



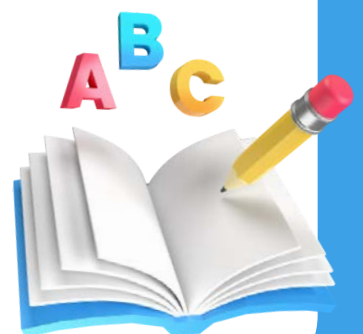
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# WP2: E-MotiOn Creative Activities Kit

Nº 2022-1-BG01-KA220-SCH-000086869

## LINGUISTIC CREATIVITY

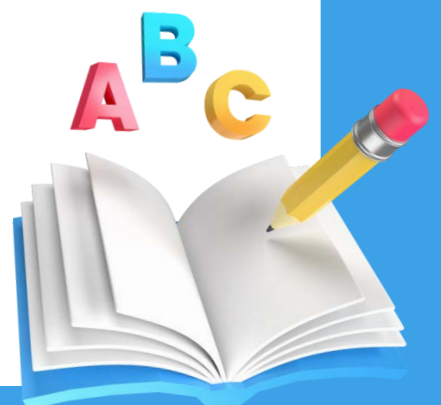




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# RESILIENCE





NAME OF ACTIVITY:

## EmoVocab Resilience Challenge

### DESCRIPTION:

The EmoVocab Resilience Challenge is a linguistic activity designed for students aged 10-12 to enhance their emotional competence related to resilience. This activity empowers students to explore and expand their emotional vocabulary while discussing and sharing strategies for building resilience.



### OUTCOMES:

- improved emotional competence, including a broader emotional vocabulary
- enhanced resilience skills and the ability to adapt to challenges
- increased self-awareness of emotional responses
- greater empathy and understanding of how resilience can help oneself and others

**DURATION:** 40-60 minutes

### MATERIALS:

1. A list of vocabulary words related to emotions (e.g., anger, frustration, courage, perseverance).
2. Paper and writing utensils.
3. Access to a whiteboard or a digital platform for online classes.
4. Access to a camera or smartphone (for online classes).
5. Access to a video conferencing platform (for online classes).

### SKILLS RELATED:

- emotional vocabulary and expression.
- active listening.
- communication and empathy.
- problem-solving.





### INSTRUCTIONS:

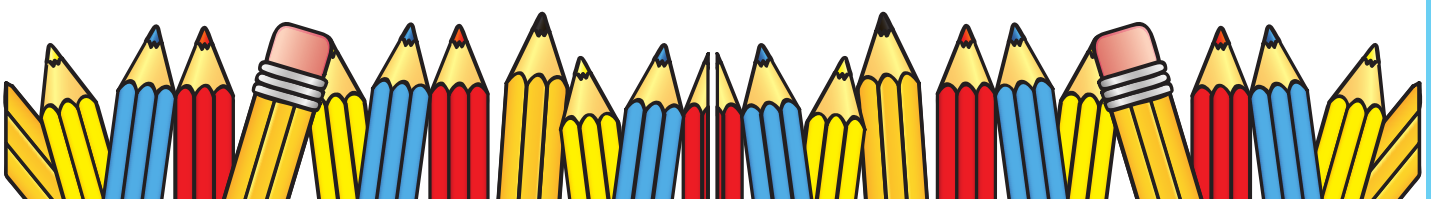
1. Start by discussing the importance of resilience and its role in emotional competence.
2. Provide students with a list of emotion-related vocabulary words.
3. Instruct students to create short sentences that incorporate as many vocabulary words as possible, showcasing resilience in action.
4. After that, have each student share their sentences or stories with the class and discuss how resilience was portrayed in their creations.

### Tips:

- Encourage students to think creatively and relate the vocabulary words to real-life situations.
- Foster active listening during the sharing phase by asking other students to comment on their peers' stories.
- Emphasize the importance of resilience and how a diverse emotional vocabulary can enhance one's emotional intelligence.
- Create a safe space for students to express their thoughts and emotions.

### REFLECTION:

1. How did this activity broaden your emotional vocabulary, and how does it relate to building resilience in your own life?
2. What strategies for resilience did you find in the sentences shared by your peers, and how might you apply them to face challenges in your personal life?
3. In what ways can an expanded emotional vocabulary and a better understanding of resilience help you support and empathize with others during difficult times?







NAME OF ACTIVITY:

## **Emo-Story Resilience Workshop**

### **DESCRIPTION:**

The Emo-Story Resilience Workshop is a linguistic activity tailored for students aged 10-12 to foster emotional competence, particularly resilience. Over 40 minutes, students engage in creative storytelling to understand and develop resilience while using their language skills.

### **OUTCOMES:**

- enhanced emotional competence, focusing on resilience and emotional expression.
- improved language skills, including vocabulary and communication.
- increased self-awareness of personal strengths related to resilience.
- greater empathy and understanding of the challenges faced by others.

**DURATION:** 2 lessons - each with a duration of 40 minutes

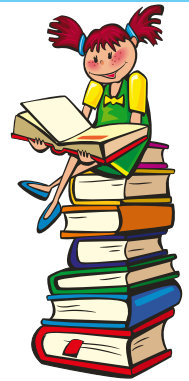
### **MATERIALS:**

1. Paper and writing utensils or access to a digital document for online classes.
2. Access to a whiteboard or a digital platform for online classes.
3. Access to a camera or smartphone (for online classes).
4. Access to a video conferencing platform (for online classes).

### **SKILLS RELATED:**

- emotional expression through storytelling.
- vocabulary and language skills.
- self-reflection and self-awareness.
- empathy and understanding of others.





### INSTRUCTIONS:

1. Start by discussing the concept of resilience and its importance in navigating challenges.
2. Set the stage by sharing a brief story of a personal or fictional character's journey that demonstrates resilience.
3. Distribute paper and writing utensils.
4. Instruct students to create their own short stories that showcase a character's resilience in the face of adversity.
5. After the allotted time, have students share their stories with the class, encouraging discussion on the theme of resilience.

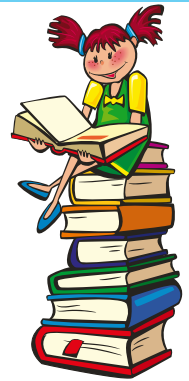
### Tips:

- Encourage creativity and emphasize that there are no right or wrong answers; the focus is on exploring resilience.
- Create a supportive and empathetic atmosphere where students feel comfortable sharing their stories.
- Lead a discussion after the activity, focusing on the common elements of resilience in the stories.
- Highlight the importance of understanding and developing resilience in daily life.

