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I. Subject - Getting to know emotions and dealing with them

II. Lesson objectives

Main objective: developing the ability to recognize emotions and getting to know the constructive ways of dealing with them

Other objectives:

- systematizing knowledge about emotions and stress;
- analyze different ways of stress coping,
- recognition of own and others emotional states.

III. Methodology

Lecture, discussion, team work, brainstorm, quiz, jigsaw puzzle.

IV. Materials

App 1 . Quiz cards - cards with different emotions and feelings

App 2. Human body graphic

App 3. Jigsaw puzzle - cards with the symptoms of stress

App 4. Constructive coping and destructive coping

V. Lesson plan:

1. Introduction into lesson's subject and objectives. Teacher gives a short lecture about stress and emotions - definition of stress, the role of stress - lecture should be combined with a discussion with students about positive and negative aspects of stress. Which emotions are called basic, on what basis we identify our own and someone's emotions.

2. The first exercise for students is called: **Emotional quiz (App 1.)**. We can divide students into two smaller groups. Each group has a set of cards with the names of emotions and feelings (the cards are positioned so that no one cannot see what is written on them). Each person in the group draw a card and has to express the emotion/feeling without using words. The group has to guess correctly the presented state. When each group finishes guessing, what was easy for them and what they had the most difficulties with is discussed.

3. Next exercise is called: **Emotions and states of our body**. Students can be divided into several smaller subgroups. Their task is to point to a graphic depicting two people (**App 2.**) where the symptoms of different emotions or states appear in the body and how we can call them (for each

subgroup one positive emotion/state and one negative is assigned: e.g. happiness vs. loneliness; love vs. stress; excitement vs. sadness). The place of emotions and states should be marked with an arrow and described in block letters. Each group works independently. When students find that they have exhausted their ideas about the place where emotions and states occur, then we ask representatives of each group to present their ideas. Then, we ask students to tell us what symptoms, of those indicated in the figure, they experienced the most.

