

# Emotions Workshop

Teacher's Guide



Primary School

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# INTRODUCTION

Emotions are a part of the daily lives of 3rd and 4th grade students, influencing their behavior, relationships, and learning processes. However, many children still lack the tools needed to recognize, name, or express what they feel in an appropriate way.

This module aims to guide students in the exploration of their emotions through experiential activities, body-based dynamics, and shared reflection moments. It proposes a practical and accessible approach that allows them to experience, identify, and communicate their feelings, as well as begin to develop basic emotional self-regulation techniques.

Additionally, the module seeks to foster empathy and mutual respect, promoting a classroom environment where all students feel seen, understood, and emotionally accepted.

The role of the teacher is key: to facilitate the activities, hold a safe space for expression, and guide conversations with active listening. Throughout the module, the teacher will also be able to observe how children manage their emotions, offering valuable insights to support the group's social-emotional development.

## Objectives

- Recognize and name one's own and others' emotions
- Explore how emotions are felt in the body
- Understand that all emotions are valid and serve a purpose
- Express feelings in a respectful way
- Develop initial strategies for self-regulation
- Promote empathy, group cohesion, and classroom well-being



**The ideas we share in this workshop are simply suggestions on how you might use the material. Feel free to adapt it to your needs:** you can divide the workshop into two parts, spread it over several days, or complete it all in one session — whatever works best for you. You know your students and what suits them best.

Likewise, the materials can be used either in printed or digital format, depending on what is most convenient for you.

### Key Guidelines for Teachers

- Create an emotionally safe environment from the beginning
- Validate all emotions as legitimate experiences, avoiding labels like “good” or “bad”
- Be a model of respectful emotional expression, both verbal and nonverbal
- Use the activities as a starting point for dialogue, not as an end in themselves
- Adapt the proposals to the group’s needs, without forcing intense emotional participation
- Observe without judgment: each child has their own rhythm of emotional expression
- Use the activities to identify patterns, resistance, or progress within the group
- Encourage empathy and active listening as tools for cohesion and emotional support
- Ensure emotional closure at the end of each session (avoid leaving open topics or activated emotional states)

### Keywords

- Basic emotions
- Emotional language
- Active listening
- Body expression
- Group care
- Empathy
- Emotional play
- Mutual respect
- Regulation through breathing
- Coexistence

### Expected outcomes for module 1

By the end of this module, children are expected to better recognize their emotions, name them, and learn respectful ways to express and manage them in daily life.

# A1 Day 1. Exploring Emotions (Approximately 45 minute)

## Activity 1: Debate Circle – What Do My Emotions Say?

(Approximately 15 to 20 minutes) Adapt it to the pace and needs of your group.

### 1.1.1 Objective

1. **Create a safe space where students can identify, name, and share their emotions** from personal experience, fostering active listening, validation, and mutual curiosity.

#### Materials

- ☐ Text "Feelings/Emotions"
- ☐ Emotion cards (one set per small group)
- ☐ Pens or pencils
- ☐ Whiteboard or flip chart and markers (optional, to record ideas/emotions).
- ☐ Chairs arranged in a circle (include your chair inside the circle).
- ☐ Soft instrumental music (optional)

### 1.1.2 Steps to facilitate the activity:

1. **Opening and framing:** explain that today you will talk about how we feel, why we feel, and how we can recognize and express those emotions respectfully.
2. **Guiding questions:** choose the ones that are most appropriate for your group and alternate between them to stimulate dialogue
  - **Self-observation:** How do you know what you are feeling right now? Where do you feel the emotion in your body (chest, stomach, head)?
  - **Emotional naming:** What emotion do you think it is? Can you feel several at once? How do you distinguish between sadness and anger?
  - **Validation:** All emotions carry a message... what is yours telling you? There are no "good" or "bad" emotions; sometimes uncomfortable feelings are also caring.
  - **Social connection:** Do you think others feel the same way you do sometimes? How do we know how someone feels if they don't say so? What do we do when someone is very sad or very angry?
3. **Modeling and climate:** validate contributions, summarize in your own words, and if helpful, share your own brief emotion as an example.
4. **Visual recording (optional):** write on the board the emotions mentioned, associated situations, or bodily sensations (stomach knot, "messy" head, etc.).
5. **Closing and transition:** thank the group for their openness and leave 3 key ideas:
  - All emotions matter.
  - Talking about them helps us understand and take care of ourselves.
  - Everyone has their own pace: it's okay to take your time.



## **“Feelings/Emotions” text**

Feeling your own feelings/emotions, being able to name and express them – and recognising and paying attention to the feelings of others.

Your feelings are important. Emotions is another name for them. Feelings are very powerful.

- *What does the fluttering in your stomach mean?*
- *What is that confusion in your head?*
- *Why do your eyes suddenly fill with tears?*
- *Do you understand the language of your feelings?*
- *What are your feelings trying to tell you?*
- *Do you feel fear, anger, joy, love or sadness?*

Embrace your feelings. They tell you about your needs. Do you understand your feelings? Then you can take better care of yourself. And you can talk about them. Then others will understand you better too. Then they can be there for you.

**Remember:** other people have feelings too. Just like you. Try to understand them. Help them.

### **Note for the teacher:**

- **Maintain a safe climate** (do not force anyone to speak; listen with respect).
- **Observe patterns** (themes that repeat, nervous laughter, silences); they will give you clues for future sessions.
- **If sensitive topics come up, do not try to solve them immediately:** welcome them and take note to address later.
- **Adapt questions and timing** to the needs of your group.

# A2

## Activity 2: Exercise “Breathe and Feel”

(Approximately 5 to 7 minutes) You may repeat it depending on the group’s needs.

### 1.2.1 Objective

1. Bring attention to the body and the present moment through conscious breathing. **This is a simple emotional regulation exercise** that helps children recognize how they feel and calm their nervous system.

#### Materials

- ☐ Enough space in the classroom for all students to stand in a circle with some distance between them.
- ☐ Quiet environment, free from interruptions.

### 1.2.2 Steps to facilitate the activity:

1. Ask students to stand in a circle, leaving space between them so they can move and breathe comfortably.
2. Indicate hand placement:
  - Right hand on the sternum (chest area).
  - Left hand on the belly button (abdomen area).
3. Explain the exercise with your voice as a guide:
  - Inhale slowly and deeply through the nose, trying to make the belly expand outward.
  - Exhale very slowly through the mouth, **making a soft “ssssss” sound** as if carefully releasing air.
4. Support the process with calming phrases, for example:
  - *“There’s no rush. Everyone chooses the rhythm that feels good for them. This is not a competition.”*
5. Repeat the breathing cycle three times, modeling the rhythm yourself to guide the group.
6. Observe the group’s reactions. If you notice calmness or connection, close with a simple question:
  - *What did you notice in your body?*
  - *Has anything changed compared to before breathing?*

#### Note for the teacher:

- This exercise can be repeated several times if you notice restlessness or agitation in the group.
- Encourage students to **focus on bodily sensations** rather than on doing it “perfectly.”
- It can be used at the beginning or end of class as a practice of connection and calm



# A3

## Activity 3: Eye Contact Circle with Music

(Approximately 5 to 8 minutes) Adapt it according to the needs of your group.

