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# WP2: E-MotiOn Creative Activities Kit

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## ARTISTIC CREATIVITY



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# RESILIENCE



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**NAME OF ACTIVITY:**

**Rebirth Strong**

**DESCRIPTION:**

"Rebirth Strong" is an artistic activity that invites participants to explore the concept of resilience through their chosen artistic medium. Participants will engage in introspection regarding situations where their resilience would be useful and visualize themselves using it to overcome any circumstances.

**OUTCOMES:**

- Enhanced understanding and appreciation of the concept of resilience.
- Creation of personal artworks reflecting resilience.
- Sense of catharsis and liberation through artistic expression.
- Promotion of empowerment and self-confidence.

**DURATION:** 1 hour.

**MATERIALS:**

- Paper, cardstock, and similar materials.
- Brushes, pencils, watercolors, acrylic paints, or similar.
- Any additional materials the participants desire.

**SKILLS RELATED:**

- Basic artistic skills.
- Ability for abstraction and symbolism.





## INSTRUCTIONS:

Step 1: Introduce the concept of resilience and how it relates to overcoming challenges, providing examples of situations where resilience is necessary or helpful.

Step 2: Ask participants to reflect on close or famous individuals who have demonstrated resilience at some point and encourage them to identify the feelings and emotions associated with those moments.

Step 3: Suggest creating a self-portrait using the materials they prefer, depicting themselves overcoming the objectives and difficulties they may encounter based on their own goals and circumstances.

Step 4: After everyone has created their self-portrait, encourage them to voluntarily explain it to the rest of the group, emphasizing elements that reference their resilience.

Step 5: Create a motivating mural on one of the walls by displaying all the self-portraits and invite the students to visit the mural whenever they need a motivational boost.

## Tips:

- Encourage participants to be authentic and explore their emotions sincerely through art.
- Remind them that there are no "correct" answers in this activity; each artwork is unique and valuable in its own right.

## REFLECTION:

1. What personal challenges did you identify when reflecting on your experience of resilience?
2. Which aspects of your artwork best represent your process of overcoming and resilience?
3. In what ways has this activity influenced your perception of your own strength and ability to overcome challenges?





**NAME OF ACTIVITY:**

**Plastic Resilience**

**DESCRIPTION:**

This activity aims to simulate a resilience scenario through the creation, deformation, and recomposition of a plasticine sculpture. It seeks to create an awareness of hope in the face of adversity and improve self-confidence.

**OUTCOMES:**

- Creative expression of resilience through plasticine sculptures.
- Increased understanding and appreciation of the concept of resilience.
- Sense of achievement and empowerment in representing strength in tangible form.
- Promotion of abstract and symbolic thinking.

**DURATION:** 45 min.

**MATERIALS:**

- Plasticine.

**SKILLS RELATED:**

- Basic artistic skills.
- Ability for abstraction and symbolism.





## INSTRUCTIONS:

- Step 1: Provide each student with a ball of plasticine and ask them to try making a small sculpture of themselves.
- Step 2: Once everyone has their own sculptures, they should pass them to a classmate to deform them and then return them once the sculpture is altered.
- Step 3: The teacher will draw a parallel between this deformation situation and the complications and difficult situations that can happen to us, and how it all affects us.
- Step 4: Each student should recompose their plasticine sculpture, attempting to make it even better than the first.
- Step 5: Lastly, each student will be asked to think of a fictional story justifying the evolution of their plasticine sculpture: how it was, what happened to it, how they overcame it, and how it is now.

## Tips:

- Include metaphors and examples that contextualize the activity as closely as possible to an authentic experience of resilience.
- Value the reflections generated more than the artistic production.

## REFLECTION:

1. How did you feel when your sculpture was deformed? And when you managed to recompose it?
2. Can you recall a situation where a difficulty led to positive changes?
3. Do you believe it's important to have hope when facing a challenging situation?





**NAME OF ACTIVITY:**  
**Into the Darkness**

**DESCRIPTION:**

Through colored wax crayons, the aim is to recreate a situation of resilience by first filling a sheet of paper with vibrant and cheerful colors and then covering it entirely with black. All of this will be resolved using a wooden stick to scratch and reveal the colors hidden beneath, allowing the creation of a drawing that stands out against the darkness.

**OUTCOMES:**

- Creative and symbolic expression of resilience through the combination of colors and contrasts.
- Increased understanding and appreciation of the concept of resilience and its relationship with light and darkness.
- Sense of achievement in revealing the beauty that can arise from adversity.