### REFLECTION:

1. What elements of resilience did you explore in your story, and how might those aspects be applicable to your own life?
2. How did writing a story about resilience affect your understanding of this concept, and how might it influence the way you approach challenges?
3. In what ways can developing resilience through storytelling help you understand and support your peers when they face difficulties?





NAME OF ACTIVITY:

## **Emo-Tale Resilience Journey**

### **DESCRIPTION:**

The Emo-Tale Resilience Journey is a linguistic activity designed for students aged 10-12 to enhance their emotional competence, particularly resilience. This activity involves collaborative storytelling and reflection to help students understand and develop resilience through creative narratives.

### **OUTCOMES:**

- improved emotional competence, focusing on resilience, empathy, and emotional expression.
- enhanced language skills, including vocabulary, communication, and narrative construction.
- increased self-awareness of personal strengths related to resilience.
- greater empathy and understanding of the challenges faced by others.

**DURATION:** 40-60 minutes

### **MATERIALS:**

1. Paper and writing utensils or access to a digital document for online classes.
2. Access to a whiteboard or a digital platform for online classes.
3. Access to a camera or smartphone (for online classes).
4. Access to a video conferencing platform (for online classes).

### **SKILLS RELATED:**

- emotional expression through storytelling.
- vocabulary and language skills.
- collaboration and teamwork.
- self-reflection and self-awareness.
- empathy and understanding of others.





### INSTRUCTIONS:

1. Start by discussing the concept of resilience and its importance in facing challenges.
2. Set the stage by sharing a brief opening of a story, leaving it at a critical point where resilience is needed.
3. Divide the class into groups of 3-4 students.
4. Provide each group with paper and writing utensils.
5. Instruct each group to continue the story, focusing on how the characters demonstrate resilience and overcome challenges.
6. After the allotted time, have each group share their stories with the class, encouraging discussion on the theme of resilience.

### TIPS:

- Encourage creativity and collaboration within groups.
- Foster an empathetic and supportive atmosphere where students feel comfortable sharing their stories.
- Lead a discussion on the common elements of resilience in the stories and how they can be applied to real-life situations.
- Highlight the importance of resilience and teamwork in daily life.

### REFLECTION:

1. How did your group's story reflect the concept of resilience, and what lessons can be drawn from it for facing challenges in your own life?
2. In what ways did contributing to the collaborative story help you understand and appreciate the importance of resilience and teamwork?
3. How might you use the lessons learned from the Emo-Tale Resilience Journey to support your peers when they encounter difficulties?





NAME OF ACTIVITY:

## **Resilience Reflection Letters**

### **DESCRIPTION:**

Resilience Reflection Letters is a linguistic activity designed for students aged 10-12 to enhance emotional competence and resilience. In this activity, students will write personal letters to themselves, reflecting on their strengths, coping mechanisms, and goals for building resilience.

### **OUTCOMES:**

- improved emotional competence, focusing on self-reflection and understanding personal resilience.
- enhanced written communication and expressive language skills.
- increased self-awareness of individual strengths and coping strategies.
- empathy and understanding of the challenges faced by oneself and others.

**DURATION:** 60 minutes

### **MATERIALS:**

1. Paper and writing utensils or access to a digital document for online classes.
2. Access to a whiteboard or a digital platform for online classes.
3. Access to a camera or smartphone (for online classes).
4. Access to a video conferencing platform (for online classes).

### **SKILLS RELATED:**

- emotional expression through writing.
- reflective thinking and self-awareness.
- positive communication and self-encouragement.
- empathy and understanding of one's own and others' challenges.





### INSTRUCTIONS:

1. Guide students through a brief meditation or relaxation exercise to create a calm and reflective atmosphere.
2. Instruct students to write a letter to themselves, focusing on their own resilience, strengths, and coping strategies.
3. Set an appropriate time, allowing students for thoughtful reflection and writing.
4. Encourage creativity and personalization in the letters.
5. After the allotted time, students can seal their letters in envelopes or keep them in a personal journal for future reflection.

### TIPS:

- Create a supportive and non-judgmental environment for students to engage in reflective writing.
- Encourage students to be honest and open in their letters.
- Emphasize the importance of self-encouragement and positive communication in building resilience.
- Discuss the potential benefits of revisiting these letters during challenging times.

### REFLECTION:

1. What strengths and coping strategies did you identify in your Resilience Reflection Letter, and how might you leverage them in times of difficulty?
2. How did the process of writing a letter to yourself influence your understanding of resilience, and what insights did you gain about your ability to navigate challenges?
3. In what ways can the positive affirmations and reflections from your letter contribute to building resilience not only for yourself but also for those around you?





NAME OF ACTIVITY:  
**Strengths Journal**

**DESCRIPTION:**

Strengths Journal is a linguistic activity aiming to build emotional competence and resilience through reflective writing. In this 40-60 minute activity, students will create personal journals to explore and celebrate their individual strengths, fostering a positive sense of self.

**OUTCOMES:**

- enhanced emotional competence and self-awareness.
- improved written communication and expressive language skills.
- increased self-esteem and a sense of personal agency.
- encouragement of empathy and understanding among peers.

**DURATION:** 15 minutes

**MATERIALS:**

1. Notebooks or paper for each student.
2. Writing utensils.
3. Access to a classroom or a quiet space for the activity.

**SKILLS RELATED:**

- reflective thinking and self-awareness.
- positive communication through writing.
- recognition and celebration of personal strengths.
- empathy and understanding of one's own and others' unique qualities.







### INSTRUCTIONS:

1. Introduce the concept of the Strengths Journal, explaining that each student will create a personal journal to explore their strengths.
2. Set the journals and writing utensils in a central location.
3. Allocate an appropriate time for students to write in their journals.
4. Encourage students to reflect on and write about their personal strengths, achievements, and positive qualities.
5. After the activity, offer an opportunity for students to share their reflections, if they feel comfortable doing so, fostering a sense of understanding and connection among peers.

### TIPS:

- Emphasize the positive and non-judgmental nature of the activity, creating a space for students to express themselves authentically.
- Encourage students to focus on their unique qualities and achievements.
- Remind students that the Strengths Journal is a personal and private space for self-reflection.
- Reinforce the idea that everyone has strengths, and this activity is an opportunity to recognize and celebrate them.