### 1.3.1 Objectives

1. Deepen the emotional connection among students through conscious eye contact, fostering presence, empathy, and mutual recognition.

#### Materials

- ☐ Classroom with enough space to form a wide circle.
- ☐ Device to play music and a speaker.
- ☐ Soft, relaxing instrumental music (example: "Beautiful Relaxing Music – Peaceful Soothing Instrumental" on YouTube).

### 1.3.2 Steps to facilitate the activity:

1. **Initial organization:** ask students to form a wide circle that includes everyone. You also participate in the circle to model the experience.
2. **Explain the dynamic:** tell them this is a silent activity of eye contact. The purpose is to look into each other's eyes with attention and respect, without speaking or laughing, simply being present.
3. **Choosing a partner:** ask each student to select someone in the circle as their "eye partner" to begin with. Clarify that they will switch partners later.
4. **Begin with music:** play the instrumental music at a low volume. Explain that it will serve as subtle background support to sustain silence and help concentration, without being the focus.
5. **First eye contact:** guide the pairs to look directly into each other's eyes for about 3 seconds, in silence, maintaining presence and avoiding playful gestures.
6. **Closing gesture:** at the end of those seconds, each person nods gently or makes a brief gesture of acknowledgment toward their partner as a sign of respect and gratitude.
7. **Rotation of partners:** ask students to switch partners and repeat the process. Continue until everyone has had the chance to look and be looked at by several classmates.
8. **Optional group reflection:** if time allows, open a short dialogue with simple questions:
  - *How did it feel to look and be looked at in silence?*
  - *Were there moments of discomfort? Why?*
  - *In which part of your body did you feel the experience most?*



**Note for the teacher:**

- **Some students may feel uncomfortable with direct eye contact.** Remind them it's okay to look away or shorten the time if needed.
- Give instructions with a soft voice and **keep a calm atmosphere** throughout the activity.
- Adjust the duration of eye contact depending on the group's sensitivity (for example, start with 2 seconds and gradually increase).
- **Ensure that the music does not become the main focus;** it should only support the meditative atmosphere.

# A1

## Día 2. Expressing and Regulating Emotions (45 minutes total duration)

### Activity 1: Remembering What We Experienced – Emotions from Day 1

(Approximately 10 to 15 minutes) Adapt it according to the level of participation of the group.

#### 2.1.1 Objectives

1. Activate the group's emotional memory, recall what was worked on the previous day, and reinforce the emotional language learned.

#### Materiales

- ☐ Chairs arranged in a circle
- ☐ Whiteboard and markers/chalk (optional, to write down key words).

#### 2.1.2 Steps to facilitate the activity:

1. **Form the circle:** arrange the chairs in a circle, the same as on Day 1.
2. **Oral introduction:** begin with a short phrase to set the context for the students:
  - *"Today we are going to continue exploring our emotions. But first, let's remember together what we did in the last session."*
3. **Open questions to recall and dialogue:** ask some questions to stimulate memory and reflection:
  - *What emotion do you remember that came up in you the other day?*
  - *Was there any activity you especially enjoyed? Why?*
  - *What did you learn about emotions that you didn't know before?*
  - *Has anyone noticed any emotion this week that they would like to share?*
4. **Validation and visual recording:** acknowledge all contributions and, if useful, write key words on the board (e.g., joy, nervousness, calm, anger, fear...).
5. **Brief review of activities:** remind them with simple sentences of what was done on Day 1, for example:
  - *"We breathed together to feel how we were inside."*
  - *"We made emotion statues."*
  - *"We looked into each other's eyes without speaking to feel connection."*
6. **Motivational closing:** thank them for their contributions and encourage them to continue with curiosity:
  - *"Today we are going to keep discovering how to express and regulate what we feel, with new activities that will help us understand ourselves better."*

#### Note for the teacher:

- Not all the questions need to be answered; **choose the ones that flow best with the group.**
- If there is silence, share a brief experience from the previous day yourself to start the dialogue.
- **Adjust the time according to the group's energy:** it may be shorter or longer depending on what arises.

# A2

## Activity 2: Exercise “Breathe and Feel”

(Approximately 5 to 7 minutes) You may repeat it more than once if the group needs it.

### 2.2.1 Objectives

1. Revisit conscious breathing as a tool for emotional self-regulation. By repeating it, the practice is reinforced and students are encouraged to develop autonomy in using it whenever they need.

#### Materials

- ☐ Classroom space wide enough for the group to stand in a circle with some distance between them.
- ☐ Quiet environment, without interruptions.

### 2.2.2 Steps to facilitate the activity:

1. **Form the circle:** invite the group to stand in a circle, just like on Day 1.
2. **Allow space:** ask them to leave some space between each other so they can breathe comfortably.
3. **Recall the previous practice:** briefly remind them of the technique worked on the other day:
  - “Do you remember how we breathed the other day to feel calmer inside?”
4. **Guide hand placement:**
  - Right hand on the sternum.
  - Left hand on the belly button.
5. **Lead the exercise step by step**, using a soft and calm voice:
  - Inhale slowly and deeply through the nose, feeling how the abdomen expands.
  - **Exhale through the mouth, with a soft “sssss” sound**, releasing the air slowly.
  - Repeat this cycle three times.
6. **Reminders during practice:**
  - Each person sets their own rhythm.
  - This is not a competition.
  - It does not need to be perfect; the important thing is to notice how the body calms down.
7. **Optional closing reflection:**
  - “Has anyone noticed a change in their body after breathing?”
  - “How do you feel now?”

#### Note for the teacher

- You can use this technique at the beginning or end of any emotionally intense session. As it is repeated, it becomes a resource of its own for the group.



# A3

## Activity 3: Imitating Feelings with the Body

(Approximately 10 to 15 minutes) Adapt it to the group's energy level.

### 2.3.1 Objective

1. **Explore emotions through movement and body language**, without the need to speak. The activity helps students become aware of how emotions are expressed physically and fosters empathy through observation and imitation.

#### Materials

- ☐ Enough space in the classroom to stand in a circle.
- ☐ (Optional) Emotion cards placed in the center as visual inspiration.

### 2.3.2 Steps to facilitate the activity:

1. **Form the circle:** ask the group to stand in a circle. Place the emotion cards in the center if you are using them as support.
2. **Explain the main instruction:**
  - *"We are going to use our bodies to express emotions, as if we were statues. One by one, whoever wants to can step into the center of the circle, show how they feel, and the others will imitate it."*
3. **Start the exercise:**
  - One student steps into the center of the circle.
  - They close their eyes for a moment, breathe, and connect with an emotion.
  - They express that emotion only with their body (without saying which one it is), holding the posture for a few seconds.
  - Then they return to their place.
4. **Group imitation:** the rest of the group reproduces the posture/emotion in their own way. Afterwards, open a short dialogue with questions such as:
  - *"What do you think they wanted to express?"*
  - *"How did you feel when imitating it?"*
5. **Repetition:** continue with several volunteers. It is not necessary for everyone to participate; it is enough to have a variety of emotions represented.
6. **Alternative or complementary option:**
  - In pairs: one represents an emotion, and the other imitates it.
  - Then they switch roles.
7. **Closing:** thank the participants and remind them that emotions can be felt, expressed, and shared in many different ways.