**DURATION:** 45 min.

**MATERIALS:**

- Colored wax crayons.
- Black wax crayon.
- Paper.
- Wooden sticks.

**SKILLS RELATED:**

- Basic artistic skills.
- Ability for abstraction and symbolism.







## INSTRUCTIONS:

Step 1: Each student will color a sheet with bright colors, using various colored crayons and covering the entire sheet with color.

Step 2: Once they have their sheet completely colored, they should take a black crayon. This black crayon will represent those difficult situations that make everything lose color and seem more complicated. They will use it to color the entire drawing without leaving any blank spaces, resulting in a completely black sheet.

Step 3: The next step involves finding the color beneath that black sheet. To do this, they will use a pointed wooden stick to paint on top, thus revealing the color trapped underneath and allowing them to draw whatever they like.

Step 4: The final result should be a drawing with colorful strokes on a completely dark background.

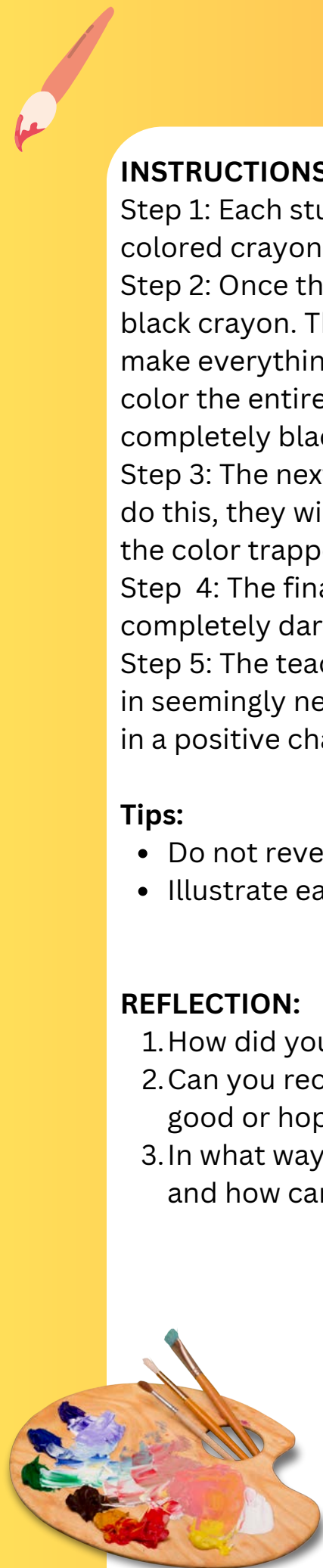
Step 5: The teacher will relate this activity to examples of resilience and how, in seemingly negative situations, one can scratch out some hope that results in a positive change.

## Tips:

- Do not reveal the final result to surprise the students.
- Illustrate each step with a real-life situation related to resilience.

## REFLECTION:

1. How did you feel when you saw the sheet completely black?
2. Can you recall a negative situation where you were able to find something good or hopeful?
3. In what ways has this activity influenced your perception of resilience and how can you apply it in your everyday life?







#### NAME OF ACTIVITY:

### **Resilience Superheroes**

#### DESCRIPTION:

Through the creation of a comic, students are encouraged to recreate a fictional situation where resilience is present, with complete creative freedom in terms of themes and ideas. Creating this comic in small groups allows collaboration, reflection, and representation of their understanding of resilience and overcoming difficulties.

#### OUTCOMES:

- Development of creativity and imagination through the creation of a comic.
- Understanding and representation of resilience in the form of a visual and narrative story.
- Promotion of collaboration and teamwork in the creation of a group project.
- Encouragement of critical thinking and empathy by identifying with the characters and their challenges.

**DURATION:** 80 minutes (2 sessions of 40 minutes).

#### MATERIALS:

Various art supplies:

- Markers, pencils, crayons, etc.
- Scissors, glue, cotton balls, newspapers, etc.
- Watercolors, tempera paints, finger paints, etc.

#### SKILLS RELATED:

- Basic artistic skills.
- Creative ability.
- Basic understanding of creating comics in literature.





### INSTRUCTIONS:

Step 1: The class will be divided into small groups of 3-4 students. An explanation of what a comic is and its common elements will be provided.

Step 2: Each group should design a comic with completely free themes: superheroes, science fiction, everyday situations, animals, etc., using various materials: markers, paper cutouts, watercolors, etc. The comic should tell, in no more than 2 sheets of paper, a story of overcoming challenges and the use of resilience.

