



Edufor Craiova Association

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Developing socio-emotional skills and stress management tools

Let's GO
EMOTIONAL!

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Key action 1- Mobilities in the field of adult education, deadline 5/12 February 2019,
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We care about what people around us feel and also about how they feel! Our feelings and those of the people around us define and control not only our behaviour but also our actions and non-actions.

The question: What can we do in order to make people become consciously aware of their emotions and their implications in everyday life?

The solution: A project! We are fond of meaningful projects that bring value both

to ourselves and to those around us.

The Erasmus+ programme gave us the opportunity to develop and implement a mobility project entitled "Let's Go Emotional!" (1 st October 2019- 30 th September 2022). The aim of this project was to increase motivation and develop the personal and social skills of our members and partners in the field of formal, nonformal and informal education in order to develop a general sense of well-being.

Here is the list of activities that are part of our project:

The mobilities:

- "Coaching and Soft Skills for Workers and Volunteers" delivered by iTeach International Training & Learning Institute , 15th-21st August 2021, France, Paris, 2 participants,

- "Stress Management" delivered by New Horizons Malta, 3rd -9th September 2021, Spain, 1 participant,

- "INCLUSION STARTS WITH I- LEARNING TO LIVE TOGETHER", delivered by New Horizons Malta, 26th September 2021 – 2nd October 2021, Senglea(L-Isla) Malta, 1 participant,

- "Stress Management" delivered by New Horizons Malta, 17th - 23rd October 2022, Paris, France, 1 participant,

- "Stress Management" delivered by New Horizons Malta, 22nd – 28th May 2022, Portugal, Lisbon, 1 participant.

The follow-up activities conducted after the completion of the above-mentioned courses were aimed at sharing our knowledge and feelings with our friends, colleagues, and people belonging to vulnerable or disadvantaged groups. In order to fulfill our objectives, we worked together on themes such as the development of socio-emotional skills and stress management in our community, we registered on the Electronic Platform for Adult Learning in Europe (Epale) which gave us the opportunity to get in contact with colleagues and people from all over Europe in our attempt to create a sense of well-being. More of these actions filled with enthusiasm and inspiration will surely continue to be initiated.

The following pages include a series of materials based on the activities that took place. Let's all go emotional!

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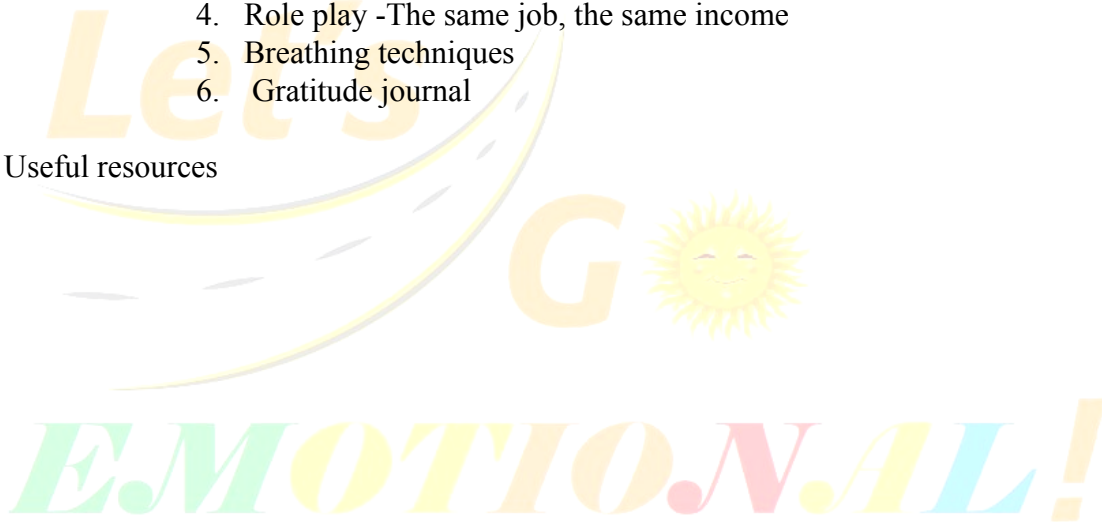
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I. ARTICLES

1. Emotional Crumbs

How would it be if all of us as a group, as a community, as a whole, and as individuals, were so in control of ourselves that we made the most appropriate decisions, acted in the most rational ways, understood deeply what is happening to us and to those around us? That would be ideal, of course! And we want to be on the right path to that ideal.

But how do we choose the right path, how do we position ourselves empathically at the intersections of emotions, with conscious presence, humanity and understanding towards ourselves and those around us? Complicated at first glance, at least at times of intense pressure, no matter where that pressure comes from. Because we often react, rather than act, according to patterns seen in our role models, patterns that are powerful and beyond reason when the whirlwind of emotions overwhelms us. We need, for our relationships with ourselves and others, to be aware of these patterns of ours, to understand where they might come from, what they mean to our unconscious and subconscious minds.