**Note for the teacher**

- Encourage students to express themselves freely, without judgment or pressure.
- Emphasize that this is not theater or performance, but a way of exploring what we feel.
- If you notice insecurity or discomfort, you can begin by modeling the exercise yourself.

# A4

## Activity 4: Mirror Reflections – The Emotional Mirror

(Approximately 10 to 15 minutes) You can extend it if the group is engaged.

### 2.4.1 Objectives

1. **This activity invites students to work on attention, presence, and non-verbal empathy.**  
Through the mirror game, students practice observing each other respectfully, following movements with care, and connecting emotionally without speaking.

#### Materials

- ☐ Classroom with enough space for couples to stand facing each other.
- ☐ (Optional) Soft instrumental music to accompany the dynamics.

### 2.4.2 Steps to facilitate the activity

1. **Pair up the students.** You can let them choose freely or assign pairs if you think it would support new connections.
2. **Explain the dynamic:**
  - *"In each pair, one person will be the leader and the other will be their mirror. As if they were standing in front of a mirror, the mirror person should gently copy the partner's movements."*
3. **Instructions to begin:**
  - Both partners stand facing each other at a comfortable distance.
  - They maintain eye contact.
  - The leader starts to move one hand slowly, using smooth and continuous gestures.
  - The mirror copies the movements as precisely as possible, without speaking.
4. **Exercise progression:**
  - After a while, they can move both arms.
  - Then, if they feel comfortable, they can involve more of the body (shoulders, torso, legs).
  - After 2–3 minutes, they switch roles.
5. **Optional:** You may play soft instrumental music to help focus and create a calm rhythm.
6. **Closing reflection:** Gather the group and ask questions like:
  - *How did you feel being the mirror? And being the leader?*
  - *Was it easy or difficult to follow the other person?*
  - *What did you learn from this wordless experience?*

### Teacher's note

- Emphasize that this exercise **is not about being "perfect"** but about being present and attentive to the other person.
- Help students **maintain eye contact** without discomfort.
- You can do a short demonstration with one student to model the slow and respectful pace.
- If the group is scattered, keep the music in the background and remember that the goal is emotional connection and empathy, not exact imitation.

# A5

## Activity 5: The Hand of Emotions (Approximately 10 to 15 minutes)

You may extend it if valuable contributions emerge.

### 2.5.1 Objectives

1. Help students identify and classify basic emotions using a visual and bodily resource: their own hand. It is a simple yet meaningful proposal that makes it easier to talk about emotions in a concrete, accessible, and symbolic way.

### Materials

- ☐ Classroom space to form a circle, seated on the floor or on chairs.
- ☐ Hand template or blackboard
- ☐ (Optional) Whiteboard and markers to draw a large hand.
- ☐ (Optional) Paper templates with a hand outline for each student.
- ☐ (Optional) Washable markers if students choose to write on their own hand.

### 2.5.2 Steps to facilitate the activity:

1. Form the circle: organize the group seated in a circle, either on the floor or on chairs.
2. Present the central idea:
  - “We are going to talk about five basic emotions, and to remember them we will use something we always carry with us: our hands.”
3. Associate each finger with one emotion:
  - Thumb: Shame
  - Index finger: Joy
  - Middle finger: Fury
  - Ring finger: Sorrow
  - Little finger: Fear
4. Choose the working modality (you may use one or combine them):
  - Draw a large hand on the whiteboard and write the emotions together.
  - Hand out paper templates with the outline of a hand for each student to complete.
  - Invite them to write directly on their own hand with a washable marker (only if they feel comfortable with the idea).
5. Reflect as a group: ask open-ended questions to encourage introspection and dialogue:
  - *Is it easy for you to recognize these emotions in yourself?*
  - *Which of these emotions do you feel most often?*
  - *Which one is hardest for you to share with others?*
  - *Do you think there are emotions we should not feel?*
6. Reinforce the key message:
  - “All emotions are good. Each one tells us something important. Sometimes there are emotions we don’t like, but even those have a purpose. When we recognize and share them, we feel better and others can understand us.”



**Teacher's Note**

- This activity can become a group symbol to be used throughout the school year.
- You may ask students to show with their hand which emotion they are feeling at the beginning or end of a class.
- If writing on their own hand, make sure the materials are washable and that students are comfortable with the idea.

# A6

## Activity 6: Closing Circle – What I Take With Me (Approximately 10 minutes)

You may adjust it to the time available.

### 2.6.1 Objectives

1. This activity is designed to close the module with awareness and gratitude, integrating what was experienced during the two sessions. It allows students to express themselves from their personal experience and strengthens group connection.

### 2.6.2 Steps to facilitate the activity:

1. **Form the circle:** gather the whole class in a circle. You may repeat the same setup as in previous days to maintain familiarity.
2. **Introduce the activity with a simple phrase:**
  - *"Today we are finishing this small journey through emotions. I would like us, if you feel like it, to share something you are taking with you from these sessions: an emotion, a learning, a feeling... whatever you wish."*
3. **Suggest a short round dynamic,** using one of these options:
  - *"I take with me..." (and each student completes the sentence).*
  - *"Today I feel..." (and they name an emotion).*
  - *"One thing I have learned about emotions is..."*
4. **Remind them participation is voluntary:** those who don't want to speak may simply say "pass" or nod.
5. **Participate yourself** at the beginning or end to model sincerity and closeness.
6. **Optional symbolic closing:**
  - Pass around a stone, stuffed animal, or symbolic object so that each child speaks when holding it.
  - Or simply thank the group with a closing phrase, for example:
    - *"Thank you for sharing your emotions. Remember that feeling is not something we are taught, but something we learn together, step by step."*

#### Teacher's Note

- This closing is not meant to evaluate or force conclusions, but to acknowledge the group's emotional journey and offer a space for free expression. Saying "I found it difficult" is just as valid as saying "I loved it."



## 3.1.1 Objectives

1. **Encourage the identification and verbalization of emotions** in a playful, spontaneous, and accessible way for all students.

**Materials**

- ☐ A large dice (foam, wood, or paper).
- ☐ Cards or a poster with 6 basic emotions: joy, sadness, fear, anger, calm, love.
- ☐ (Optional) Pictures to stick on the faces of the dice or cards to show each time it is rolled.