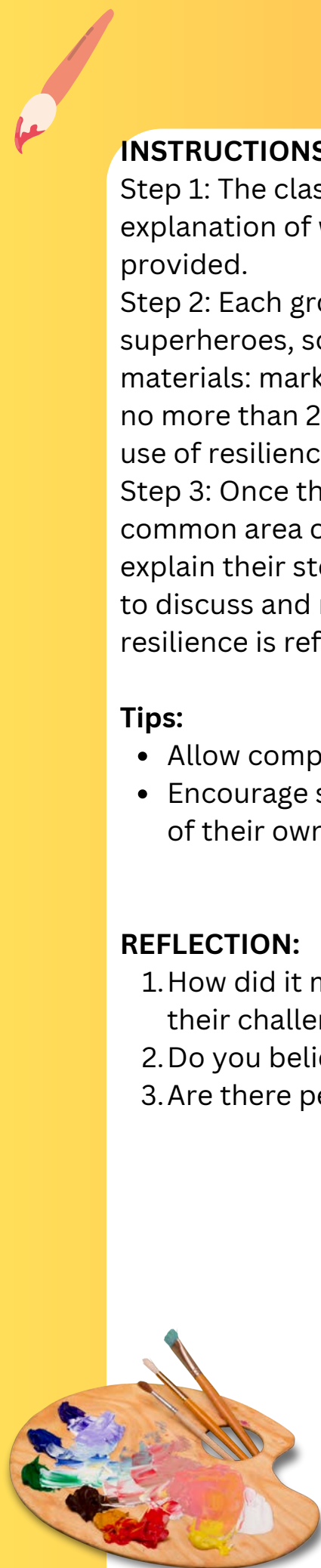
Step 3: Once these stories are completed, they will be displayed in a common area of the classroom, and each group will have 5 minutes to explain their story to the rest of the classmates. Students will be encouraged to discuss and reflect on the stories, as well as identify situations where resilience is reflected and if it is used appropriately.

### Tips:

- Allow complete creative and thematic freedom.
- Encourage students to reflect and draw inspiration from the protagonists of their own creations.

### REFLECTION:

1. How did it make you feel when your protagonists were able to overcome their challenges?
2. Do you believe everyone can face problems or difficulties?
3. Are there people close to you who inspire you as examples of resilience?





NAME OF ACTIVITY:

## **We Can Do It!**

### **DESCRIPTION:**

"We Can Do It!" is an activity in which students will use the Canva platform to create posters on the theme of resilience. Through this online design tool, students will explore and creatively express the concept of resilience, creating visually appealing materials that motivate their peers.

### **OUTCOMES:**

- Understanding and creative expression of the concept of resilience through graphic design.
- Development of design skills on the Canva platform.
- Creation of inspiring posters that motivate and raise awareness about the importance of resilience.
- Promotion of empathy and understanding of resilience among students.

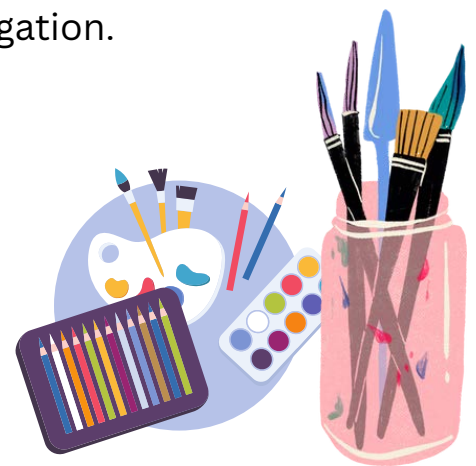
**DURATION:** 1 hour

### **MATERIALS:**

- Access to a computer or device with internet connection to use Canva.
- Canva user accounts for each student.
- Access to images, icons, and other resources available on Canva.
- Templates and examples of resilience posters (optional).

### **SKILLS RELATED:**

- Basic artistic skills.
- Creative ability.
- Basic knowledge of computers and internet navigation.





## INSTRUCTIONS:

Step 1: The teacher will display various examples of posters with motivational phrases or photographs, emphasizing the importance of similar elements to help with self-esteem and improve resilience.

Step 2: Students will be divided into groups of 3, each group with a computer. They will access the Canva web application and design a poster freely on motivation and resilience. They are encouraged to use design, images, photographs, icons, and text creatively.

Step 3: Once they have completed their poster, they will be printed and displayed in a common area where they can be easily seen on a daily basis at the school.