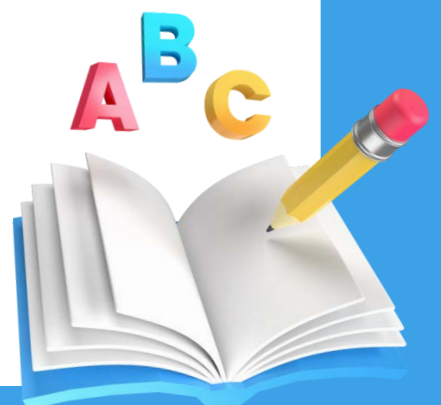
### REFLECTION:

1. What strengths did you identify and celebrate in your Strengths Journal, and how might they contribute to your resilience?
2. How did the process of writing about your strengths influence your understanding of resilience, and what insights did you gain about your ability to face challenges?
3. In what ways can recognizing and celebrating your strengths positively impact your interactions with peers, and how might it contribute to a more inclusive and supportive community?





# FEAR





NAME OF ACTIVITY:

**I find**

**DESCRIPTION:**

The 'I find' activity is a wonderful way to develop language skills in young children.

**OUTCOMES:**

- Demonstrating language skills.
- Raising awareness of creative ability.

**DURATION:** 20 minutes

**MATERIALS:**

None

**SKILLS RELATED:**

- Managing fear
- Self-confidence

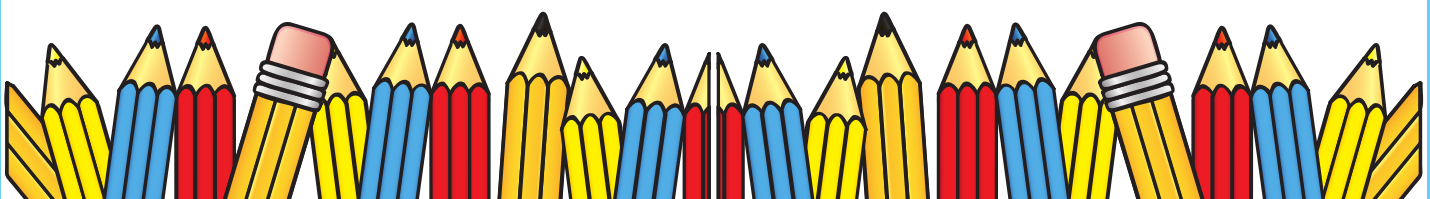
**INSTRUCTIONS:**

Step 1: Teachers look around and describe something that pupils have to identify. Pupils' fear of speaking in public can be reduced by making the activity fun.

Step 2: Pupils are asked to identify the things described. It is a great chance to make full use of vocabulary and even learn some new words.

**Tips:**

- Linguistic skills can be improved through creative and fun activities. Make full use of them!
- Participating in fun activities is an effective way to develop linguistic and communication skills.





### REFLECTION:

1. Does fear bring benefits? Why?
2. Is fear preventing me from achieving my learning goals?
3. Are emotions influenced by fear? How?





NAME OF ACTIVITY:

## Lost on the island

### DESCRIPTION:

This is a fun and collaborative activity that children can play to practice vocabulary and grammar.



### OUTCOMES:

- Demonstrating adequate use of written language.
- Demonstrating speaking skills.

**DURATION:** 20 minutes

### MATERIALS:

- Paper
- Pen

### SKILLS RELATED:

- Managing fear
- Speaking skills

### INSTRUCTIONS:

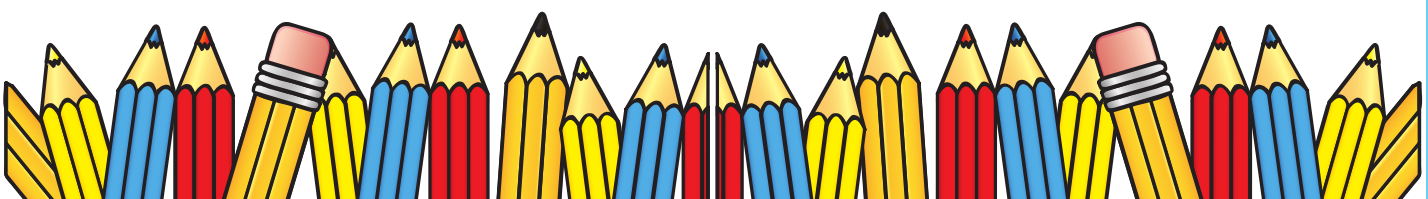
Step 1: Children are asked to imagine they are stranded on a deserted island.

Step 2: Teachers give pupils the following guiding questions and ask children to write down the answers then speak about their choices.

‘What two food items would like to have on the island.’

‘What are three things you would take to the island?’

‘What is the first method you would use to ask for help?’





### Tips:

- Give them the chance to write their answers to improve their writing skills.
- Do not insist on children who do not feel comfortable expressing their opinions in public.

### REFLECTION:

1. What am I actually afraid of?
2. Do I feel that I can handle the process?
3. Am I scared that I may make a mistake?





NAME OF ACTIVITY:

## Comic maker

### DESCRIPTION:

This is a fun activity that allows children to create comic drawings to build language and writing skills.

### OUTCOMES:

- Enhancing creativity through drawing.
- Improving writing skills.

**DURATION:** 45 minutes

### MATERIALS:

- Paper
- Crayons

### SKILLS RELATED:

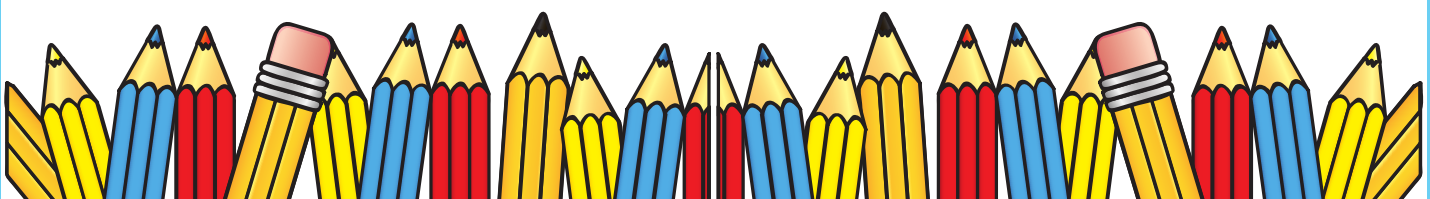
- Managing fear
- Writing skills

### INSTRUCTIONS:

Step 1: Children are asked to use their creativity and inspiration and make comics following the given sentence.

‘Fearless children believe in miracles and await surprises. They can find love by feeding a parrot.’

Step 2: Children are asked to use their writing skills and complete the following sentence ‘There is one animal I would like to talk to in its language and this is what I would ask for...’