## 3.1.2 Steps to facilitate the activity:

1. **Prepare the dice:** assign one emotion to each face (with word or picture). If you cannot stick them, use cards to represent the emotion rolled.
2. **Form the circle:** students sit in a circle in the classroom.
3. **Roll and respond:** one student rolls the dice, looks at the emotion that appears, and answers a related question, adapted to the group's level:
  - *Have you felt this emotion this week?*
  - *What makes you feel this way?*
  - *Where do you notice it in your body?*
  - *What helps you when you feel this?*
4. **Broaden the reflection:** classmates may also share brief experiences related to the emotion rolled.
5. **Continue the dynamic:** several students roll the dice to generate a varied dialogue about different emotions.
6. **Variation:**
  - You may prepare the dice with questions instead of emotions. This way, each roll becomes a generator of emotional dialogue.



### 3.2.1 Objectives

1. **Promote emotional self-observation and establish a routine of expression** that can be repeated daily in the classroom.

#### Materials

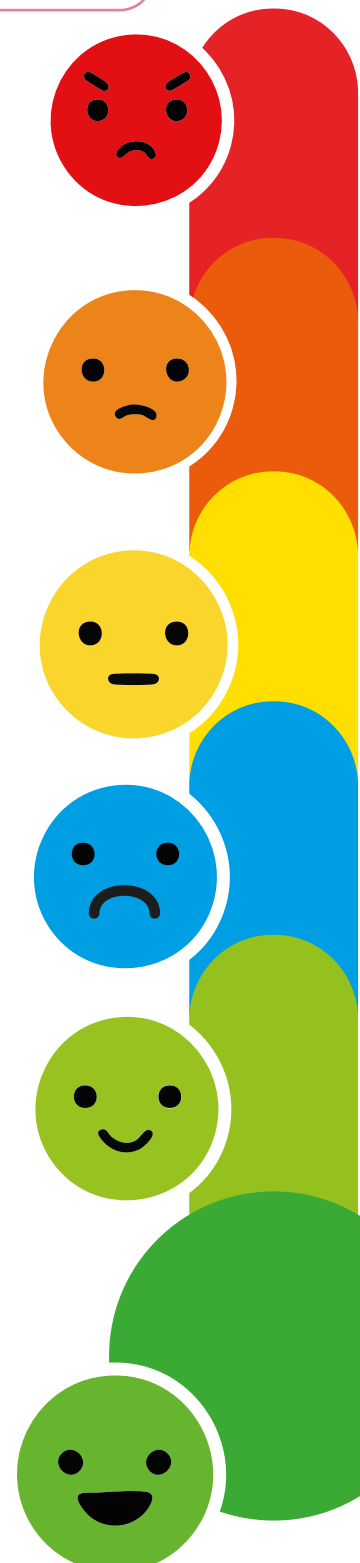
- ☐ A classroom panel with a visual thermometer of emotions (example: sad - neutral - happy - euphoric - nervous, etc.).
- ☐ Clothespins with each student's name or removable labels.

### 3.2.2 Steps to facilitate the activity

1. **Introduce the emotion thermometer** to the group, explaining that it is a tool to express how they feel each day.
2. **Pin placement:** when entering or leaving the classroom, each student places their pin on the area of the panel that best represents their emotional state.
3. **Dynamic options:**
  - They can do it silently, in a private way.
  - Or you can open a short space for some students to share how they feel and why they chose that position.
4. **Teacher observation:** as a teacher, observe the overall trends and detect if any student needs attention or support.
5. **Ongoing routine:** keep the panel visible throughout the term so it becomes a habit of emotional self-regulation.

#### Teacher's note

- The emotion thermometer can also be used in tutoring sessions or moments of conflict.
- Remind students that there are no "right" or "wrong" emotions; all emotions are valid and worth expressing.



## Checklist material by Day

### Day 1. Exploring Emotions

- ☐ “Feelings/Emotions” text (for teacher-guided reading)
- ☐ Emotion cards (one set per small group)
- ☐ Pens or pencils
- ☐ Whiteboard or flipchart to collect shared emotions
- ☐ Open space to form a circle and move comfortably
- ☐ Soft instrumental music (optional, for creating a calm atmosphere)

### Day 2. Expressing and Regulating Emotions

- ☐ Emotion cards (reused from Day 1)
- ☐ Whiteboard or flipchart
- ☐ Markers or chalk to write emotions on the “hand” (if drawn)
- ☐ “Hand of Emotions” template (one per student or a general one on the board)
- ☐ Soft background music (optional, for the mirror exercise)
- ☐ Open space to move (for mirror and imitation activities)

### Complementary Activities

#### Emotion Dice

- ☐ Large dice (can be foam, cardboard, or a paper cube)
- ☐ Cards with basic emotions or expressive images
- ☐ List of questions to guide emotional conversation

#### Daily Emotion Meter

- ☐ Visual panel with an emotion scale (thermometer style or with emotive faces)
- ☐ Clothespins, Velcro, or labels with each student’s name
- ☐ Visible classroom space to keep the panel throughout the module or term

## “Feelings/Emotions” text

To feel your own feelings/emotions, to be able to name and express them - and to recognise and pay attention to the feelings of others.