Perhaps it is a complicated path, this need to know ourselves, to understand, to analyze in connection, but it is the path to balance, to wholeness, to satisfaction, meaning and joy. It is the path to identifying how emotions of any kind guide what we think, feel, live, undertake. It is how we increase our emotional intelligence quotient so that we have meaning.

Imagine life as a movie or a play, because emotion is the basis of the arts! And think about what role you have played, are playing or want to play in life's scenes! Spectator or actor, main or supporting character, director or costume designer, scriptwriter or critic? In the scenes you remember from your life, what role did you play? What is it about those scenes that makes them stay in your memory, what is their deep, memorable meaning for your mind and soul? Who is in them and why? How much do you rehearse them, perhaps consciously or, rather, less consciously? What are the consequences of these memorable scenes for your life? What are the lessons of these scenes?

These are questions that are healthy to answer, that can give us deep values and principles to guide us, rationally or instinctively. They help us to know ourselves better, to accept ourselves as we are, to like ourselves more, to manage and react better. The process of self-discovery is long-lasting and needs consistency and objectivity, as well as respect and understanding for who and what we are; similar to therapy, or associated with it, could be a boost of empathy, care and deep understanding of the self.

Self-discovery and self-knowledge happens simultaneously with attachment to and orientation towards people who are meaningful to us. Basic information can be found here https://ro.wikipedia.org/wiki/Teoria_ata%C8%99amentului , and further explored in the literature. Attachment relationships are the foundation on which our construction as functional beings is built, and they seriously imprint on us from birth; our role in different relationships and types of attachment changes as we mature and experience all kinds of life situations. Reflecting on the types of child-parent and child-ego attachment in early childhood can give us real answers about our patterns and reactions in varied contexts, helping us to gain a deeper understanding of how our brains choose to react. Also relevant in building the self is the collective mind, the

community's attitude to various issues present in its life. We are, each individually and all together, like a dish that is constantly cooking and in which a particular ingredient, in small or large proportions, can radically change the taste....

Along with this process of self-discovery, we can and it is necessary for our well-being to work on how we express ourselves when we feel certain states. Many times, in scenes and stages of life, we react automatically, without necessarily going through the rational filter, and realize later or too late that we could have chosen another, more appropriate and balanced path. So, in moments of intense pressure, it would be advisable to give ourselves a break and look at ourselves or the situation from the outside. And ask ourselves again: who, what, why, how, with what consequences? Yep, complicated at first sight, but with some consistency, lucidity and realism, we will do better at acting instead of reacting, with positive consequences for the quality of our lives and those around us. It is said that change is hard to accept and that to change a routine, a behavior, an ordinary person needs 3 consecutive weeks of daily practice. Let's start with something easy, for example 5 minutes of respite that we can give to ourselves for 21 consecutive days, 5 minutes in which we can drink a coffee in silence, think about a loved one or something pleasant, listen to music, take a walk, etc. And after these 21 days, let's see whether or not these 5 minutes help us and to what extent. And let's make ourselves such a menu of good things, which will give us inspiration, energy and support even in more difficult times.

The menu could also include quality time spent with loved ones. Because it's them we often forget. The avalanche of many little things, daily or unpredictable, sometimes leads us down the path of getting involved in too many things without necessarily meaning, and then we lose sight of the very people who are important to us or for whom we are important. How many times do we put off playing with our child, talking with our partner, appreciating our parents, or enjoying ourselves with friends? Let's put moments like this in the forefront for our own and our loved ones' enjoyment? Let's put them on our daily menu for our fulfillment and theirs! For our meaning is to be together, to see and hear our loved ones close to us!

EMOTIONAL!

2. Positive discipline – A positive approach of parenting

What parent hasn't wondered what to do when their child has a tantrum in a grocery store or won't eat dinner, bites another child, won't go to bed at night, or refuses to get out of bed in the morning? What parent wouldn't love to have non-punitive solutions that work far better than punishment to help children learn self-discipline, cooperation, responsibility and problem-solving skills? This book addresses every parenting issue you could think of, for children of all ages.

The book "Positive Discipline A-Z: 1001 Solutions to Everyday Parenting Problems" by Jane Nelsen, Lynn Lott, Stephen Glenn starts with 27 basic parenting tools and principles in the first part. In the second part you will find many suggestions to deal with any behavioral change you can think of, being an immediate help that parents need in every problem of raising and educating children. It is entirely consistent with the principles of healthy and respectful family relationships that I help clients create.

As a parent you have a great responsibility. You are the only one who helps your children grow by making them feel that they belong and are connected to the family. You will teach your child social and life skills. You will help your child feel loved. You will find ways to make sure your child feels special, unique and important. You will keep the children safe.