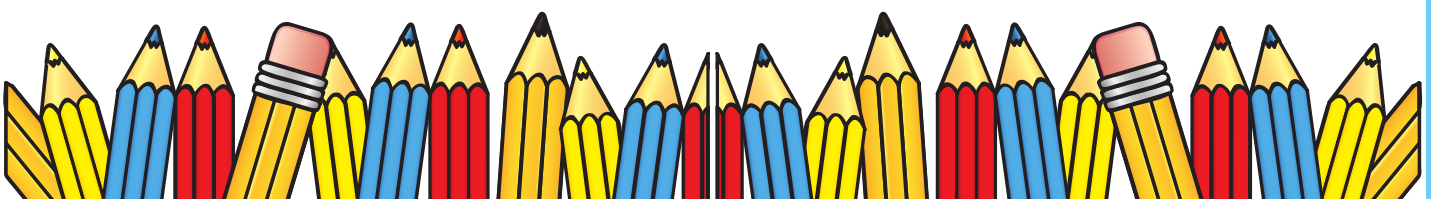
**Tips:**

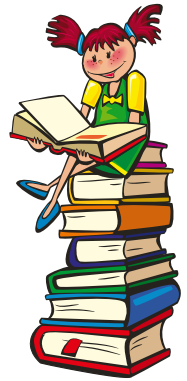
- Give them the freedom to make full use of their creativity.
- Do not set limits for imagination and let pupils understand that
- there is no right and wrong in this activity.



**REFLECTION:**

1. Can fear be avoided by talking about it with others?
2. Am I scared of what another person might think of me?
3. Am I afraid of the process or the result?





NAME OF ACTIVITY:

**I am good at**

**DESCRIPTION:**

This is a nice activity that helps children overcome their fears by accepting their qualities.

**OUTCOMES:**

- Demonstrating self-confidence.
- Improving writing skills.

**DURATION:** 45 minutes

**MATERIALS:**

- Paper
- Crayons

**SKILLS RELATED:**

- Managing fear
- Writing skills

**INSTRUCTIONS:**

Step 1: Children are asked to write down their greatest fear. Then they have to describe themselves using as many qualities as possible.

Step 2: Children are asked to draw their own signature based on the description made.

**Tips:**

- Give them the freedom to make full use of their creativity.
- Let the children just write their greatest fear, do not insist that they describe it if they do not feel comfortable.





### REFLECTION:

1. Do I feel confident in my abilities to perform?
2. Am I pressuring myself to make a decision quickly?
3. Am I trying to protect myself from a particular situation?





NAME OF ACTIVITY:

## Storytelling as a bridge to overcome fear

### DESCRIPTION:

Storytelling is a great school activity that encourages language development and introduces new vocabulary for children.

### OUTCOMES:

- Enhancing the creative ability to use narrative and linguistic skills.
- Increasing self-confidence by accepting certain events and overcoming fear.

**DURATION:** 20 minutes

### MATERIALS:

- Paper
- Pen

### SKILLS RELATED:

- Managing fear
- Overcoming negative thoughts

### INSTRUCTIONS:

Step 1: The learners read about the following situation: 'A rabbit got lost in the field and can't find his home to return to... Night falls suddenly, and the rabbit seems very scared being alone.'

Step 2: Pupils are asked to close their eyes and imagine the rabbit alone, scared, running across the field of dry grass and with the night that falls suddenly.

Step 3: They should practice their narrative and linguistic skills and they have to think and describe what they would do if they were around the rabbit and saw it as scary and afraid.

Step 4: In a free discussion, the children narrate what solutions they found. They can even write down their ideas and read them. How did they manage fear in the story? Was it hard? Was it easy?





### Tips:

- Do not force children to think about a real situation they were afraid of unless they agree. Fearful situations can generate anxious states even now!
- While they tell the solutions found, pay attention to how they managed the fear of the rabbit and what linguistic vocabulary they use to express their solutions.

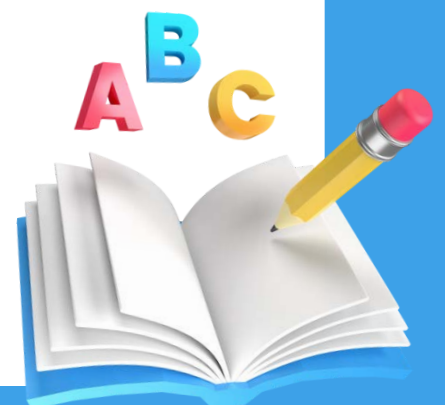
### REFLECTION:

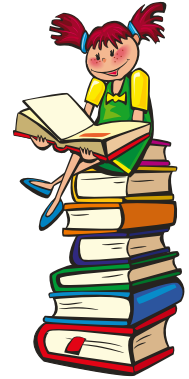
1. What would I have done if I were the rabbit?
2. Is fear difficult to manage in critical situations?
3. When I am afraid, who is the first person I contact?





# RISK-TAKING





NAME OF ACTIVITY:

## Papers & Dragons

### DESCRIPTION:

In this activity, a short Dungeon & Dragons campaign will be recreated, adapted in a simple way to linguistic and decision-making themes and risks. An initial story with a specific objective will be presented, and the students themselves will improvise the development and conclusion of the story.

### OUTCOMES:

- Creation of a completely improvised group story.
- Confidence in making decisions with their respective consequences.
- Encouragement of storytelling and creativity.

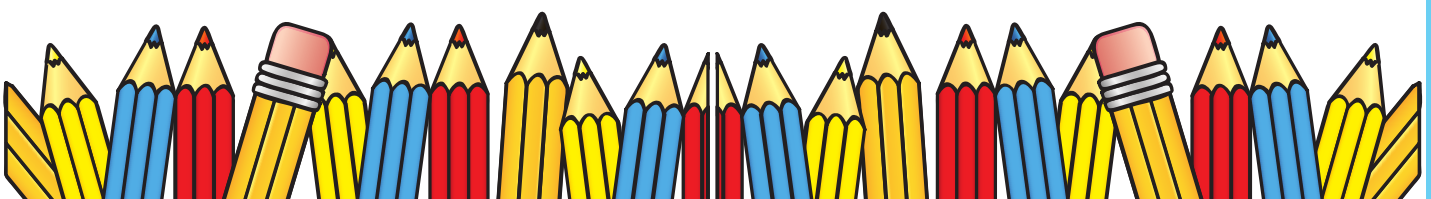
**DURATION:** 1 hour

### MATERIALS:

- Paper.
- Cardboard box.
- Whiteboard and chalk.
- Dices for randomly making decisions.

### SKILLS RELATED:

- Abstraction and creativity.
- Improvisation and mental agility.
- Patience and decision-making.
- Ability to put oneself in fictional and foreign situations.