**Your feelings are important.** Emotions is another name for them. Feelings have a lot of power.

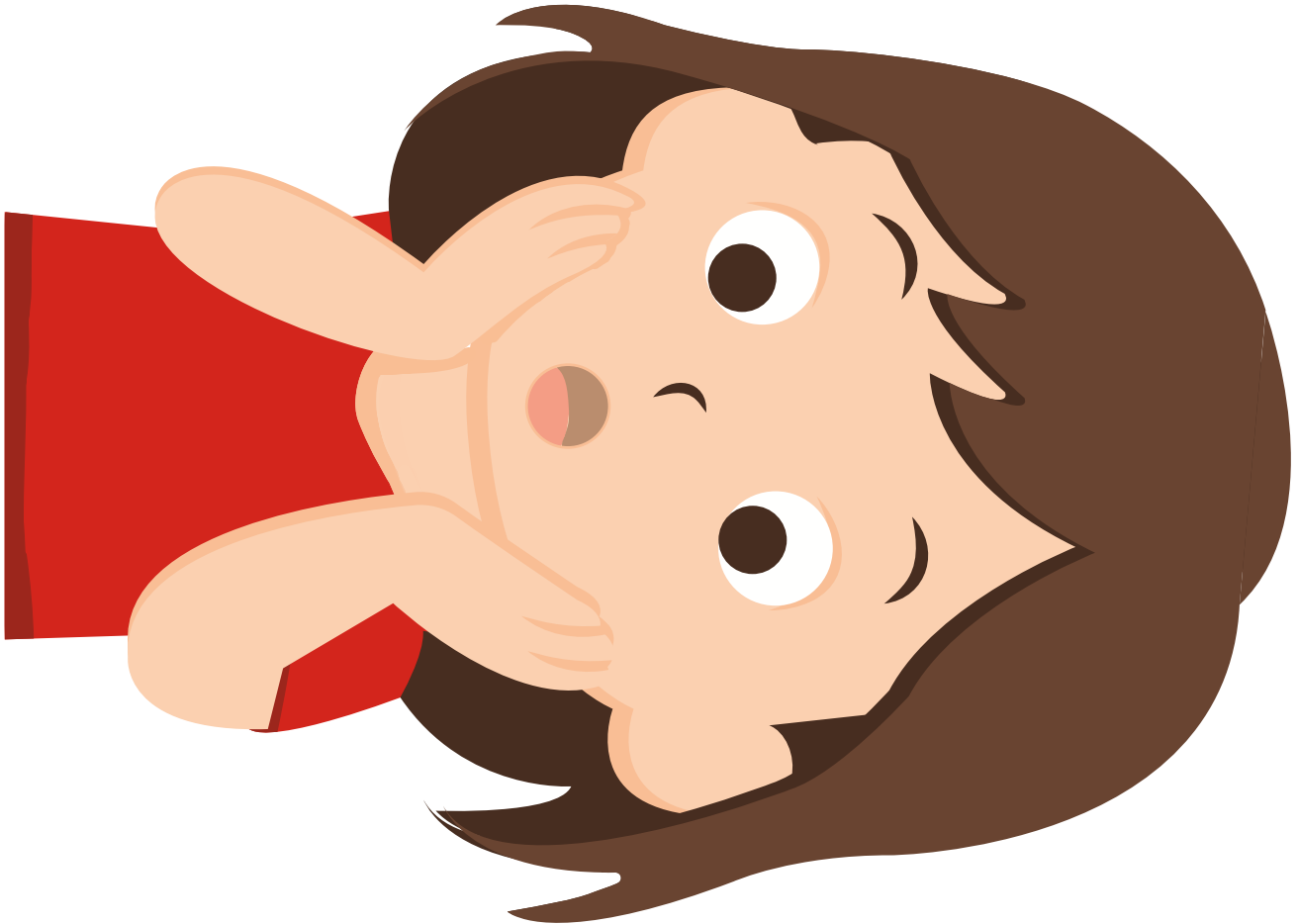
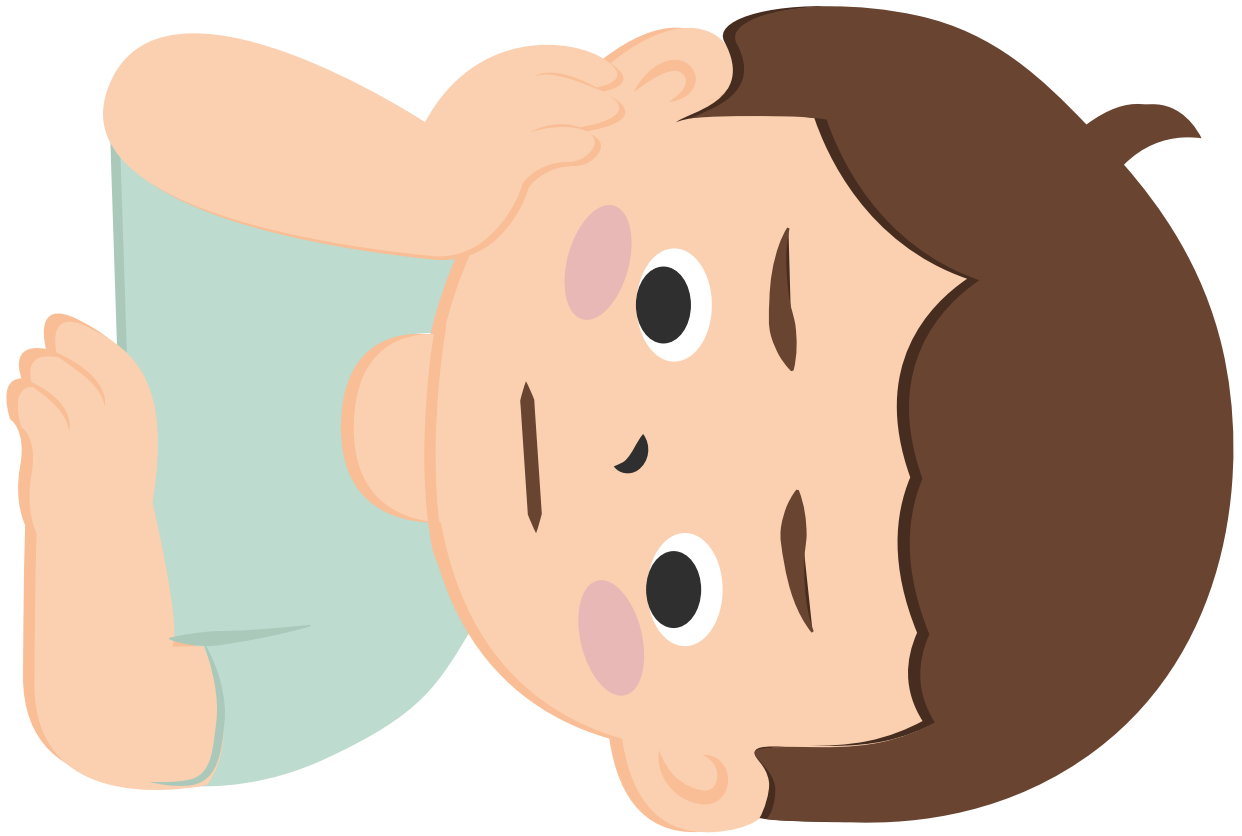
- *What does that rumbling in your stomach say?*
- *What is that confusion in your head?*
- *Why do your eyes suddenly fill with tears?*
- *Do you understand the language of your feelings?*
- *What are your feelings trying to tell you?*
- *Do you feel fear, anger, joy, love or sadness?*

Embrace your feelings. They speak to you about your needs.

Do you understand your feelings? Then you can take better care of yourself.