How do you do that? With discipline. You may think of "discipline" as a means of control through punishment, but positive discipline is not like that. Rather it is about training, educating, tuning, building skills and focusing on solutions. Positive discipline is constructive, encouraging, affirming, helpful, loving, and optimistic. To the extent that children do not come with guiding instructions, parents must find an approach that gives them a sense of confidence.

Positive discipline begins at birth and lasts a lifetime. It's true, it's never too early or too late to use positive discipline because it's based on mutual respect in relationships, where respect for the child is equal to self-respect. If the parents' attention is focused only on the needs of the children and not on the needs of the adults, there is no longer mutual respect. This type of parenting encourages dependency and lack of courage. If the parents' attention is focused only on the needs of the adult, not on the needs of the child, even here the respect is no longer mutual, encouraging submission, fear and rebellion.

With positive discipline, the emphasis is on the balance between kindness and firmness, offering respect to both adults and children. Positive discipline, because it is neither permissive nor punitive, brings hope, increased skills, and love to your family.

The more tools you have, the more you can teach your child. " Positive Discipline A-Z: 1001 Solutions to Everyday Parenting Problems" presents 27 basic positive discipline tools:

1. Be kind and firm
2. Decide what you are going to do, then act
3. Act, not just talk
4. Finish what you started
5. Replace punishment with information and opportunities to learn from mistakes

6. Improve your communication skills
7. Create reasonable expectations
8. Support family gatherings
9. It offers limited variants
10. Set limits
11. Establish routine
12. Find out who your children are
13. Make mistakes
14. Turn time out into a positive habit
15. Treat both children the same
16. Focus on solutions and let your kids handle it
17. Act more, talk less
18. Do not make or accept promises
19. Help your children feel appreciated and belong
20. Use encouragement instead of reward and praise
21. I say NO
22. Use a sense of humor
23. Live your life
24. Avoid labeling and medication
25. Have confidence
26. Make sure the love message was understood
27. Take baby steps

A parent's long-term goal is to help the child develop healthy self-esteem and necessary life skills. They must be effective, happy, involved and respectful members of the family and society in which they live. All the positive discipline tools and suggestions in this one are designed to do just that. I strongly recommend that you discover the therapeutic effects it has on family life: Jane Nelsen, Lynn Lott, Stephen Glenn, " Positive Discipline A-Z: 1001 Solutions to Everyday Parenting Problems" <https://www.positivediscipline.com/catalog/books>

3. Working with Emotions

Our emotions are a massive force that influence our daily life, affecting us on different plans and in different ways, sometimes intensively and sometimes moderately contributing to either the development of our inner well-being or on the contrary, feeding the devils that we all have inside us.

We all reach a point in life when we become aware of the fact that our emotions must be discovered and understood; the purpose being that of becoming friends with our inner selves and understanding the others.

For our own safety, it is important to befriend our emotions and the feelings that we all experience throughout our lives. Unfortunately since early childhood most of us were taught to repress our emotions; there were plenty of times when we were told not to cry, not to be afraid, to pretend that we liked a person that we obviously didn't, and so on and so forth.

As kids, we all heard the word "Behave!" and consequently we have all developed deep inside the idea that the rational part in us is more important than the emotional side. To put it differently, denying, misunderstanding and not respecting the emotions that we experienced as kids contributed to the development of the false idea that our feelings and emotions are useless and unacceptable.

Reaching this point in our analysis of emotions and emotional intelligence, might lead some to the wrong conclusion that focusing on our emotional side automatically leads to the minimalization of our rational side. That is totally incorrect. The answer to the question rational or emotional is ... BOTH. One side does not exclude the other, on the contrary the two should complete each other.

Coming back to our discussion about emotional intelligence, I have to underline the fact that it represents a major investment in life since it gives us the freedom to experience understanding of ourselves and the others and it also enables us to find solutions to our everyday problems.

Emotions are OK because they are a part of who we are as individuals; they are part of our inner selves and consequently we cannot ignore them, thinking that we can live without them. Expressing our feelings is OK. We just have to learn the proper way of living and expressing our emotions.

To sum up, we should allow us to...

1. experience emotions because they are a part of who we are;
2. live and experience different types of emotions without waiting for the others' approval;
3. feel unpleasant emotions without fearing that the others might judge us;
4. share our feelings with the ones we trust;
5. take time to analyse our emotions without running away from them or minimalizing their importance;
6. calm ourselves down by getting involved in all the activities that bring us a sense of well-being;
7. block the access of those people that don't pay respect to our emotions;
8. make choices based on what we feel not on rational thoughts;

9. try and learn the language of our own emotions and that of those around us;
10. stop denying what we feel.

In conclusion, I believe that bearing these ten things in our mind and filtering them through our soul, can help us start building a safe and healthy emotional life that could grant us the access to our peace of mind and the power to fight the problems and obstacles we meet in life.

4. People about people!

If I were to resume the concept of social inclusion, my mission would be difficult because I could think of so many things... diversity, solidarity, rights, liberties, equality of chances, and so on and so forth. However the most significant aspect for me would be tolerance.