## Tips:

- Allow complete creative freedom in design and theme.
- Encourage students to reflect and draw inspiration from the protagonists of their own creations.

## REFLECTION:

1. What inspired you to choose the design and elements for your resilience poster?
2. How do you think your poster can motivate others to develop resilience in their lives?
3. What challenges did you face while designing the poster and how did you overcome them?





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# FEAR



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NAME OF ACTIVITY:

## Escape from the dark room

### DESCRIPTION:

This activity encourages imagination and creativity, which are the basis of children's artistic abilities.

### OUTCOMES:

- Incorporating meditation
- Enhancing creative expression

**DURATION:** 15 minutes

### MATERIALS:

- Paper
- Crayons

### SKILLS RELATED:

- Managing fear
- Self-expression

### INSTRUCTIONS:

Step 1: The children are asked to close their eyes and imagine themselves in a dark room.

Step 2: Pupils are asked to meditate with closed eyes for 1 minute on how they can get out of the dark room.

Step 3: Children are asked now to open their eyes and draw their escape from the dark room. They are free to draw any methods of escape. At the end, their drawings are shared within the classroom (or outside).







### Tips:

- Let the children draw anything without being afraid that they might make a mistake.
- Pay attention to their artistic side and the way in which they 'exhibit' their creations.

### REFLECTION:

1. What past experiences helped me make important decisions?
2. What are my artistic values?
3. How do I define fear?





**NAME OF ACTIVITY:**  
**Be the creative artist**

**DESCRIPTION:**

This activity facilitates creation and artistic freedom of expression. Children can use their inspiration to the fullest.

**OUTCOMES:**

- Increasing artistic self-confidence
- Enhancing creative expression

**DURATION:** 25 minutes

**MATERIALS:**

- Paper
- Watercolors

**SKILLS RELATED:**

- Managing fear
- Self-expression

**INSTRUCTIONS:**

Step 1: The children are asked to read a very famous artistic quote 'Painting is just another way of keeping a diary' - Pablo Picasso.

Step 2: Pupils are asked to use the watercolors and paint what they understand from the famous artistic quote without being afraid of their imagination. At the end, their paintings are shared within the classroom (or outside) and they give a very brief argumentation on the 'message' painted.





### Tips:

- Let the children use their imagination to the fullest without being afraid that they might make a mistake.
- Pay attention to their ability to understand the quote from their artistic point of view.

### REFLECTION:

1. What are my greatest personal and artistic strengths?
2. What are some areas in which I can improve?
3. Where do I see myself in three years?





**NAME OF ACTIVITY:**  
**Paint without seeing**

**DESCRIPTION:**

This activity helps children to overcome their fear of the unknown and to be more daring. Creativity and imagination are used here, being only felt, and not seen.

**OUTCOMES:**

- Demonstrating artistic self-confidence
- Enhancing creative expression

**DURATION:** 20 minutes

**MATERIALS:**

- Paper (larger size)
- Crayons

**SKILLS RELATED:**

- Managing fear
- Self-expression

**INSTRUCTIONS:**

Step 1: The teachers blindfold children.

Step 2: The teachers give pupils the task of drawing a sunny summer (school) day without seeing what and how they are drawing.

Step 3: Children are encouraged to use their imagination and creativity and not to be afraid of the unknown.





### Tips:

- Let the children use their creativity to the fullest without being afraid that they might make a mistake.
- Pay attention to their self-confidence and the way they manage their fear of the unknown.

### REFLECTION:

1. How can I learn from challenges to create a positive future for myself?
2. How would I describe the person I want to be in the future?
3. What is one habit I want to stop?





NAME OF ACTIVITY:

## Finger paint tree

### DESCRIPTION:

This activity encourages fun and entertainment for children and helps express their creativity.

### OUTCOMES:

- Improving socio-emotional skills
- Enhancing artistic expression

**DURATION:** 20 minutes

### MATERIALS:

- Paper (larger size) or flip chart
- Watercolors

### SKILLS RELATED:

- Managing fear
- Self-expression

### INSTRUCTIONS:

Step 1: The teachers draw a large tree on a large sheet of paper or flipchart.

Step 2: Students are asked to accompany the tree with an emotional drawing made on a post it (could be any feelings, contexts, seasons, situations). It can be done in a small or large group.

Step 3: At the end, the tree can be exhibited in the classroom.







### Tips:

- Let the children have fun.
- Pay attention if they experience emotions or fears.