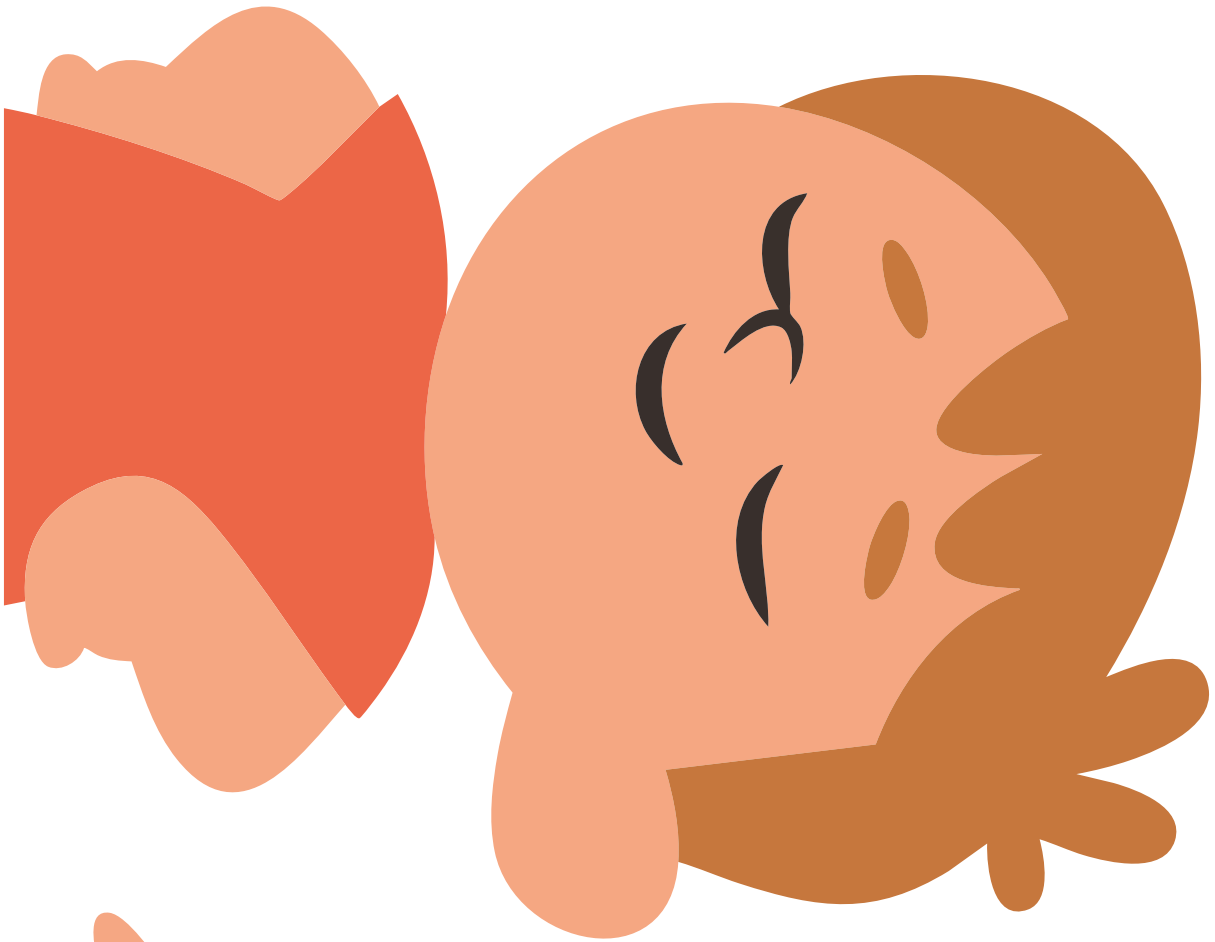
You can talk about them. Then others will also understand you better. Then they can be there for you.

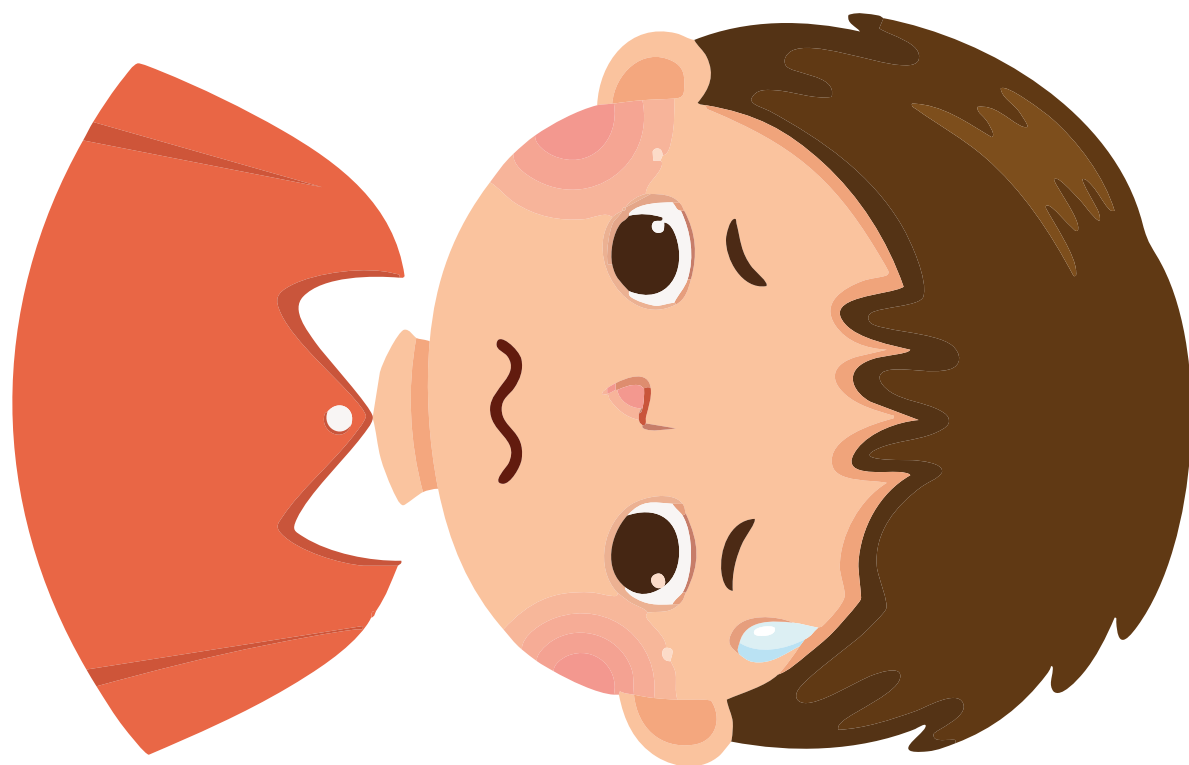
**Remember:** others have feelings too. Just like you. Try to understand them. Help them