The concept of social inclusion is generally associated with various domains such as education, health, culture, labour force, justice, communication. All these domains are meant to ensure the active participation of people to the different aspects of our society such as the economical, social, cultural and political ones. If we started adding a small dose of tolerance, things would definitely change for the better. Social exclusion has a profound effect on entire communities in different ways that do not have only poverty as a starting point, but also social misunderstanding, unemployment, family disfunctionalities, discrimination and... intolerance. All these problems mentioned above can lead to people losing the capacity of living a normal life as a consequence of different problematic situations such as health issues, disabilities, poverty, drug or alcohol addiction or some other issues that lead to economical and social vulnerability.

Tolerance means diversity and accepting the fact that people are different from the physical point of view and of course that they have different personalities. If we all tried to understand and accept this, we would definitely live in a better world. We do not choose to be or not to be different. When we have two or more people we also have diversity and we must have tolerance. The differences between us are in terms of age, ethnical background, gender, physical abilities, nationality, sexual orientation, education, marital status, religion, and life experiences that we went through. The differences between individuals offer certain advantages and unique characteristics and a distinct perspective on life. Fighting discrimination should be an issue of concern for educators of all ages, for authorities and employers who should all have the same goal, that of building a society based on tolerance and offering equal chances for people with disabilities. Fortunately, our society regards diversity as a priority.

On the other hand, tolerance is not always seen as positive but still it is necessary. When life becomes more and more hectic, when we are overwhelmed by tiredness, our level of tolerance is seriously affected. Consequently, we become easily-upset and we find it difficult to tolerate those around us; we can't find a way to include people around us in our short or long term plans. There are situations in which we simply forget, or we don't even realise that nobody is always entirely right or wrong. We are all ignorant in one way or another. It is easy to speak nonsense, to let negativity become a part of our lives, to evidenciate the imperfections in others, forgetting that we all have our own flaws and that nobody is perfect, not even ourselves.

We all know what we do NOT want in a relationship and almost everyone believes that they know what they cannot tolerate in a relationship. Instead of trying to create a perfect

relation, we should better try to learn how to feel better with those around us and enjoy life. We should also remember that if we are tolerant we can contribute to the development of a solid relationship, one in which we could feel comfortable, accepted and loved by those around us.

Tolerance is about accepting the others as independent individuals who are free to choose by themselves. When tolerance involves fairness, respect and justice and the idea of never hurting the others it can be seen as a moral virtue. A huge step towards tolerance is admitting that the other is a unique individual. We might not agree with a certain type of behaviour, but if we try to look at things from the other's point of view we might find logical explanations for that type of behaviour. If we find a way to tolerance, we might find a way to pleasure and happiness. When we are tolerant with those people that mean something to us, when we have patience and understanding we can build healthy relationships with friends and groups of friends.

A change for the better would start with caring and asking questions such as:

- How do our friends see and understand cultural diversity and tolerance?
- Are inclusive education and tolerance promoted by our group of friends?
- What is our opinion about the role of the local community in social inclusion?

Are the members involved?

- How can we contribute?

Otherwise, we have all at least once, experienced social exclusion and intolerance at work, among our friends or even with our families. These experiences are hard to handle because they make us question concepts such as trust, courage, tenderness. Moreover, we can find ourselves in situations in which we no longer know whom we can trust and rely on, who we can ask for help; the only thing we are aware of is that we need to be encouraged and given a chance to show that we can. The idea is that in order to be well as a whole we need to be well individually and this is only possible if we all try to do our best in order to become the best version of ourselves.

„I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities”, **Nelson Mandela**

5. Stress Management

Erasmus Plus Project LET'S GO EMOTIONAL - Erasmus+ Project, Key Action 1 - Mobilityproject in the field of adult education for the deadline 5/12 February 2019, project reference number 2019-1-RO01-KA104-062662.

After participating in the mobility, I experienced effective strategies and tools that stimulate motivation and the development of personal and social skills and contribute to the increase of teachers' well-being.

During the activities, I allowed time for reflection, breathed consciously, discovered techniques that may not be helpful at home or at school, and participated in team games.

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What is emotion?

DEX: Affective reaction of medium intensity and of relatively short duration, often accompanied by changes in the body's activities, reflecting the individual's attitude towards reality; a complex construct resulting from the interaction between the culture we live in, neural connections, body sensations and past experiences.

It is important not to classify emotions as good or bad. They are natural, they just are.

By ceasing to judge emotions, we allow them to run their course and disappear, we get closer to the emotion. We are often physically aware of an emotion long before we are mentally aware of it.

Why is it important to ask ourselves daily HOW WE FEEL and ask my students: "How are you today?" How are you?"

To develop socio-emotional skills, we need to acquire strategies for managing emotions. Thus, we will not let ourselves be overwhelmed by unhealthy thoughts and emotions because we will be the ones who will gradually, with a lot of will and perseverance, acquire the power to take control in order to be able to reach our set goals and gain self-mastery.