### REFLECTION:

1. Do I ask my peers or family for help when I need it?
2. In what ways do I rely on my friends, and school colleagues?
3. How do I benefit from interactions with my colleagues?





**NAME OF ACTIVITY:**

**Collaborative pumpkin drawing**

**DESCRIPTION:**

This activity encourages collaboration between children and fun with collective benefits. The fear of talking to all their colleagues will no longer exist in the classroom.

**OUTCOMES:**

- Improving socio-emotional skills
- Enhancing artistic collaboration

**DURATION:** 25 minutes

**MATERIALS:**

- Paper (larger size)
- Crayons

**SKILLS RELATED:**

- Managing fear
- Artistic expression

**INSTRUCTIONS:**

Step 1: The children are asked to work together and draw the most creative Halloween pumpkin. Children are divided into small groups of five pupils.

Step 2: The teachers choose which child is the first to start the drawing in each small group. They ask him to draw a small part of the pumpkin and give the drawing paper to the colleague next to him who will also draw another small part of the pumpkin.

Step 3: The final creative pumpkin will be ready when all the children in the small groups have contributed to its creation. At the end, these can be exhibited in the classroom.





### Tips:

- Make sure that all children contribute to the creation of the creative pumpkin.
- Pay attention to the way they overcome their fears and collaborate with each other.

### REFLECTION:

1. How do I find value in my differences from my colleagues?
2. What motivates me?
3. What makes me feel emotionally strong?





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# RISK-TAKING



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**NAME OF ACTIVITY:**  
**EmoArt Challenge**

**DESCRIPTION:**

The EmoArt Challenge is an artistic activity designed to help students aged 10-12 develop emotional competence related to risk-taking. The activity encourages students to step out of their comfort zones and express their emotions through art. This activity combines creativity and self-discovery.

**OUTCOMES:**

- Improved emotional competence, including understanding and managing emotions.
- Increased self-confidence and willingness to take risks.
- Enhanced artistic skills and self-expression.
- Greater self-awareness.

**DURATION:** 40 minutes

**MATERIALS:**

1. Blank sheets of paper or canvas.
2. A variety of art supplies (colored pencils, markers, crayons, watercolors, etc.).
3. Access to a camera or smartphone (for online classes).
4. Access to a video conferencing platform (for online classes).

**SKILLS RELATED:**

- Emotional self-awareness.
- Self-confidence.
- Willingness to try new things.
- Acceptance of potential failure.





## INSTRUCTIONS:

1. Start by discussing the concept of risk-taking and its importance in personal growth and emotional competence.
2. Provide each student with a blank sheet of paper or canvas and a selection of art supplies. If online - Instruct students to have their art supplies ready and set up their camera to show their workspace.
3. Instruct the students to create an artwork that expresses an emotion or feeling they have been hesitant to share.
4. Encourage them to take risks in their artwork, try new techniques, and step out of their comfort zones.
5. After, have a sharing session where students can explain their artwork and the emotions it represents.

## Tips:

- Foster a non-judgmental and supportive environment where students feel safe taking creative risks.
- Emphasize that there are no "right" or "wrong" outcomes in this activity; it is about self-expression.
- Be prepared to discuss and validate the emotions expressed in the artwork.
- Encourage students to embrace their unique artistic styles.

## REFLECTION:

1. What emotions did you choose to express in your artwork, and why were they challenging for you to share?
2. How did you feel while taking artistic risks during this activity? Did you find it liberating or intimidating?
3. What did you learn about yourself through this experience, and how might it impact your ability to take risks in other areas of life?







NAME OF ACTIVITY:

## EmoStorytelling Adventure

### DESCRIPTION:

The EmoStorytelling Adventure is an interactive and imaginative activity designed to help students aged 10-12 enhance their emotional competence related to risk-taking. This activity combines storytelling and creative expression, encouraging students to step out of their comfort zones and explore their emotions through storytelling.

### OUTCOMES:

- Improved emotional competence and understanding of storytelling as a means of self-expression.
- Enhanced creativity and confidence in taking narrative risks.
- Greater self-awareness and empathy towards the emotions of others.

**DURATION:** 40 minutes

### MATERIALS:

1. Blank sheets of paper or a word processing program (for digital use).
2. Colored pencils, markers, or a computer for illustrations (optional).
3. Access to a camera or smartphone (for online classes).
4. Access to a video conferencing platform (for online classes).

### SKILLS RELATED:

- Emotional self-expression.
- Creativity.
- Self-confidence.
- Empathy.





