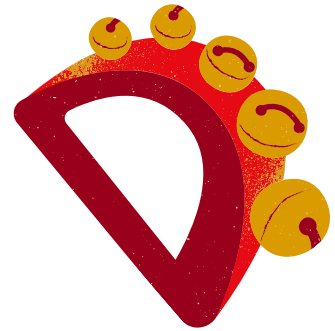




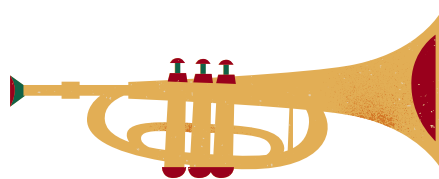
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WP2: E-MotiOn Creative Activities Kit

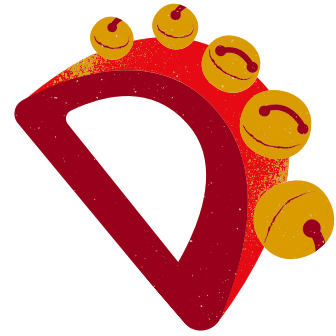
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MUSICAL CREATIVITY

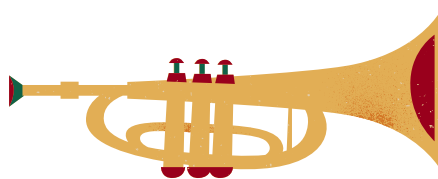




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RESILIENCE





NAME OF ACTIVITY:

Match my sound!



DESCRIPTION:

This musical activity is designed for students aged 10-12 to enhance their emotional competence, specifically resilience. In this activity, students will listen to classical music songs and relate to their classmates.

OUTCOMES:

- improved knowledge on how to express own feelings and have the chance to analyse their own perspective.
- ability to find the right answer by using two senses
- understand the challenges and the benefits of stepping out of their comfort zone.

DURATION: 50 minutes

MATERIALS:

- laptop
- speakers
- video projector

SKILLS RELATED:

- ability to symbolize and find the abstract
- general knowledge on classical music





INSTRUCTIONS:

- Step 1: A series of classical music songs are played and each participant needs to find the one that matches his/her state of mind. After that, explain their choice and try to find people that have chosen the same.
- Step 2: The musical pieces the participants hear need to be matched with the faces of the composers. They are given some time to think and then the correct answer is revealed.
- Step 3: Taking turns, one student has the chance to choose a musical piece that best matches his personality. The rest of the students are blindfolded, they can touch the student in charge, they listen to his/her choice, but they cannot see him/her. The music runs for 1 minute maximum, then it is stopped. After the answers are checked, the student reveals his identity.

TIPS:

- Remind students that the aim is to reflect upon and discover their emotions, not to find a correct answer.

REFLECTION:

1. Did you discover something you did not know about your emotions?
2. Was the blindfolded risk of guessing worth playing? Why?
3. What new aspects did you find in relating to your classmates?





NAME OF ACTIVITY:
EmoJam Resilience Beat

DESCRIPTION:

The EmoJam Resilience Beat is a musical activity designed for students aged 10-12 to enhance their emotional competence, specifically resilience. In this 40-minute activity, students will use musical instruments or their voices to create a musical composition that reflects their experiences and understanding of resilience.

OUTCOMES:

- improved emotional competence, with a focus on resilience and emotional expression through music.
- enhanced musical skills, creativity, and the ability to convey emotions through sound.
- increased self-awareness of personal strengths related to resilience.
- greater empathy and understanding of the challenges faced by others.

DURATION: 40 minutes

MATERIALS:

1. Musical instruments (e.g., keyboards, drums, xylophones) or access to online virtual instruments.
2. Access to a classroom or a quiet space for practice and performance.
3. Paper and writing utensils for brainstorming (if needed).
4. Access to a camera or smartphone (for online classes).
5. Access to a video conferencing platform (for online classes).





SKILLS RELATED:

- emotional expression through music.
- creativity and improvisation.
- self-awareness and self-regulation.
- empathy and understanding of others.