An old Japanese story tells of a samurai warrior who challenged a Zen master to explain to him the meaning of heaven and hell. But the monk answered him with contempt: "You are a fool - there is no point in wasting my time with one like you!"

Feeling insulted, the samurai became furious, drew his sword from its scabbard, and shouted, "I could kill you for this insolence!"

"This is hell," replied the monk calmly. Stunned to find the truth in the words of the master who had turned his attention to the anger that had engulfed him, the samurai calmed down, sheathed his sword, bowed and thanked the monk for enlightening him.

"This is heaven," said the monk. (Goleman, 77)

So what can we do when we feel an emotion?

We name it, we live it (we give it time, understand it, process it), if we let it go, it will disappear.

The most recent studies in neuroscience assign emotions an essential role in decisions, behaviors and relationships with others, in general. Emotions influence cognitive processes, including perception, attention, memory, problem solving, and have a major impact on well-being and learning.

Social and emotional development does not necessarily involve an attempt to be happy continuously, because the goal of a person's harmonious development is not to remove the emotions that generate unpleasant states. On the contrary, the human being must perceive all emotions as his own, be aware of them and accept them as part of life, in order to then use their understanding to make better decisions in the future. During life it is natural to experience ALL emotions - from those perceived as very "pleasant" to those perceived as very "unpleasant".

Time management is one of the effective strategies against professional stress and burnout. Here are some essential steps:

1. Plan each day the night before.

2. Prioritize your work.
3. Say NO to non-essential activities.
4. Do the job right from the start.
5. Avoid interruptions.

And, very importantly, let's not forget to "feed" the "good" side of our being daily with healthy thoughts.

Through reflection, we connect to the humanity within us, we are autonomous, it helps us stop and take a breath. Thus, we take the time to say STOP to the emotion and ask it: WHAT DO YOU WANT TO SAY TO ME? WHAT CAN I LEARN?

A conscious breathing exercise that helps reduce stress and anxiety, which takes no more than a minute, consists of 4-step breathing. It is important to find a quiet place where we can relax.

1. We inhale gently counting to 4. The air will reach the abdomen, and it will swell like a balloon. We try to keep our shoulders straight.

2. Pause, we count to 4.

3. We exhale gently counting to 4, eliminating the air from the abdomen.

4. Pause, we count to 4.

We repeat this exercise 3, 4 times.

6. Stress management in the general context

Stress can be defined as a state of imbalance, an abnormal, unfavorable reaction of the human body caused by tense moments experienced repeatedly.

The explanatory dictionary of the Romanian language defines stress as: "name given to any environmental factor that causes the human body an abnormal reaction; unfavorable effect produced on the human body by the environmental factor".

Stress represents the "collection" of fears, worries of all kinds and conflicts, which contribute to disrupting the body's internal balance, seriously affecting health.

H. Wolff defines stress as the individual's reaction to various harmful and threatening agents; a dynamic state of the organism.

Almost all research begins by pointing out the difficulties created by the confusion surrounding attempts to define what stress is.

Stress has been defined as "a stimulus or response or as a result of stimulus-response interaction, interaction that expresses some imbalance of the person's relationship with his environment" (Bogathy, 2007, p. 237).

To better understand what stress is, four paradigms have been developed: the paradigm of stress as a reaction (as the body's response), the paradigm of stress as a stimulus (as a stressor), the paradigm of stress as a relationship between stimulus and reaction, and the paradigm of stress as a transaction between organism (person) and environment.

Stress prevention

The prevention or management of stress can be achieved by associating a healthy lifestyle, with the practice of relaxation methods and with a good management of each person's time and resources.

Practicing relaxation methods:

1. Deep breathing, meditation exercises, spiritual life:

Prayer and dedicating a daily time to spiritual development bring us the peace and relaxation we need and lower our stress levels. The help we can give to those in need distracts our thoughts from our own problems.

Melotherapy.

2. Relaxing music calms the heartbeat and calms the nerves.

We can listen to relaxing songs at medium volume, with our eyes closed, banishing unpleasant thoughts.

3. Aromatherapy calms the nervous system and balances the mind and body.

Lavender, peppermint, lemon balm, sage, lemon and orange oils can be used, with beneficial results on the effects of stress.

4. Chromotherapy: the colors around us can cheer us up or accentuate a sad mood.

On a gloomy day with cloudy skies and gray, leafless trees, we feel sadder than on a sunny day with blue skies. Seeing the rainbow after the rain refreshes us. The green of the forest or the blue of the sea gives us a state of peace and relaxation. The richness of colors of flowers cheers us up.

The colors of the clothes we wear can be used to improve our mood on a day when we feel sadder.

5. Relaxation massage: reduces the plasma level of cortisol (the stress hormone) and restores the body's internal balance; creates a state of deep relaxation, having an anti-stress effect, helps to remove the feeling of fatigue and promotes a peaceful sleep.