## INSTRUCTIONS:

Step 1: Each student will write a word on a piece of paper, which could be a place, an object, an emotion, or any other word. These papers will be folded and placed inside a small box.

Step 2: The teacher will introduce a story in which 4 adventurers set out to rescue a companion who has been kidnapped by a dragon. The development of the story will depend on the improvisation of the students.

Step 3: In turns, a student will approach, pick a random piece of paper from the box, read the word, and continue the story by improvising a brief segment that includes that word.

Step 4: The story will progress with each student and their improvisation, creating more complex situations in which they have to adapt all the previous variations to the word that has been picked and the progression of the story.

Step 5: The story will conclude with the last student who picks a piece of paper, ensuring they manage the story well so that it can end successfully at that point.

## Tips:

- If students are not taking risks in their improvised stories, the teacher could intervene as a narrator and introduce events that prompt their adventurers to take risks.
- Remember that there are no "correct" answers in this activity; the story can lead to any situation, and that's the point of interest.
- Encourage students to immerse themselves in the story using ambient music or engaging descriptive narrations.

## REFLECTION:

1. What difficulties did you encounter when making decisions?
2. Do you think the risks presented could only be overcome in one way?
3. What strategies do you use in your daily life to make difficult decisions?





NAME OF ACTIVITY:

## Poetry Jam

### DESCRIPTION:

Speaking in public can be challenging for many people, especially when it involves emotional topics, the risk is even higher. That's why this activity encourages students to create a poetic composition every two weeks and voluntarily present it in the classroom in front of their peers.

### OUTCOMES:

- Confidence in expressing feelings and emotions to others.
- Self-assurance when speaking in public.
- A calm and safe environment to express oneself freely.

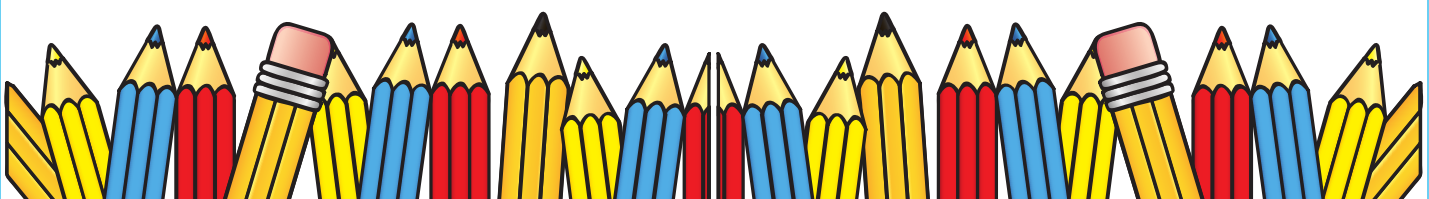
**DURATION:** 1 day every 2 weeks (20 minutes).

### MATERIALS:

- An area that serves as a stage.

### SKILLS RELATED:

- Ability to verbalize feelings and emotions.
- Poetic creativity.
- Public speaking.
- Ability to put oneself in fictional and alien situations.





## INSTRUCTIONS:

Step 1: A poetry club will be proposed, which will meet once every two weeks and will only last for 20 minutes on those days.

Step 2: Students should write a poetic composition or a non-poetic text for these events, expressing their emotions about a situation they have experienced or towards something or someone that inspires them to write.

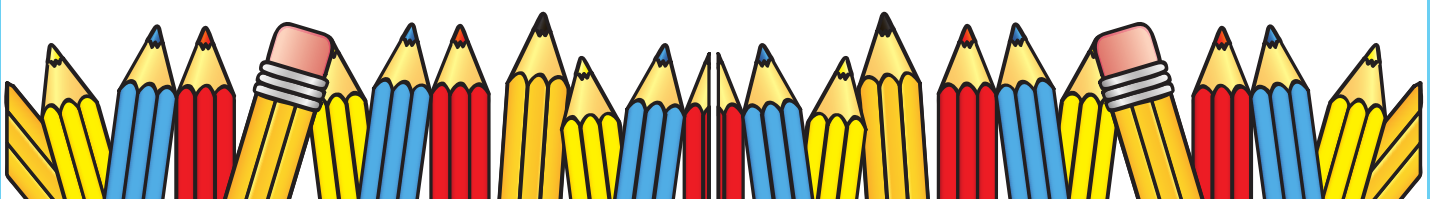
Step 3: On the designated day, students will voluntarily sign up on a list to come to the stage and recite their writings to their classmates. Respect and attentive listening will be encouraged from the audience. Students will also thank the volunteers for each performance and encourage others to take the stage at some point.

## Tips:

- The texts will not be judged based on their content and format. The main encouragement is to take the risk of reciting the writing in front of an audience and to promote respect as an audience.
- No one should be pressured to recite. Instead, create a calm, trusting, and respectful atmosphere.
- The teacher can recite in case there are no volunteers to encourage and serve as a possible example to the students.

## REFLECTION:

1. How did you feel when reciting in front of an audience? If you haven't recited, how do you think the people who recited felt?
2. What factors do you think are relevant to overcoming stage fright or feeling more secure in public situations?
3. If you have recited, how do you think the experience has helped you?





NAME OF ACTIVITY:

## Party & Risk

### DESCRIPTION:

A version of the popular board game "*Party & Co*" where the main theme will be decision-making and risk-taking. In this version, teams will compete and engage in charades, taboo (forbidden words), and questions.



### OUTCOMES:

- Ability to express oneself through non-verbal or alternative means.
- Identification of words and terms related to risk-taking.
- Learning through play.

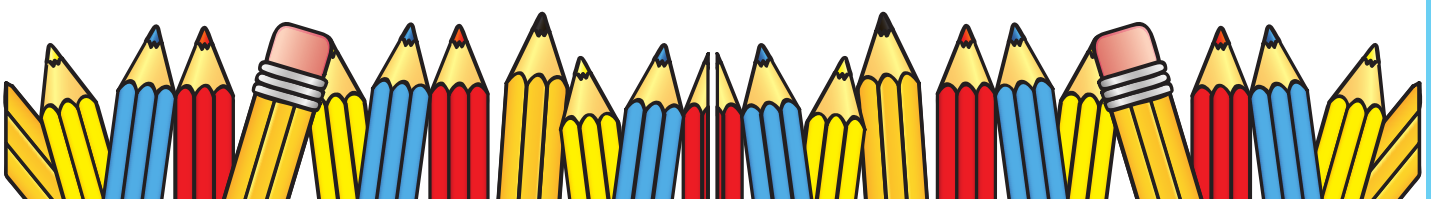
**DURATION:** 1 hour.