INSTRUCTIONS:

1. Start by discussing the concept of resilience and the importance of emotional expression through music.
2. Divide the students into small groups or work individually, depending on the availability of musical instruments.
3. Provide the students with access to the instruments.
4. Instruct them to create a musical composition that reflects their understanding of resilience.
5. Encourage them to improvise, use different instruments, and consider the emotions associated with resilience.
6. After the allotted time, have each group or student perform their composition for the class and discuss how it represents resilience.

TIPS:

- Create a supportive and non-judgmental atmosphere for students to explore their emotions through music.
- Encourage students to experiment and improvise with different instruments and sounds.
- Discuss the emotions conveyed in the compositions and how they relate to resilience.
- Emphasize that there are no right or wrong ways to express emotions through music.

REFLECTION:

1. How does your EmoJam composition reflect your understanding of resilience and the emotions associated with it?
2. What instruments, sounds, or musical elements did you use to express resilience in your composition, and why?
3. In what ways can music and creative expressions help you and others build and maintain resilience in the face of challenges and adversity?





NAME OF ACTIVITY:
EmoGroove Resilience Journey

DESCRIPTION:

EmoGroove Resilience Journey is a music-based activity designed to enhance emotional competence, focusing on resilience, for students aged 10-12. Through engaging with music, students will explore various aspects of resilience and develop skills to navigate challenges in an effective manner.

OUTCOMES:

- increased understanding of resilience and its importance.
- enhanced emotional regulation and coping strategies.
- improved self-confidence and problem-solving skills.
- strengthened sense of belonging and community support.

DURATION: 40 minutes

MATERIALS:

1. A device to play music (e.g., computer, tablet, or smartphone).
2. Access to a playlist with a variety of songs.
3. Paper and writing materials for reflection exercises.
4. Optional: Musical instruments if available (e.g., drums, keyboard).

SKILLS RELATED:

- emotional regulation
- problem-solving
- self-awareness
- social support





INSTRUCTIONS:

1. Play an energizing song and encourage students to dance or move freely.
2. Play a selection of songs with empowering lyrics or uplifting melodies.
After each song, facilitate a brief discussion about how the music makes them feel and what resilience-related themes they notice in the lyrics.
3. Distribute paper and writing materials. Ask students to reflect on a time when they faced a challenge and how they overcame it.
4. Invite students to share their reflections with the group if they feel comfortable. Encourage active listening and supportive feedback from their peers.
5. Conclude the activity by summarizing key takeaways about resilience and expressing appreciation for everyone's participation.

TIPS:

- Create a safe and non-judgmental environment where students feel comfortable sharing their thoughts and emotions.
- Be mindful of students' individual comfort levels with movement and expression during the music activities.
- Adapt the playlist and discussions based on the preferences and needs of the students.

REFLECTION:

1. Can you identify a time when music has helped you feel more resilient or motivated?
2. How do you typically cope with challenges or setbacks in your life?
3. What are some strategies you can use to build your resilience further?





NAME OF ACTIVITY:
Resilience Rhythms

DESCRIPTION:

Resilience Rhythms is a musical activity designed for students aged 10-12 to develop emotional competence, specifically focusing on resilience. In this 40-minute activity, students will create and perform their original songs that express the concept of resilience through rhythm, melody, and lyrics.

OUTCOMES:

- improved emotional competence, with an emphasis on resilience, emotional expression, and creativity through music.
- enhanced musical skills, including songwriting, rhythm, and melody.
- increased self-awareness of personal strengths and coping mechanisms related to resilience.
- greater empathy and understanding of the challenges faced by others.

DURATION: 40 minutes

MATERIALS:

1. Musical instruments (if available) such as keyboards, guitars, or percussion instruments.
2. Access to a classroom or a quiet space for practice and performance.
3. Paper and writing utensils for lyric writing (if needed).
4. Access to a camera or smartphone (for online classes).
5. Access to a video conferencing platform (for online classes).

SKILLS RELATED:

- emotional expression through music.
- creativity and songwriting.
- self-awareness and self-regulation.
- empathy and understanding of others.