6. Reflexology: intensifies the circulation of energy flow through the body, improves blood circulation, eliminates toxins, stimulates the functions of the entire body, reduces the negative effects of stress.

7. Making a correct time management

8. Achieving a balance between one's own possibilities / resources and the tasks to be performed:

- setting realistic objectives, setting priorities and limits;

II. INSTRUMENTS OF DEVELOPING EMOTIONAL INTELLIGENCE AND STRESS MANAGEMENT ABILITIES

1. Exercise to relax body and mind: the Self-Care Menu

We all benefit of small actions or activities that bring us some relaxation, focus, peace, joy, fulfillment, all kinds of states that recharge our batteries.

Often the pressure occupies our minds so much that we forget about them. BUT, if we do our lessons mindfully, seeking, identifying, experimenting and practicing, the small activities that charge us with positivity will pop into our minds even in the most difficult moments.

So, what do you want to order today?

https://jamboard.google.com/d/10uUEl_R95BnGOKwa-luxnGTnCBu07KC_hYoPLVJSWIk/viewer?f=0



Photo source: <https://blog.thefabulous.co/self-care-menu-graphic/>

2. Proud Cloud

Proud Cloud is a tool used in schools from UK, being a way to share the child's achievements with classmates and teachers, at school, with the aim of appreciating his efforts, to show that his parents believe in him, they will give him confidence in his own strength and wings to success. Proud Cloud can also be used successfully in the family.

Any good thing the child has done, no matter how small it is, is an achievement that the parent can be proud of and share with all family members, friends or classmates.

The achievements can be related to the fact that he learned to do something for the first time, helped someone (including parents), shared with others, did a good thing, got a good result or any other activity at home, at school or outside of them. The most important thing is to show the child that his efforts are appreciated, to show him that we believe in him, to give him confidence in his own, to give him wings to success.

Each week, the parent(s) fill in the cloud printed or drawn on a piece of paper (see example below) with their achievements from the previous week. On Sunday, at lunch or any other time chosen by the family, each parent will read the appreciations for their child/children.

If they are used at school, then it is brought into the classroom every Monday and, in the first lesson, the teacher or the children take turns reading their parents' appreciations.

It is recommended that the parent fill in this cloud with one thing the child accomplished in a week that made the parent feel proud of them. It is important for the parent to write down what the child DID (an action), NOT how the child IS (kind, good, obedient, etc.).

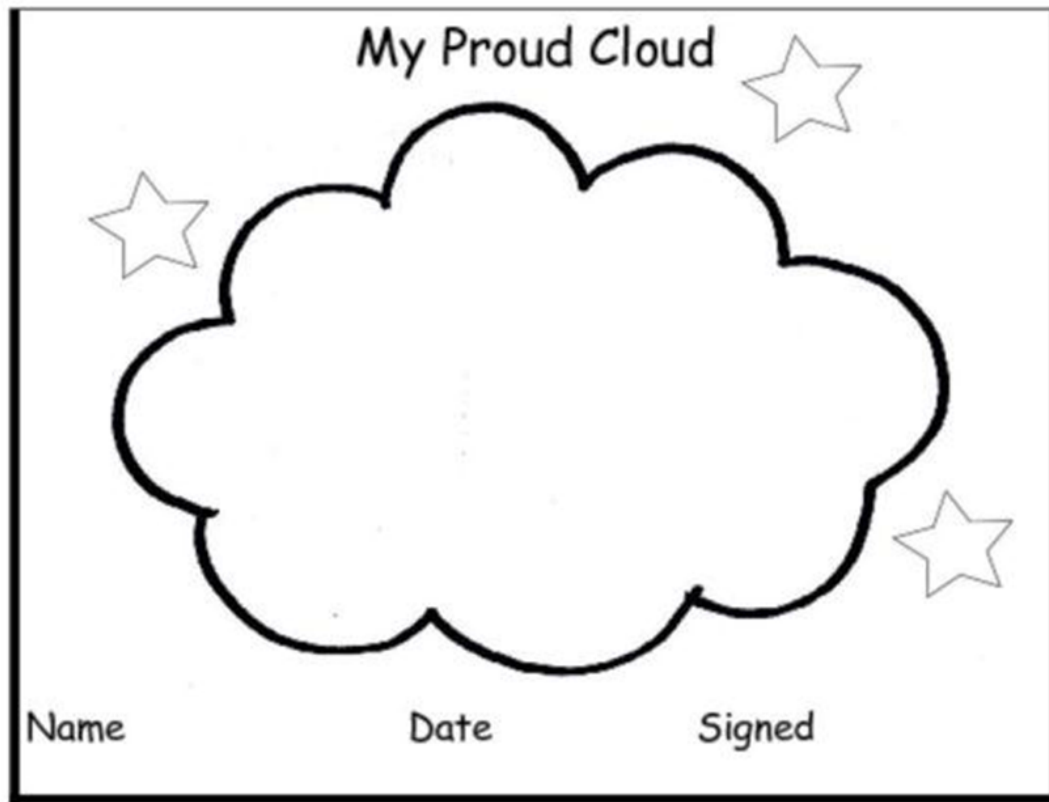
Example:

This week, I was proud of Andrei when he tidied up his room!