## INSTRUCTIONS:

1. Start by discussing the concept of risk-taking in storytelling and how it relates to emotional competence.
2. Provide each student with blank sheets of paper or access to a computer for digital writing (online classes).
3. Instruct the students to write a short story that features a character facing an emotional risk.
4. Encourage them to take narrative risks, explore complex emotions, and experiment with different storytelling techniques.
5. After, have a sharing session where students can read their stories and discuss the emotional challenges faced by their characters.

## Tips:

- Create a supportive and non-judgmental atmosphere for students to share their stories.
- Remind students that storytelling allows for creative expression, and there are no "right" or "wrong" stories.
- Discuss the emotions of the characters in the stories and how they relate to the students' own emotions.
- Encourage students to explore diverse emotional experiences in their narratives.

## REFLECTION:

1. How did you choose to depict emotional risks in your story, and what did you learn about the nature of risk-taking in storytelling?
2. Did you find it challenging to create a narrative where characters faced emotional risks? How did you navigate this challenge?
3. What insights did you gain about the relationship between storytelling, emotional competence, and risk-taking, and how might this impact your future storytelling endeavors or understanding of emotions?





**NAME OF ACTIVITY:**  
**EmoFeel Challenge**

**DESCRIPTION:**

The EmoFeel Challenge is an interactive and engaging activity designed to help students aged 10-12 improve their emotional competence related to risk-taking. This activity combines the fun of charades with the exploration of various emotions, encouraging students to express and understand emotions in a dynamic and interactive way.

**OUTCOMES:**

- Enhanced emotional competence, including the ability to recognize and convey emotions effectively.
- Improved communication skills.
- Increased self-confidence in taking risks.
- Greater empathy and understanding of others' emotions.

**DURATION:** 40 minutes

**MATERIALS:**

1. Emotion cards (prepared in advance, each card featuring an emotion like "joy," "anger," "surprise," "fear," "disgust," and "sadness").
2. A whiteboard or paper and markers (for scoring, if desired).
3. Access to a camera or smartphone (for online classes).
4. Access to a video conferencing platform (for online classes).

**SKILLS RELATED:**

- Emotional expression.
- Non-verbal communication.
- Adaptability.
- Self-confidence.





## INSTRUCTIONS:

1. Divide the students into two teams and designate one person as the "actor" in each round.
2. Use the emotion cards to randomly select an emotion for the actor. They must convey this emotion without using words while their team guesses.
3. Set a timer (e.g., 2 minutes) for each round and keep track of successful guesses on a whiteboard or paper.
4. After each round, discuss the emotions conveyed and how taking creative risks enhanced the game.

### For Online Classes:

5. Instruct each student to have their emotion cards ready and their camera turned on.
6. Choose a student to be the "actor" and privately message them an emotion card.
7. The actor must convey the emotion without using words, while the rest of the class guesses in the chat.
8. Set a timer for each round and discuss the emotions conveyed, along with the risks taken, after each round.

## TIPS:

- Ensure that the activity is light-hearted and fun to reduce any pressure on students.
- Emphasize the importance of effective non-verbal communication in conveying emotions.
- Encourage students to support and praise each other's efforts.

## REFLECTION:

1. How did it feel to take creative risks in conveying emotions without using words?
2. What challenges did you encounter while trying to express certain emotions through actions and non-verbal cues?
3. How has this experience improved your understanding of emotions and your willingness to take creative risks in your daily life?





**NAME OF ACTIVITY:**  
**EmoCollage**

**DESCRIPTION:**

The EmoCollage Challenge is an artistic activity designed for students aged 10-12 to enhance their emotional competence, specifically their ability to take creative risks in expressing their emotions. This creative activity encourages students to create collages that explore their feelings, thoughts, and emotional experiences.

**OUTCOMES:**

- Improved emotional competence, including the capacity to identify, express, and process emotions.
- Enhanced creativity and risk-taking skills.
- Increased self-awareness and self-expression.
- Greater empathy and understanding of others' emotions.

**DURATION:** 40 minutes

**MATERIALS:**

1. Magazines or printed images.
2. Scissors.
3. Glue or tape.
4. Large sheets of paper or poster boards.
5. Colored markers, pencils, or crayons.
6. Access to a camera or smartphone (for online classes).
7. Access to a video conferencing platform (for online classes).

**SKILLS RELATED:**

- Emotional expression.
- Creativity.
- Willingness to experiment and take creative risks.
- Self-confidence.