INSTRUCTIONS:

1. Divide the students into small groups or have them work individually, depending on the availability of musical instruments.
2. Provide students with access to instruments or their voices.
3. Instruct them to create a song that reflects their understanding of resilience, incorporating lyrics, melody, and rhythm.
4. Encourage them to explore their own experiences, emotions, and coping mechanisms related to resilience in their songs.
5. After the allotted time, have each group or student perform their original song for the class and discuss how it represents resilience.

TIPS:

- Foster creativity and encourage students to express their emotions and resilience through music.
- Discuss the importance of lyrics, melody, and rhythm in conveying emotions and resilience.
- Create a safe and non-judgmental space for students to explore their feelings.
- Emphasize that there are no right or wrong ways to express resilience through music.

REFLECTION:

1. How does your Resilience Rhythms song reflect your understanding of resilience and the emotions associated with it?
2. What musical elements did you use to express resilience in your song, and how did they help convey your message?
3. In what ways can music and creative expressions like your song help you and others build and maintain resilience in the face of challenges and adversity?





NAME OF ACTIVITY:
Harmony of Hope

DESCRIPTION:

Harmony of Hope is a music creative activity designed for students aged 10-12 who may be at risk of social exclusion. This activity aims to cultivate emotional competence in resilience through collaborative music-making. In this 40-60 minute activity, students will work together to compose and perform a musical piece that embodies the theme of resilience.

OUTCOMES:

- improved emotional competence with a focus on resilience.
- enhanced musical creativity and expression.
- increased sense of belonging and collaboration within the group.
- promotion of self-confidence and positive emotional experiences.

DURATION: 40-60 minutes

MATERIALS:

1. Percussion instruments (e.g., drums, shakers) or household items that can be used as makeshift instruments (pots, pans, utensils).
2. Optional: Access to a digital music creation platform for online classes.
3. Paper and writing utensils.
4. Access to a classroom or a quiet space for the activity.

SKILLS RELATED:

- creativity and expression through music.
- collaboration and teamwork in creating a harmonious composition.
- adaptability in adjusting to different rhythms and sounds.
- positive communication within the group.





INSTRUCTIONS:

1. Introduce the Harmony of Hope activity, explaining that students will collaboratively create a musical piece that symbolizes resilience.
2. Distribute percussion instruments or household items to students or have them bring their own.
3. Dedicate enough time for the composition and practice.
4. Encourage students to brainstorm together and create a musical composition that conveys the idea of resilience.
5. Provide time for groups to practice and refine their compositions.
6. Each group performs their Harmony of Hope piece for the class, fostering a sense of accomplishment and celebration

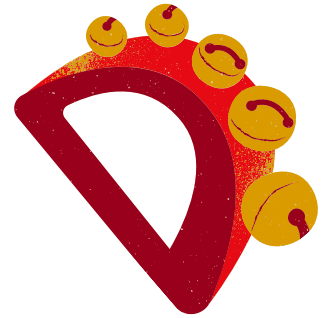
TIPS:

- Foster a positive and inclusive environment during the activity, emphasizing that every contribution is valuable.
- Encourage students to experiment with different rhythms and sounds to express the concept of resilience.
- Highlight the collaborative nature of the activity, reinforcing the idea that resilience is often a collective effort.
- Emphasize the celebration of each group's unique Harmony of Hope composition.

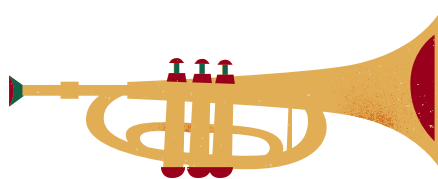
REFLECTION:

1. How did the process of creating the Harmony of Hope composition contribute to your understanding and expression of the concept of resilience?
2. What challenges did your group face, and how did you collectively overcome them in the creative process?
3. In what ways can the experience of creating and performing the Harmony of Hope piece be applied to real-life situations, fostering resilience in both individual and collective contexts?





FEAR





NAME OF ACTIVITY:

Harmony in the Face of Fear

DESCRIPTION:

"Harmony in the Face of Fear" is a musical activity designed to help participants explore and manage their fears through music. Participants will work in groups to compose an original musical piece that represents a specific fear or fear-related experience. This activity will foster creativity, emotional communication, and mutual support.