This week, I was proud of Diana when she helped Grandma in the garden!

This week, I was proud of Cosmin for sharing the toys with his brother.

EMOTIONAL!



EMOTIONAL!

3. The Johari Window

4.

The Johari Window is a simple and useful instrument that can be used to reveal and improve self-consciousness. It also contributes to a better understanding of the relationship we have with those around us. This instrument was created by Joseph Luft and Harrington Ingham. (Jo+Harri= Johari).

The model divides the information in four major parts in the shape of a window and this has led to the name mentioned above (The Johari Window).

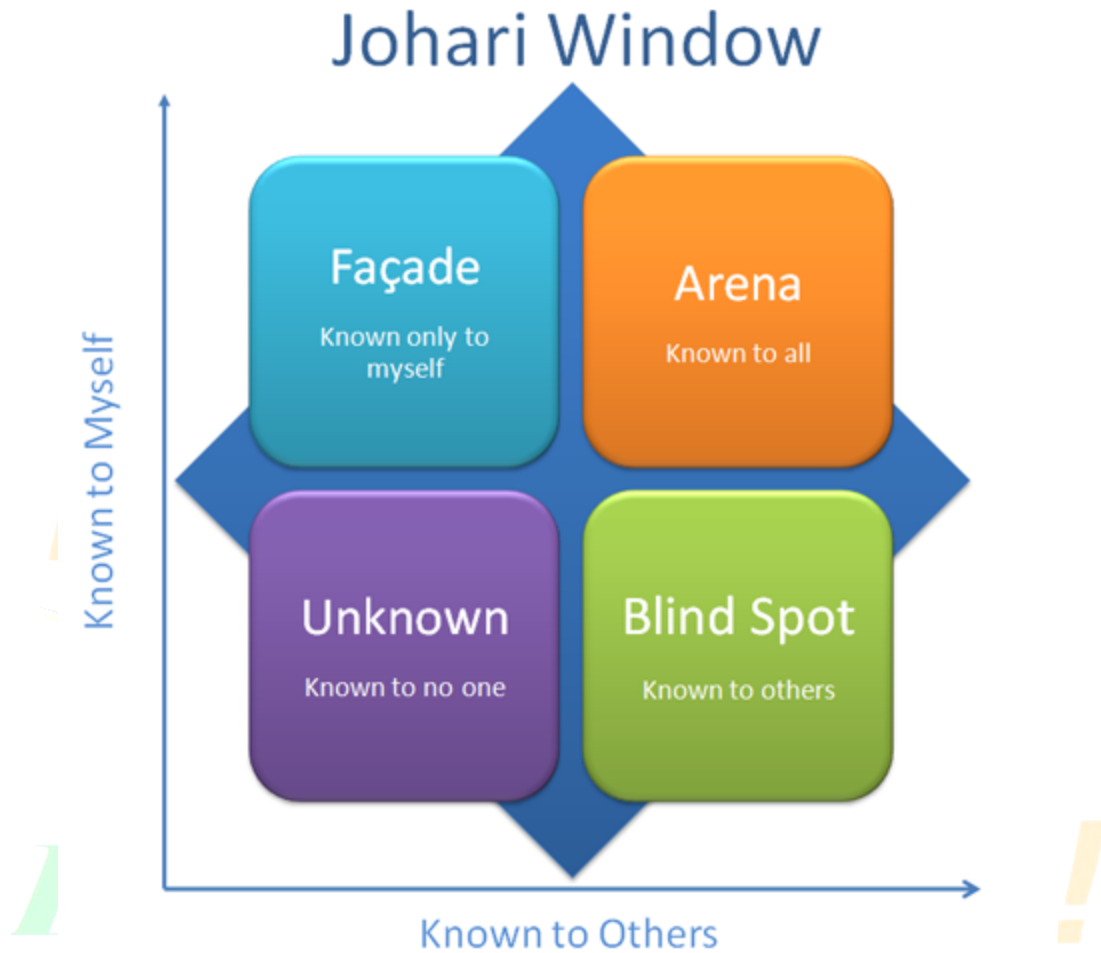
A short analysis of the four areas of the window:

1. What we know about ourselves and what the others know about us (I know and the others know). This area is also called The Arena or The Open Area;

2. What we don't know about ourselves but the others do (I don't know, but the others do). This area is also known as The Blind Spot;

3. What we know about ourselves and the others don't (I know but the others don't). This area is also known as The Façade or The Hidden Area;

4. What we don't know about ourselves and neither do the others (I don't know and the others don't know either). This area is also known as The Unknown.