## INSTRUCTIONS:

1. Begin by discussing the concept of risk-taking and emotional competence, emphasizing that emotions can be expressed in many creative ways.
2. Provide each student with magazines, scissors, glue/tape, and a large sheet of paper.
3. Instruct students to create a collage that represents their emotions, thoughts, and feelings, encouraging them to take creative risks and experiment with their designs.
4. After the allotted time, have each student present their collage to the class, explaining the emotions and risks taken in their creation.

## TIPS:

- Encourage students to take artistic risks and think outside the box.
- Create a supportive and non-judgmental environment.
- Discuss the emotions portrayed in the collages and how risk-taking led to their expression.

## REFLECTION:

1. How did creating your EmoCollage challenge you to take risks in expressing your emotions through art?
2. What emotions and feelings did you include in your collage, and what creative risks did you take in their representation?
3. How might this experience influence your ability to express and understand your emotions in your personal life and interactions with others?







## NAME OF ACTIVITY:

### **Emotion-Infused Mosaic**

## DESCRIPTION:

Emotion-Infused Mosaic is an artistic activity designed for students aged 10-12 to explore emotional competence through risk-taking. In this 40-60 minute activity, students will create mosaic art pieces that reflect their emotions and involve the risk-taking process of combining various materials and colors into a cohesive whole.

## OUTCOMES:

- Enhanced emotional competence, particularly in the context of risk-taking.
- Improved self-expression and creativity.
- Increased self-awareness and confidence.
- Fostering a positive and supportive environment for sharing personal experiences.

**DURATION:** 40-60 minutes

## MATERIALS:

1. Small, colorful mosaic tiles or cut-up colored paper.
2. Glue or adhesive.
3. Cardboard or sturdy paper as a base.
4. Markers or pens.
5. Access to a classroom or a quiet space for the activity.

## SKILLS RELATED:

- Creativity and willingness to experiment with various materials.
- Decision-making in selecting and combining colors and textures.
- Adaptability to unexpected outcomes during the artistic process.
- Reflective thinking and self-awareness.





## INSTRUCTIONS:

1. Introduce the Emotion-Infused Mosaic activity, explaining that students will create mosaic art pieces that reflect their emotions, taking creative risks with color combinations and materials.
2. Provide mosaic tiles or cut-up colored paper, glue, and cardboard to each student.
3. Set a timer for 40-60 minutes for the creation of their Emotion-Infused Mosaic.
4. Encourage students to take risks in combining colors and materials, expressing their emotions through the mosaic.
5. After the activity, invite students to share their mosaics with the class, if they feel comfortable, fostering a sense of connection.

## TIPS:

- Encourage students to embrace the challenge of combining various materials and colors to create a cohesive piece.
- Reinforce that the purpose of the activity is personal expression, and students can choose the level of detail or abstraction they are comfortable with.
- Remind students that sharing is optional, and their Emotion-Infused Mosaic is a personal reflection.

## REFLECTION:

1. How did taking creative risks in your Emotion-Infused Mosaic influence your understanding and expression of your emotions?
2. What colors or materials did you choose to represent, and why did you make those specific choices?
3. In what ways can the experience of creating an Emotion-Infused Mosaic translate to taking positive risks in your personal life, and how might it contribute to your emotional well-being?





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# STRESS MANAGEMENT



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NAME OF ACTIVITY:

## Creative words for stress management

### DESCRIPTION:

This activity encourages children's artistic abilities and helps them manage their stress.

### OUTCOMES:

- Managing stress
- Enhancing creative thinking

**DURATION:** 45 minutes

### MATERIALS:

- Paper
- Crayons

### SKILLS RELATED:

- Managing stress
- Artistic expression

### INSTRUCTIONS:

Step 1: Teachers initiate a discussion with children prior to this activity to find out what kind of backgrounds they prefer. Then the teacher prepares three different backgrounds/pictures such as a city, the seaside, mountains, forest, etc.





## INSTRUCTIONS:

Step 2: Pupils are asked to meditate with closed eyes for 1 minute on how they feel and what are their strengths and then decorate the given backgrounds with creative associations, words or phrases that inspire them. This activity is done every time a child feels stressed in order not to forget his skills that can help manage stress.

## Tips:

- Do not insist on the reasons for stress of children if they do not feel comfortable talking about them.
- Encourage the recognition of qualities in moments of stress to put 'good before evil'.

## REFLECTION:

1. What are some ways I take time for myself?
2. Is there a person or reason to where the stress is coming from? Who?
3. How do I define stress?