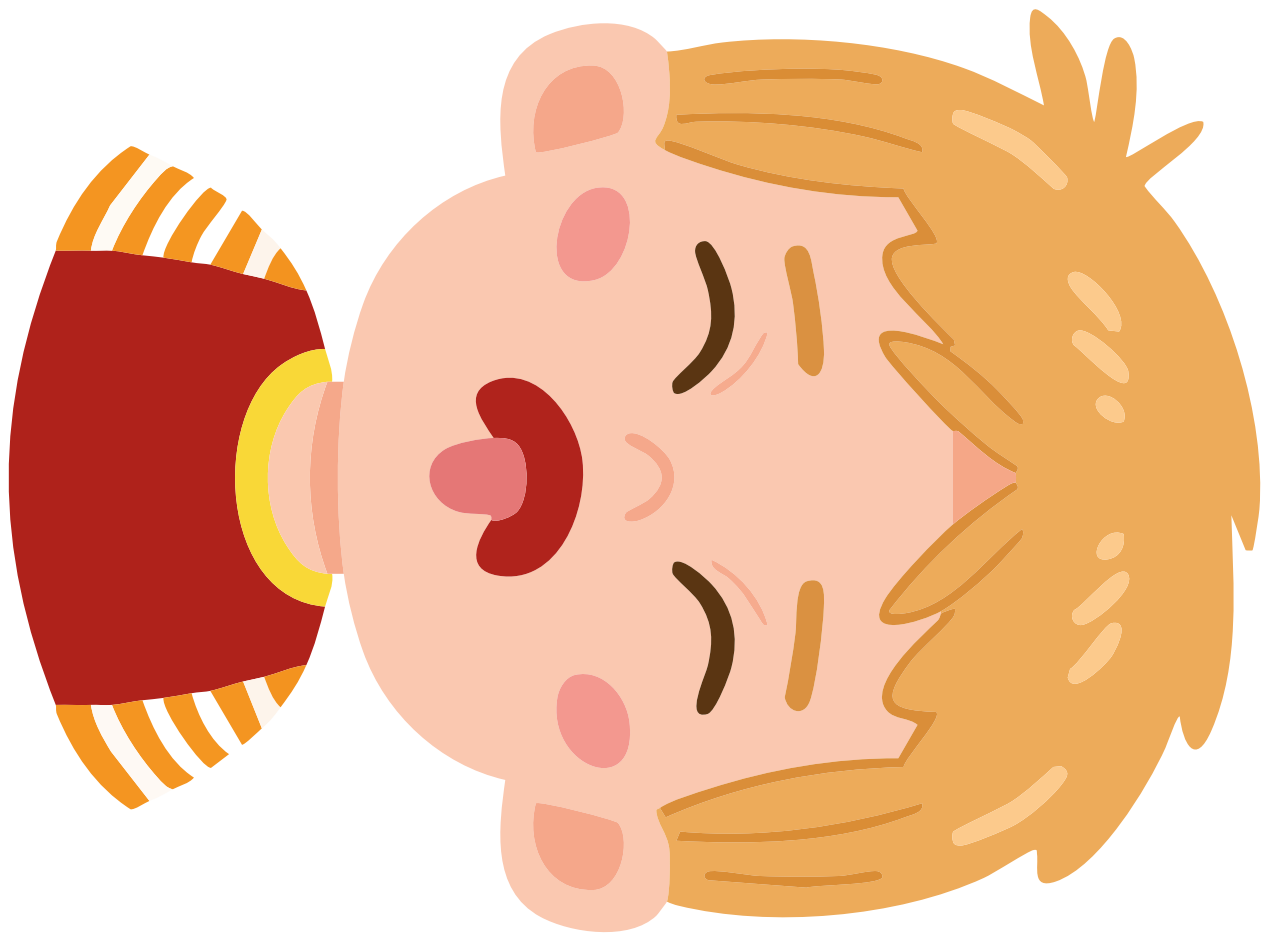








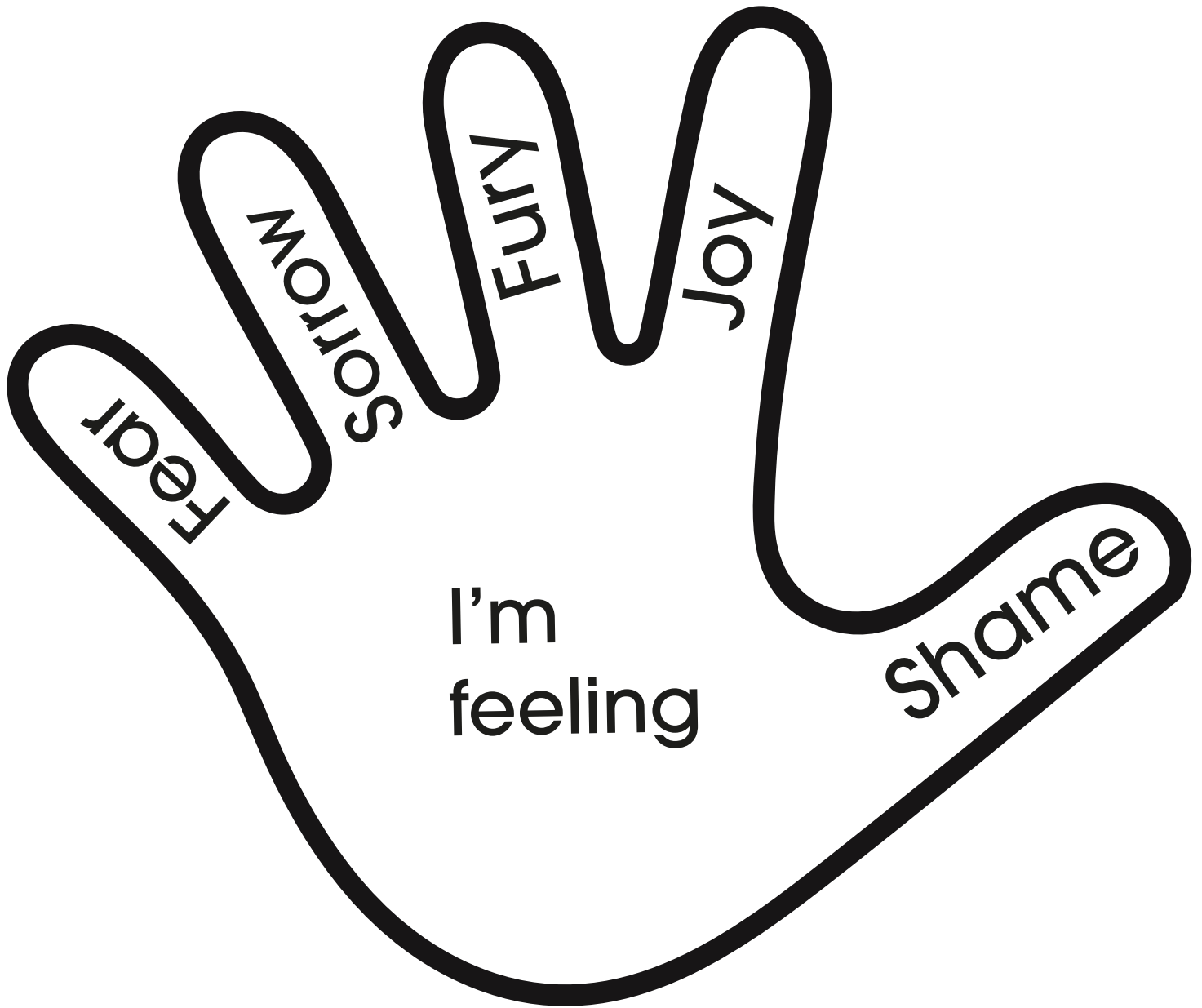


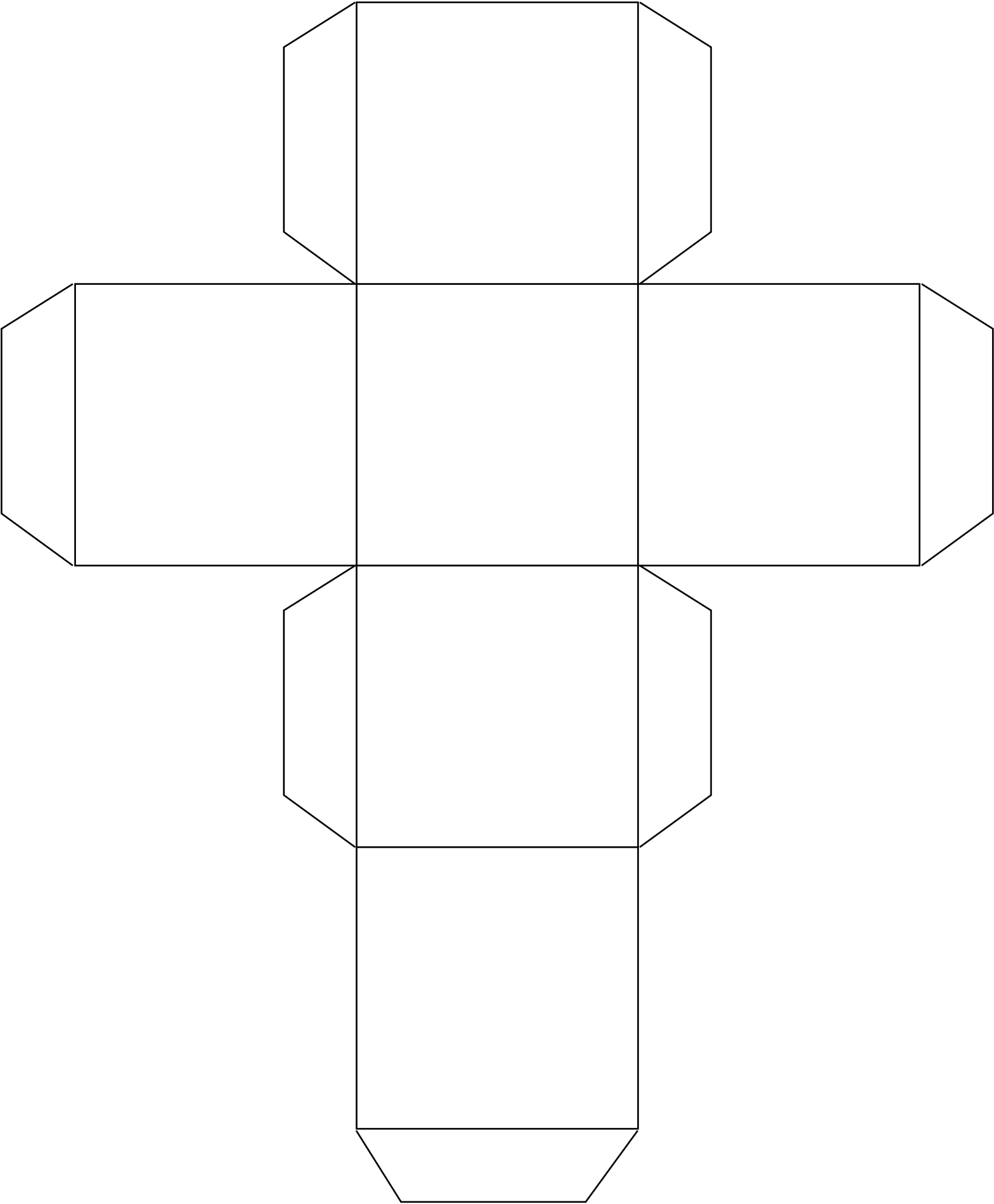




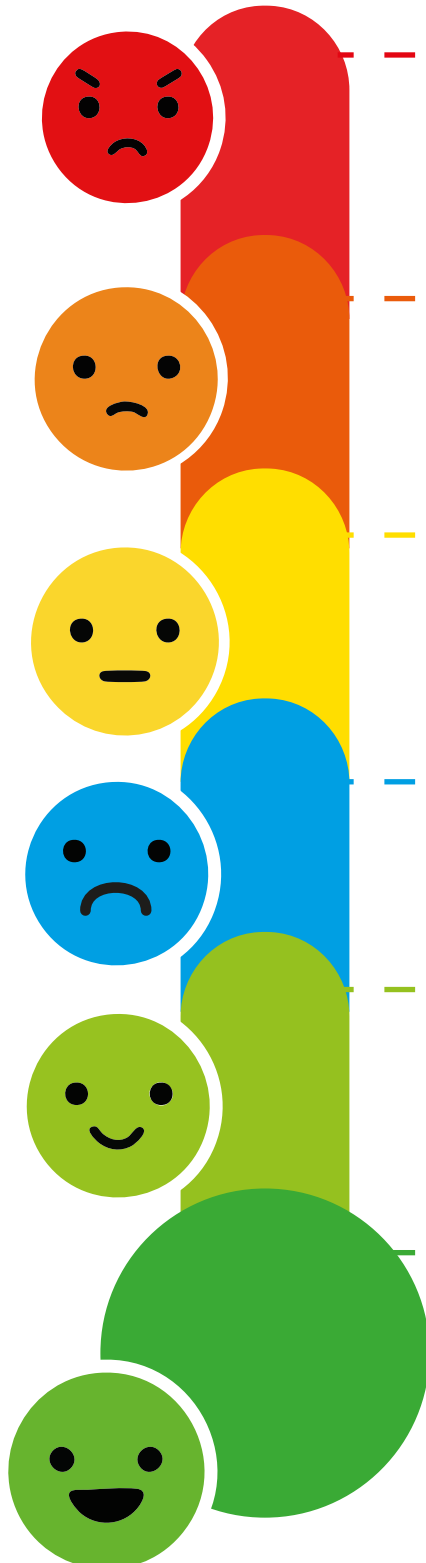








# How are you feeling today?

A vertical graphic on the left side of the page, resembling a thermometer, with a red-to-green color gradient. It features six circular icons with faces: red (angry), orange (frustrated), yellow (concerned), blue (sad), light green (calm), and dark green (happy). Dashed lines connect each icon to its corresponding emotion label and text on the right.

**Anger**  
I feel so angry! What can i do?  
\_\_\_\_\_  
\_\_\_\_\_

**Frustration**  
I feel so stressed! What can I do?  
\_\_\_\_\_  
\_\_\_\_\_

**Concern**  
I have a problem, what can I do?  
\_\_\_\_\_  
\_\_\_\_\_

**Sadness**  
I don't feel very well, lwhat can I do?  
\_\_\_\_\_  
\_\_\_\_\_

**Calm**  
I feel good, I am very calm! I can:  
\_\_\_\_\_

**Happiness**  
I am doing great! I will enjoy and share this moment!

# How are you feeling today?

A vertical color bar with five segments, each representing a different emotion. From top to bottom: red (angry), orange (sad), yellow (neutral), light green (happy), and dark green (very happy). Each segment has a corresponding emoji and a dashed line pointing to a set of three horizontal lines for writing.

| Emotion    | Emoji           | Writing Lines          |
|------------|-----------------|------------------------|
| Angry      | Angry face      | Three horizontal lines |
| Sad        | Sad face        | Three horizontal lines |
| Neutral    | Neutral face    | Three horizontal lines |
| Happy      | Happy face      | Three horizontal lines |
| Very Happy | Very happy face | Three horizontal lines |



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