



SELF-CONTROL



3-6



5-10



30-40 min



FEELINGS WE HAVE



Become aware of how emotions affect behavior in order to learn how to express them in everyday situations.

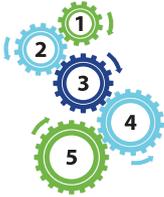
Develop listening and communication skills in order to learn how to filter one's emotions.

Learn new forms of behavior by replacing already learned ones in order to apply different ways of expressing one's emotions.



- Printed sheets of paper showing pictures of different faces expressing three different emotions: anger, happiness and feeling confused.

- Text of a story and suggested questions.



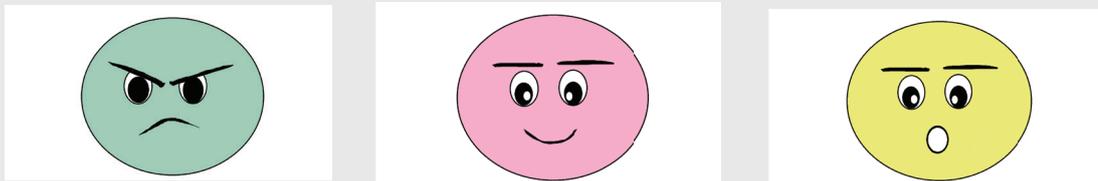
Facilitator directs children to sit in the circle. If the conditions are suitable, facilitator gives children a choice whether they want to sit on the floor or around the table, depending on what makes them feel more comfortable. By allowing them to make a small choice at the very beginning of storytelling, the children will have a sense of control. Also, that kind of decision making is a good starting point in building trust and raises a child's motivation to participate. When you as a facilitator assess that children are relaxed and ready, you can open the space for dialog.

Start a conversation with a question "Do you remember when was the last time you got really upset?". If the children have a hard time with remembering the exact situation help them by giving them some everyday examples.

After some of the children answer the question ask them: "What else did you feel?; Was getting upset a nice feeling?; Do you know how do we call / name that feeling (emotion) when we get upset?". After they offer their answers, ask them: "Do you know what feeling is the opposite of feeling angry?; "Is that a nicer feeling than the first one (anger)?; How you prefer to feel, do you like more being angry or being happy and why?".

At this point you have already directed the children to recognize two very powerful and strong emotions and by asking them to name those two emotions you are allowing them to start reflecting about themselves which is a very much needed basis for continuing discussion on what to do, how to deal with and how to filter those emotions.

After this short discussion tell the group that there is one very interesting story about two best friends Oliver and Peter and that you are going to read it to them. The next step is to show the children three pictures that show the image of different faces expressing three different emotions: anger, happiness and feeling confused. Make sure that the faces you show have very simple geometric shape with wide colour areas. The reason why is because it encourages attention and better focus (especially with smaller children).



After you show the children pictures, you need to explain the meaning of each one. Green one represents feeling angry /upset, pink one feeling happy and satisfied, and the yellow one feeling confused. After you offer the explanation, each child gets one of all three pictures.

Tell them that you are going to read a short story after which you will ask several questions and they will help you by trying to answer them.

Their task consists of raising up in the air a picture of emotion that they believe they would feel if they were in that situation.

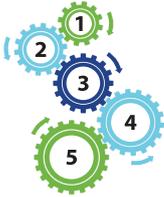
Point out that they will raise up a picture only when you instruct them to do so, because there is no need to use pictures for every question. Pictures are there only to help children to express themselves and to encourage developing listening and communication skills.

Storytelling goes like this:

In kindergarten Oliver has the best friend Peter. Like any other day, Oliver and Peter have decided to play with their favourite action figures. Every day Oliver would take Spiderman and Peter Batman. But one day, things went a different way. Oliver could not find the figure of Spiderman anywhere, so he took the Batman figure instead. When Peter told Oliver how Batman is his figure and asked him to return it to him, Oliver said he saw it first and that it was his now.

Peter got very upset and tried to pull the Batman figure out of Oliver's hand. Oliver held the Batman figure firmly and he wouldn't let go. The two boys ended up fighting with each other so loudly that a teacher came and finished the argument by taking the figure so that none of the boys got it.

After that happened Peter and Oliver were still upset, but after a few minutes they calmed down and realized that they were sorry to have had that silly fight and would never do it again. Instead they will talk about the problem and together find a solution. After they made up, they decided to go outside and play football together!



After reading a short story tell the children that you are going to ask them some questions about the story.

After each question they need to decide on what (feeling) emotion they believe is natural to feel in a given situation by raising a picture of a face (angry, happy and confused) in the air.

After raising a picture in the air they need to explain why have they raise a certain emotion and you can encourage their thinking skills with a different of sub-questions.

Ask them some of the following questions. The questions are optional, and you can change them or adapt the them accordingly. Questions are only a suggestion as an incentive to start developing dialog.

1. How did Oliver feel when he couldn't find his favourite Spiderman figure? What do you do when you feel like that?

2. How did Oliver feel when he took Peters favourite Batman figure? How would you feel if you were Oliver?

3. How did Peter fell when his best friend took his favourite action figure? How would you feel if you were Peter? Why? Is it hard to feel that way?

4. Is it ok that Peter got upset?

5. How do you physically feel when you are angry? Does it hurt? Where in your body does that feeling appears? Can you show / point where? Tell the child to point out with their hand the part of his / hers body that he / she is referring to. How do you need to behave at that moment....shout, jump, run, laugh, fight, etc.?

6. Is pulling the figure out of Peters hand nice behavior from Peters side?

7. Could Oliver have acted differently? (Here you can offer children suggestion like: Could he asked Peter's help to find his Spiderman figure or maybe offer to share the figure of a Batman? How would he fell then? How would Peter feel? Why? Were you in a similar situation? If yes can you explain? How did you feel? Etc.)

8. How did the boys feel when the teacher came and took the figure from both of them? Are they sorry they behaved the way they did? What would you do if you were in that situation?

9. At the end of the story, when they made up, how did they feel?

If the situation accurse's (and it is assumption that it will) that after a question children raise different pictures, meaning that they would feel differently in the same situation or a child feels that he is not sure about the answer to the given question and raises up more than one picture for the same question, think of it as a perfect opportunity to start a dialog with the children.

Ask at least two children that have raised different picture or more than one to explain their point of view and then ask the rest of the group on their thoughts and opinions.

This is a perfect moment to show the children there are different ways of expressing ones feeling / emotions and that it is their choice on how to act on it, meaning that they have the control.

As a conclusion, ask the whole group what do they think about having a choice of how to behave in certain situation and are there different ways of expressing your dissatisfaction without hurting another person?

Tips and tricks for additional ideas:

Tell the children that if they wish they can re-enact the story of Oliver and Peter. They can perform first the original told version, after what you give them the opportunity perform the second version by enabling them to change the curse of the story by choosing on their own where the storyline goes.