4. Role play -The same job, the same income

This is a role play in which the participants experience the realities of the labour market. The activity focuses on the inequality of income (different income for the same type of work) and on employment discrimination.

Useful materials

- a copy of the document including the salary scale;
- labels for each worker/ participant;
- pencils;
- banknotes (Monopoly banknotes could be used).

Introduction:

- Explain the participants that they are going to pretend that they are workers who are going to perform certain tasks for their employer (you are the employer). For example they have to draw something;

- Give a label to each person;
- Explain the task and make sure they understand;
- Ask them to complete the task;
- After the task is completed, ask them to sit in a queue in order to receive their payment.

Pay each of them according to the salary scale. Count the money so that everybody can hear how much money they received;

- If the participants start to become vocal, give certain explanations, but try to avoid giving too many details.

- Stop the activity when the discussions start to become really intense. Allow each participant enough time to finish the role-play and then start constructing the feedback of the activity.

Processing and evaluation

Start with the summary of the activity:

- How did the ones that received more or less money feel, knowing that they have all performed the same task?

- Why did some received more or less money than others?

- Are there any similar situations in real life in Romania? During the second part of the activity, start discussing about gender discrimination at work.

- Can we find a reason why women are paid less than men even if the jobs they perform are similar or identical?

- If we compare a man to a woman, and he is more qualified to perform a certain job, is it correct to pay him more?

- Do you agree with the idea that there are certain jobs that should be performed only by men or only by women? Give arguments to support your opinion. Give examples of such jobs.

- Do you believe that by offering a positive example we could change the way society regards a certain gender category?

Finally, discuss about age discrimination:

- Are there any situations of age discrimination on the labour market in Romania?
- What is the purpose of resorting to this issue especially when dealing with young people?

What is your opinion about this issue? Is it good or bad? Useful or useless?

5. Breathing techniques

On the seats, be ready ... BREATHE!

I propose 3 techniques that have an effect quite quickly after they are applied.

1. BREATHING IN 4 STEPS - a conscious breathing exercise that helps reduce stress and anxiety and takes no more than a minute. It is important to find a quiet place where you can relax. You can sit on a chair, an armchair or on the floor, with your back straight.

We inhale slowly counting to 4. The air will reach the abdomen, and it will swell like a balloon. We try to keep our shoulders straight.

Pause, we count to 4.

We exhale slowly counting to 4, eliminating all the air from the abdomen.

Pause, we count to 4.

We repeat this exercise 4, 5 times.

2. FINGERS BREATH

Raise one of the hands with the fingers spread, and use only the index finger of the other hand.

Breathing goes like this: you breathe in when the index finger goes up on each finger and you breathe out when you go down on the finger. Try to make these inhalations and exhalations as deep as possible, don't rush. The incoming air calms the body and the thoughts that keep coming and you will feel more relaxed.

This exercise must be repeated 5 times to feel the effects in the body and so that the mind is no longer overwhelmed by the thoughts that overwhelm us.

6. The Gratitude Journal

Practicing gratitude can bring us great changes in many ways, from improving our mental health to strengthening our relationships with others.

Living your life with gratitude helps you notice the small victories.

Some studies have found that gratitude practices, like keeping a GRATITUDE JOURNAL can increase people's happiness and overall positive mood.

Establish a daily practice of remembering the gifts, the benefits, and all the good things you enjoy.

Recalling moments of gratitude associated with common events, attributes, or people in your life that you appreciate gives you the chance to cultivate a lasting attitude of gratitude.

What are you grateful for today?



<https://fiimplinit.ro/cum-sa-practici-recunostinta/>



Let's
GO
EMOTIONAL!

III. Resurse utile

1. 5 minute de răgaz: https://www.youtube.com/watch?v=iPyP_tDwLEw
2. Inteligența emoțională în accepțiunea lui Andy Szekely: <https://www.youtube.com/watch?v=RCBjSvKHQ78>
3. Inteligența emoțională wikipedia: https://ro.wikipedia.org/wiki/Intelligen%C8%9B%C4%83_emo%C8%9Bional%C4%83
4. Activități pentru mici și mari: <https://www.activityvillage.co.uk/games>
5. Roata emoțiilor: <https://go2coaching.ro/roata-emoțiilor-2/>
6. Piramida lui Maslow: https://ro.wikipedia.org/wiki/Abraham_Maslow
7. Give in to giving: <https://youtu.be/CZAz4NCUPck>
8. Inteligența emoțională, Daniel Goleman https://ccdph.ro/wp/wp-content/uploads/2020/05/1469123057_Daniel_Goleman_-_Inteligenta_emotionala.pdf
9. Listening to Shame, Brene Brown: https://www.ted.com/talks/brene_brown_listening_to_shame
10. The Power of Vulnerability, Brene Brown <https://youtu.be/1Evwgu369Jw>