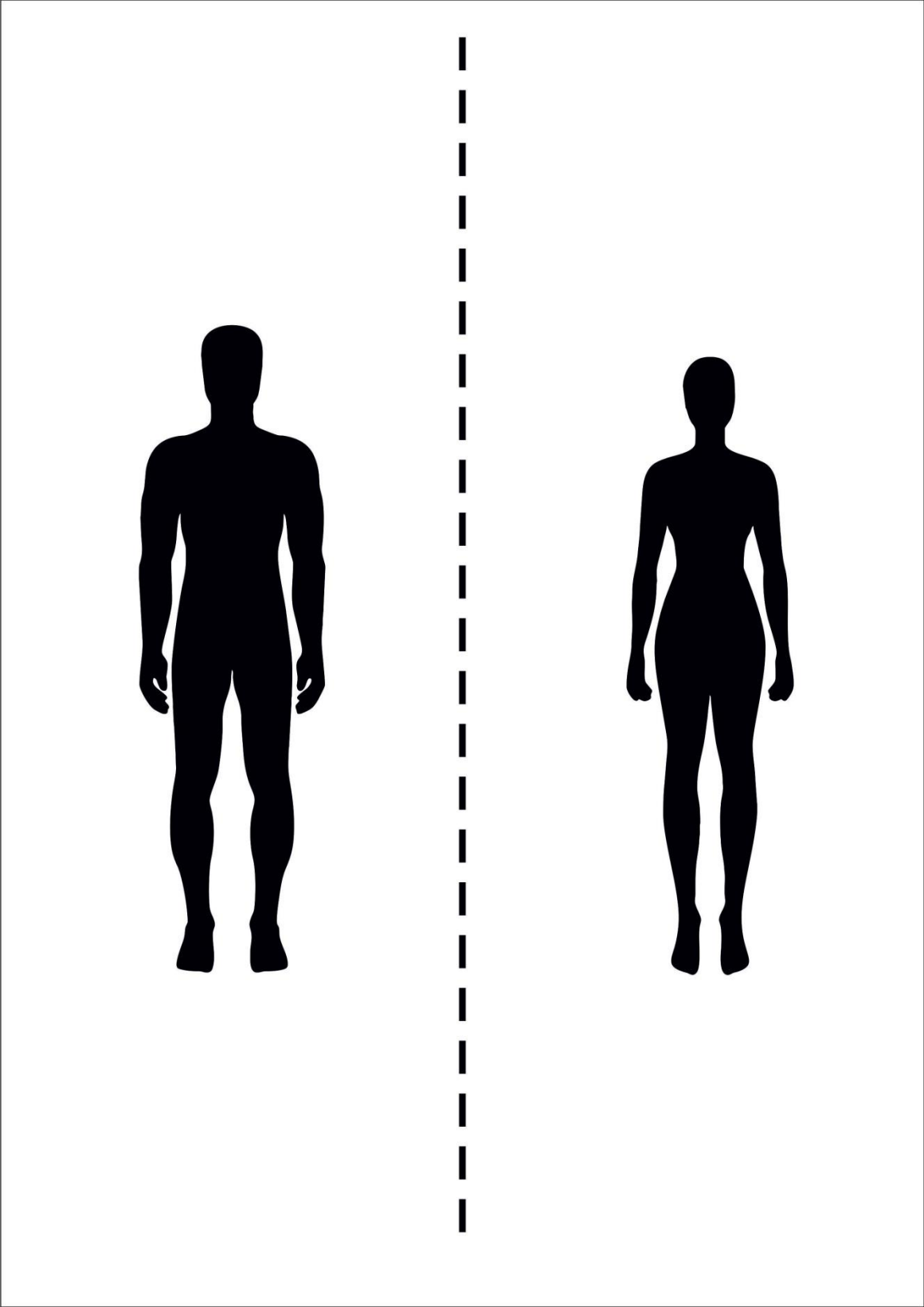
4. Another task named: **Stress Puzzle**, concerning the issue of stress is to sort the cards containing the symptoms of stress (**App 3.**) in such a way that they form three groups: physiological symptoms, behavioral symptoms and psychological symptoms of stress. After the task a short discussion about difficulties can be done and a round of question: "*When I am stressed I generally*" and putting the name of the stress symptom, taken from the jigsaw or other, in the blank space.

5. **How we deal with stress** - discussion about how people deal with stress, what types of techniques are used. The groups will try to identify constructive and destructive ways of dealing with stress and exchange their experience about dealing with their own stress (**App 4.**).

Appendix 1. Emotional quiz

Joy/Happiness	Anger	Sadness	Fear	Disgust
Surprise	Excited	Tense	Glad	Nervous
Irritated	Love	Compassion	Grateful	Hate
Anxious	Embarrassed	Hurt	Jealous	Curious
Blue	Disappointment	Lonely	Proud	Heartbroken
Shyness	Uncomfortable	Panicked	Tired	Relaxed

Appendix 2.




Appendix 3.

Physiological symptoms	Behavioural symptoms	Psychological symptoms
Tense muscles	Scratching	Anxiousness
Fast breathing	Legs wagging	Anger
Headache	Problems with staying still/in one place	Impatience
Stomach ache	Hands rubbing	Difficulties in memorizing
Sweaty palms	Clenching hands or fingers	Difficulties with concentration
Legs "like cotton wool" or "rubber"	Make hands busy, e.g. playing with a pen	Blank mind
Facial flushing	Eating more than usual	Many thoughts at the same time
Dry mouth	Eating less than usual	Sadness
Shaking hands	We cannot, e.g. keep something in our hands	Frequent confusion or mistakes
	Nail biting	Fatigue/Tiredness

Feeling of pressure on the bladder		
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Appendix 4.

Constructive ways of dealing with stress 	Destructive ways of dealing with stress 