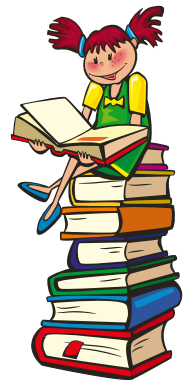
### MATERIALS:

- Paper.
- Scissors.
- Pencils.

### SKILLS RELATED:

- Non-verbal communication.
- Mental agility.
- Teamwork and communication.





## INSTRUCTIONS:

Step 1: Cards will be created with words and questions related to risk-taking, for example: courage, confidence, choice, expressing a feeling, etc. Students will form pairs to play against other 3 pairs in this game.

Step 2: The goal of the game is to earn the 3 medals before another pair does. To achieve this, they will have to pass charades, taboo, and question challenges:

- Charades involve one member of the pair drawing a card and miming the word to their partner (without using words). If guessed correctly, they will score a point and continue drawing cards. Their partner has 30 seconds to guess as many words as possible.
- Taboo challenges work similarly to charades, but in this case, they need to describe the word on the card without using 3 forbidden words mentioned on the card.
- The question challenge involves an external member asking a question, allowing the pair 30 seconds to provide their final answer.

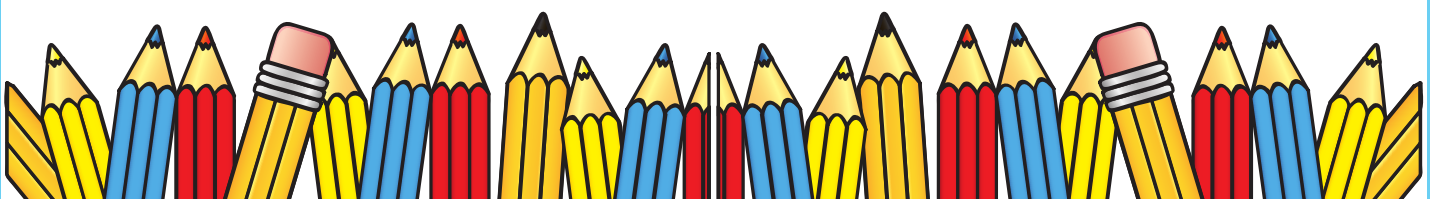
Step 3: Upon earning 5 points in a category, they will immediately earn the medal for that discipline. The first pair to earn all 3 medals wins.

## Tips:

- Combine several tables to create a larger play area.
- Try to minimize situations of rivalry and excessive competition.
- Randomly pair the students.

## REFLECTION:

1. Which words from the game do you consider to be most related to risk-taking?
2. When playing, on a strategic level, do you take risks? Is it easier for you than taking risks in other everyday decisions?
3. Of the words played, which do you consider you should work on more to develop your decision-making and risk-taking?





**NAME OF ACTIVITY:**  
**Curtain-up (NTC gledališče)**

**DESCRIPTION:**

This interactive theatrical activity aims to explore the ability to take risks through stage performance. Participants will have the opportunity to immerse themselves in improvised scenes and reflect on bold decision-making in a controlled and creative environment.

**OUTCOMES:**

- Increased confidence in taking risks. Improved improvisation and adaptability skills.
- Development of communication and teamwork skills.
- Reflection on the importance of courage and boldness in everyday life.

**DURATION:** 1hour.

**MATERIALS:**

- Spacious area for performance.
- Props and everyday objects for improvisation.

**SKILLS RELATED:**

- Creativity.
- Effective communication.
- Flexibility and adaptability.
- Teamwork.
- Self-confidence.







## INSTRUCTIONS:

Step 1: Divide participants into small groups and provide a general theme for improvisation, such as "an emergency situation" or "an unexpected journey." Assign each group a specific theme related to risk-taking.

Step 2: Each group should create a short improvisational scene representing the assigned theme. Participants must incorporate elements of risk, courage, and bold decision-making into their scene.

Step 3: Each group will perform their scene in front of others. Encourage the audience to identify the moments when the characters took risks and discuss how those risks impacted the narrative.

Step 4: After each performance, facilitate an open discussion about risk-taking. Questions such as "What motivated them to take that risk?", "What were the consequences?" and "What learnings can we apply to our everyday life?" can guide the reflection.

## Tips:

- Foster a safe and supportive environment where participants feel free to explore and take creative risks.
- Encourage participants to challenge themselves and step out of their comfort zones during improvisation.
- Highlight the importance of learning from mistakes and finding innovative solutions in challenging situations.

## REFLECTION:

1. What risk-taking and courage skills could I identify in the theatrical performance?
2. How can I apply the lessons learned about risk-taking in my everyday life?
3. In what ways can I continue to develop my confidence to take risks and make bold decisions in the future?







**NAME OF ACTIVITY:**  
**The Brave Reading Club**

**DESCRIPTION:**

A reading club will be recreated to analyze and reflect on popular tales and their elements related to risk-taking, identifying terms and related situations while fostering debate, reflection, and dialogue.

**OUTCOMES:**

- Promotion of creativity and imagination.
- Improvement of the ability to analyze risks and make decisions.
- Development of communication and storytelling skills.
- Reflection on courage and risk-taking in daily life.
- Promotion of reading.

**DURATION:** 1 hour.

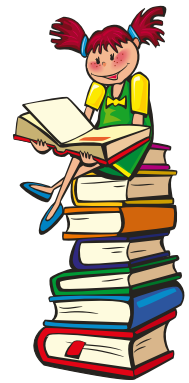
**MATERIALS:**

- Paper and pens.
- Access to a space where participants can share their stories.

**SKILLS RELATED:**

- Creativity. Reading skills.
- Critical thinking and analysis of situations.
- Empathy.





## INSTRUCTIONS:

Step 1: In a previous session, each student will be asked to choose a popular juvenile tale. They will have approximately a week to read it at home or during free time at school.

Step 2: On the day of the session, a reading club will be held where each student will take turns sharing which tale they have read and briefly summarizing what happens.

Step 3: Once all the stories have been introduced, each student must explain what risk-taking situations they have identified in the story, as well as their consequences and how they were resolved.