**NAME OF ACTIVITY:**

**Paint your favourite place**

**DESCRIPTION:**

This activity encourages children to reduce their stress level by replacing it with beautiful things.

**OUTCOMES:**

- Managing stress
- Enhancing creativity

**DURATION:** 45 minutes

**MATERIALS:**

- Paper
- Watercolors

**SKILLS RELATED:**

- Managing stress
- Artistic expression

**INSTRUCTIONS:**

Step 1: The children are asked to think of those nostalgic feelings they associate with the places they love (grandma's house on summer vacation, etc.)

Step 2: Preparation of watercolors, paper, brushes is necessary in this activity. Pupils are asked to paint their favorite place and surround it with beautiful things. This activity is a good method of therapy for children who are stressed for various reasons.





### Tips:

- Do not insist on the reasons for stress of children if they do not feel comfortable talking about them.
- Encourage children to paint their favourite place using their artistic abilities to the fullest.

### REFLECTION:

1. Is the stress coming from external forces mainly, or internal forces?
2. What is frustrating you?
3. How do you know that you understand stress?







**NAME OF ACTIVITY:**  
**The jar of happiness**

**DESCRIPTION:**

This activity facilitates children's stress reduction process and helps them to be more confident.

**OUTCOMES:**

- Managing stress
- Enhancing self-expression

**DURATION:** 15-20 minutes

**MATERIALS:**

- Jar
- Paper
- Crayons

**SKILLS RELATED:**

- Managing stress
- Artistic expression

**INSTRUCTIONS:**

Step 1: The children are asked to color with different colored pencils pieces of paper on which to write at least 3 positive things that start with the initial of their name (the coloring of the papers makes the activity more attractive for children). After finishing the positive words that start with the initial of their name, children can write positive words that start with the initial of their best friend or favorite teacher.





### INSTRUCTIONS:

Step 2: There will be only one jar (for all children). The jar can be placed somewhere in the classroom and can be used by children whenever they feel the need to relieve themselves of negative thoughts and stressful situations.

### Tips:

- Do not make the children read the positive written words but let them feel the security of anonymity.
- Encourage children to do this activity as many times as they feel stressed or upset.

### REFLECTION:

1. What did you find most surprising about yourself?
2. What is something you are proud of in your school today?
3. What was the most important thing you learned in this activity?





NAME OF ACTIVITY:

## Transform something around

### DESCRIPTION:

This activity helps children when struggling with something negative.

### OUTCOMES:

- Managing stress
- Enhancing self-motivation

**DURATION:** 40 minutes

### MATERIALS:

- Anything around

### SKILLS RELATED:

- Managing stress
- Artistic expression

### INSTRUCTIONS:

Step 1: The children are asked to look around and find an object that belongs to them. It is a useful activity especially when they struggle with something negative.

Step 2: Pupils are asked to make full use of their imagination and creativity and completely transform the object (if they chose a notebook they can paint its covers, or if they chose a pencil they can improvise a bow, etc.)





### Tips:

- Let the children feel that they are in control of the activity.
- Encourage children to do this activity as many times as they feel stressed or upset.

### REFLECTION:

1. What is one thing you could improve in managing stressful situations?
2. How do you plan to exhibit your creativity in the future?
3. What is the main message of the activity?





**NAME OF ACTIVITY:**

**Make a mask of emotions**

**DESCRIPTION:**

This activity helps children to explore different aspects of their personality especially when struggling with something negative.

**OUTCOMES:**

- Managing stress
- Exploring personality

**DURATION:** 40 minutes

**MATERIALS:**

- Paper plates
- Pencil
- Crayons
- Scissors

**SKILLS RELATED:**

- Managing stress
- Artistic expression

**INSTRUCTIONS:**

Step 1: The children are asked to draw a mask on paper plates and cut it.

Step 2: Pupils are asked to color and draw symbols on the mask according to their emotional state (if they are stressed, they can make a black mask with some dark clouds on it, if they are happy, they can make a yellow mask with the sun on it, etc.)





### Tips:

- Guide children and do not impose certain emotions on them.
- Encourage children to be honest with themselves and accept their emotions.

### REFLECTION:

1. How did you feel when you represented your emotion on the mask?
2. Did the mask help you to act out your emotion?
3. Which emotions were the easiest/the most difficult for you to express and identify?
4. Why is it important to be aware of emotions and to express them?
5. Where and when do we feel safe to express our feelings?





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## ARTISTIC CREATIVITY



E-MotiOn