none"> <li>➤ We return to the groups based on the axis of time that we have divided our text.</li> <li>- We process the expressions of the text and transcribe them into other forms rendering the same feeling. We create lexical tables with our transcriptions, leaving room for further completion.</li> <li>- The groups change forms in a circular fashion by filling in their own additions of alternative lexical forms to convey the feelings.</li> <li>- Once the tables have been completed, the results are announced in plenary and copies are distributed to all participants.</li> </ul> <p>3rd Activity :</p> <ul style="list-style-type: none"> <li>➤ With what other textual indicators do we get information about the feelings of the protagonists? We give a worksheet with text markers and <math>\sqrt{\quad}</math> or X for students to identify them. What is the purpose of the presence of the specific textual markers we identify?</li> </ul>
<p><b>11. Extension / Home Activity</b></p>	<p>We observe the painting carefully and give voice to the heroine . In Leoni 's diary we capture her thoughts and feelings.</p>
<p><b>12. If 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>Author Attribution-NonCommercial Use-No Derivatives CC BY- NC-ND - NoDerivatives ( nd ).</i></p>