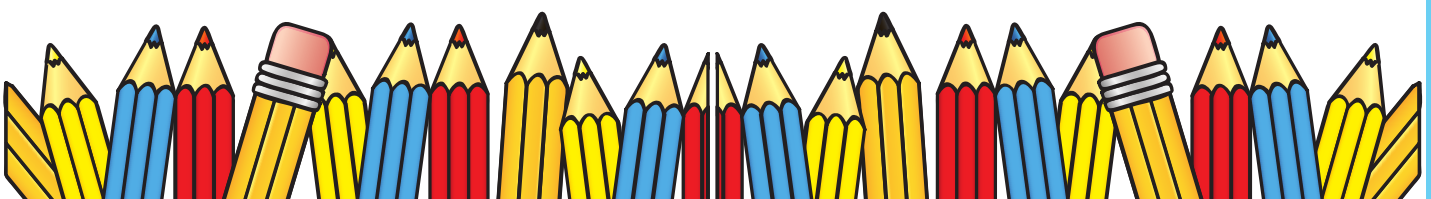
Step 4: The teacher will encourage an open discussion by asking questions that lead to debate and self-reflection. Alternatively, they can ask what changes the students would make in the story or how they would resolve it themselves.

## Tips:

- Moderate speaking turns to ensure that time is respected and everyone can speak and share their reflections.
- Foster a supportive and respectful environment where participants feel comfortable sharing their ideas and experiences.
- Encourage participants to put themselves in the place of the characters in the tales to better understand the risks they faced.

## REFLECTION:

1. What elements of the story seemed the bravest to me and why?
2. How can I apply the courage and risk-taking I explored in my tale to my own life?
3. What brave decisions have I made in the past and how have they influenced my personal and professional growth?

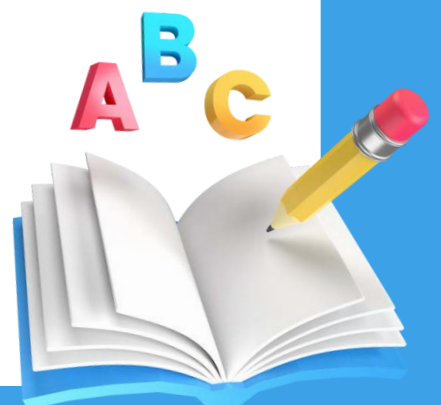




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# STRESS MANAGEMENT





NAME OF ACTIVITY:

## **EmoWord Stress Busters**

### **DESCRIPTION:**

The EmoWord Stress Busters activity is designed for students aged 10-12 to enhance their emotional competence related to stress management. This 40-minute linguistic activity empowers students to explore stress-reduction techniques through the creation of positive and empowering word expressions.

### **OUTCOMES:**

- improved emotional competence, focusing on stress management, emotional expression, and positivity.
- enhanced vocabulary and language skills.
- increased self-awareness of personal stressors and effective stress-reduction techniques.
- greater confidence in utilizing linguistic strategies for stress relief.

**DURATION:** 40 minutes

### **MATERIALS:**

1. Paper and writing utensils or access to a digital document for online classes.
2. Access to a whiteboard or a digital platform for online classes.
3. Access to a camera or smartphone (for online classes).
4. Access to a video conferencing platform (for online classes).

### **SKILLS RELATED:**

- emotional expression through words.
- vocabulary and language skills.
- positive thinking and reframing.
- self-awareness and self-regulation





### INSTRUCTIONS:

1. Start by discussing the concept of stress and the importance of effective stress management.
2. Share examples of stress-relief techniques such as positive affirmations or word expressions.
3. Provide each student with paper and writing utensils.
4. Instruct students to create lists of positive and empowering words, phrases, or affirmations that they can use for stress management.
5. Encourage them to be creative and design their word expressions with colorful designs.
6. After the time is up, have each student share their word expressions and explain how they can use them for stress relief.

### Tips:

- Foster creativity and positive thinking within the word expressions.
- Encourage students to reflect on their personal stressors and how the chosen words can help them manage stress.
- Create a supportive and non-judgmental environment for sharing.
- Discuss the importance of language and self-talk in managing stress.

### REFLECTION:

1. How do the words and expressions you created in the EmoWord Stress Busters activity contribute to your stress management toolkit?
2. How can the power of positive words and affirmations influence your emotional response to stress and challenging situations?
3. What are some real-life scenarios where you might utilize these word expressions to manage and alleviate stress?





NAME OF ACTIVITY:  
**Stress Relief Challenge**

**DESCRIPTION:**

The Stress Relief Challenge is a linguistic activity designed for students aged 10-12 to enhance their emotional competence in stress management. In this activity, students will create and share poems that express their emotions and promote stress relief.

**OUTCOMES:**

- improved emotional competence with a focus on stress management, emotional expression, and creative problem-solving.
- enhanced language skills, including vocabulary, metaphorical thinking, and creativity.
- increased self-awareness of personal stressors and effective stress-relief techniques.
- greater confidence in utilizing linguistic and creative strategies for stress relief.

**DURATION:** 40-60 minutes

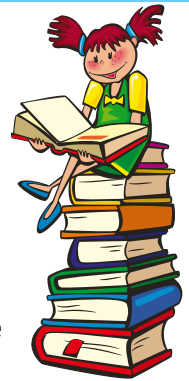
**MATERIALS:**

1. Paper and writing utensils or access to a digital document for online classes.
2. Access to a whiteboard or a digital platform for online classes.
3. Access to a camera or smartphone (for online classes).
4. Access to a video conferencing platform (for online classes).

**SKILLS RELATED:**

- emotional expression through poetry.
- vocabulary and language skills.
- metaphorical thinking and creative expression.
- self-awareness and self-regulation.





### INSTRUCTIONS:

1. Start by discussing the concept of stress and the importance of effective stress management.
2. Share examples of stress-relief techniques, including the use of creative expression through poetry.
3. Provide each student with paper and writing utensils.
4. Instruct students to create poems that express their emotions and provide a sense of stress relief.
5. Encourage them to be creative, use metaphors, and consider various poetic forms.
6. After the time is up, have each student share their poem with the class and discuss how it promotes stress relief.

### Tips:

- Foster creativity and encourage students to express their emotions in a safe and non-judgmental environment.
- Discuss the importance of metaphorical thinking in poetry and how it can help manage stress.
- Encourage self-reflection and the development of personal stress-relief techniques.
- Emphasize the power of language and creative expression in promoting emotional well-being.

### REFLECTION:

1. How does your poem contribute to your stress management techniques, and what emotions did it help you express and alleviate?
2. How do metaphors and creative language in your poem reflect your emotional response to stress, and how might they inspire stress relief in others?
3. What are some real-life scenarios where you might use your poem or other creative expressions to manage and alleviate stress effectively?







NAME OF ACTIVITY:

## **Stress-Relief Poetry**

### **DESCRIPTION:**

The Stress-Relief Poetry activity is designed for students aged 10-12 to enhance their emotional competence in stress management. In this activity, students will create and share poems that express their emotions, reflect on stress management, and provide a creative outlet for emotional well-being.

### **OUTCOMES:**

- improved emotional competence, with a focus on stress management, emotional expression, and creativity.
- enhanced language skills, including vocabulary, metaphorical thinking, and creative writing.
- increased self-awareness of personal stressors and effective stress-relief techniques.
- greater confidence in using words and art as tools for emotional well-being.

**DURATION:** 40 minutes

### **MATERIALS:**

1. Paper and writing utensils or access to a digital document for online classes.
2. Access to a whiteboard or a digital platform for online classes.
3. Access to a camera or smartphone (for online classes).
4. Access to a video conferencing platform (for online classes).

### **SKILLS RELATED:**

- emotional expression through poetry.
- vocabulary and language skills.
- metaphorical thinking and creative expression.
- self-awareness and self-regulation







### INSTRUCTIONS:

1. Start by discussing the concept of stress and its impact on emotional well-being.
2. Share examples of stress-relief techniques, emphasizing the use of creative expression through poetry.
3. Provide each student with paper and writing utensils.
4. Instruct students to create short poems that express their emotions, provide stress relief, and reflect on their personal stress management techniques.
5. Encourage them to be creative, use metaphors, and explore various poetic forms.
6. After the time is up, have each student share their poem with the class and discuss its emotional and stress-relief elements.

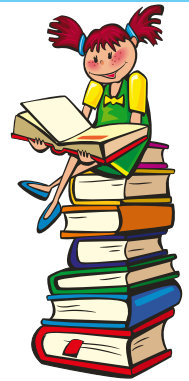
### TIPS:

- Foster creativity and encourage students to express their emotions in a supportive and non-judgmental environment.
- Discuss the power of metaphors and creative language in poetry to promote stress relief and emotional well-being.
- Highlight the importance of self-reflection and the development of personal stress-relief techniques.
- Encourage students to explore the emotional impact of their poems and share their experiences.

### REFLECTION:

1. How does your poem reflect your emotional response to stress and the techniques you use for stress management?
2. How did metaphors and creative language in your poem contribute to your stress relief and emotional well-being?
3. In what ways can poetry and creative expressions be effective tools for managing and alleviating stress in your daily life?





NAME OF ACTIVITY:

## **Calm Conversations Dialogue**

### **DESCRIPTION:**

Calm Conversations Dialogue is a linguistic aiming to enhance emotional competence in stress management through meaningful conversations and reflection. In this 40-60 minute activity, students will engage in guided discussions to explore stress triggers and develop effective coping strategies.

### **OUTCOMES:**

- improved emotional competence with a focus on stress management.
- enhanced communication and active listening skills.
- increased self-awareness of stress triggers and coping mechanisms.
- fostering a sense of empathy and understanding among peers.

**DURATION:** 40-60 minutes

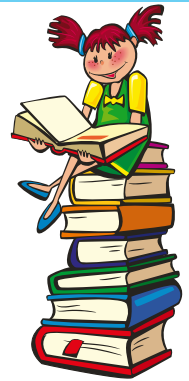
### **MATERIALS:**

1. Whiteboard or large paper (for in-person classes).
2. Markers or chalk.
3. Paper and writing utensils for each student.
4. Access to a classroom or a quiet space for the activity.

### **SKILLS RELATED:**

- active listening and effective communication.
- reflective thinking and self-awareness.
- identification and exploration of stress triggers.
- development of stress management strategies.





### INSTRUCTIONS:

1. Begin by creating a supportive environment, emphasizing the importance of active listening and open communication.
2. Introduce the concept of Calm Conversations Dialogue, explaining that students will engage in guided discussions about stress management.
3. Use the whiteboard or large paper to create a visual representation of stress triggers and coping strategies.
4. Divide students into pairs or small groups and provide each group with paper and writing utensils.
5. Plan accordingly allowing for the discussion and reflection activity.
6. Assign discussion prompts related to stress triggers and effective coping strategies. Encourage students to actively listen and share their thoughts.
7. After the activity, reconvene as a class and discuss common themes and insights.

### TIPS:

- Establish clear guidelines for respectful and empathetic communication during the activity.
- Encourage students to share personal experiences related to stress in a supportive manner.
- Highlight the importance of confidentiality and creating a safe space for open discussion.
- Emphasize that there are no right or wrong answers, and the goal is to learn from each other.

### REFLECTION:

1. What insights did you gain about your own stress triggers and effective coping strategies through the Calm Conversations Dialogue?
2. How did active listening and sharing experiences with your peers contribute to your understanding of stress management?
3. In what ways can the lessons learned from this activity be applied to your daily life, particularly in managing stress and supporting your peers?





NAME OF ACTIVITY:

## **Stress-Relief Letter Exchange**

### **DESCRIPTION:**

The Stress-Relief Letter Exchange activity aims to build emotional competence in stress management through written communication and empathy. In this 40-60 minute activity, students will exchange supportive letters with a focus on stress relief and understanding.

### **OUTCOMES:**

- improved emotional competence with a focus on stress management.
- enhanced written communication and expressive language skills.
- increased empathy and understanding of peers' experiences.
- promotion of a positive and supportive classroom or online community.

**DURATION:** 40-60 minutes

### **MATERIALS:**

1. Notebooks or paper for each student.
2. Writing utensils.
3. Access to a classroom or a quiet space for the activity.

### **SKILLS RELATED:**

- expressive writing for stress relief.
- positive communication and empathy.
- reflective thinking and self-awareness.
- development of stress management strategies.





### INSTRUCTIONS:

1. Introduce the Stress-Relief Letter Exchange activity, explaining that students will be writing supportive letters to their peers focusing on stress relief.
2. Set notebooks and writing utensils in a central location.
3. Allocate 40-60 minutes for the writing activity.
4. Instruct students to write a letter to a peer, offering support, empathy, and stress relief strategies.
5. Encourage creativity and authenticity in their expressions.
6. After the activity, facilitate a letter exchange where students can read and respond to the letters they received.

### TIPS:

- Emphasize the positive and supportive nature of the activity, creating a space for students to express themselves authentically.
- Encourage students to focus on providing support and stress relief strategies in their letters.
- Remind students that this activity is about empathy and understanding, and there are no right or wrong answers.
- Reinforce the idea that everyone experiences stress, and this activity is an opportunity to show kindness and support.

### REFLECTION:

1. How did receiving a Stress-Relief Letter make you feel, and what strategies mentioned in the letter resonate with you for stress management?
2. In what ways did writing a letter to support a peer contribute to your understanding of empathy and positive communication?
3. How might the experience of the Stress-Relief Letter Exchange impact the overall atmosphere of our classroom or online community, and what role can empathy play in building a supportive environment?





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## LINGUISTIC CREATIVITY