OUTCOMES:

- Assisting participants in identifying and expressing their fears through music.
- Fostering empathy and understanding of each other's fears.
- Promoting healthy emotion management, especially fear.
- Enhancing musical creativity and the ability to communicate emotions through music.
- Encouraging collaboration and communication within the groups.

DURATION: 2 sessions of 45 minutes each.

MATERIALS:

- Various musical instruments.
- Sheets of paper and pencils for jotting down musical ideas.
- A timer or clock to measure time.

SKILLS RELATED:

- Emotional expression through music.
- Collaboration.
- Emotional communication.
- Musical creativity.





INSTRUCTIONS:

Introductory step: provides a brief explanation about fear in relation to music, such as the use of certain instruments in movies or video games to depict frightening situations, like violins or organs.

Step 1: Form groups of 3 to 5 participants and distribute various instruments among the groups.

Step 2: Ask each group to select a fear or a fear-related experience they wish to portray through music.

Step 3: Set a time limit for the activity (e.g., 30 minutes) and instruct the groups to begin composing a musical piece that conveys the chosen fear.

Step 4: During the activity, participants should focus on how music can express and communicate the emotions associated with fear.

Step 5: After the allotted time, each group should perform their musical piece in front of the others, and then the audience should try to guess which fear was represented.

Step 6: Finally, reveal which fear was portrayed and proceed to reflect and discuss the performance and its correct use in representing emotions such as fear.

TIPS:

- Illustrate the activity with musical pieces like the main theme from "Jaws" or "Psycho."
- Encourage participants to emotionally connect with the music and share their thoughts and feelings after each performance.
- Promote empathy and understanding among group members by exploring each other's fears.

REFLECTION:

- How did you feel about expressing and sharing a fear through music?
- What did you learn about fear management and emotional communication during this activity?
- How can you apply the lessons on fear management and emotional expression in your everyday life?



**NAME OF ACTIVITY:**

La Danse Macabre

DESCRIPTION:

"*La Danse Macabre*" is a creative activity that uses dance as a means to explore and manage fear. Participants will begin by immersing themselves in fear-related musical pieces and will later design their own choreography for a song of their choice. This activity will encourage emotional expression, self-confidence, and empowerment through movement.

OUTCOMES:

- Help participants identify and express their fears through dance.
- Foster self-confidence in facing fears creatively.
- Promote healthy emotion management, especially fear.
- Enhance non-verbal communication skills and emotional expression through movement.
- Encourage self-acceptance and personal empowerment.

DURATION: 45 min.

MATERIALS:

- Spacious dance area.
- Appropriate music for the activity.
- Comfortable dance attire.
- Speakers.

SKILLS RELATED:

- Emotional expression through movement.
- Self-confidence.
- Fear management.
- Non-verbal communication.
- Creativity.





INSTRUCTIONS:

Step 1: Gather participants in a suitable dance space.

Step 2: Explain the main theme of the activity and that various songs reflecting fear-inducing situations will be played.

Step 3: Participants should let themselves be guided by the musical sensations, dancing or dramatizing according to what they feel they are hearing.

Step 4: Next, several groups of no more than 6 people will be created. Each group should select a song they associate with a fear-inducing situation and create a brief choreography to present to their peers.

Step 5: Finally, reflect as a group on the relationship between music and fear, with examples such as its use in cinema or the emotions a musical piece can evoke in us.

TIPS:

- Foster a supportive and respectful environment where participants feel safe to share their fears and express them through dance.
- Encourage participants to be creative in creating their choreographies and to think about how movement can represent emotions.
- Emphasize that it is not about having perfect dance skills but about emotional expression.

REFLECTION:

- How did you feel when expressing your fear through dance and sharing it with others?
- What aspects of your fear were you able to represent best in the choreography?
- How can you apply fear management and emotional expression to other areas of your life outside of dance?





NAME OF ACTIVITY:

War Drums

DESCRIPTION:

"War Drums" is a creative activity that uses percussion as a means to explore and manage fear. Participants will work together to create percussive rhythms and compositions that represent their fears and then transform these rhythms into positive expressions. This activity will foster collaboration, emotional expression, and the development of strategies to confront fear through music.

OUTCOMES:

- Help participants identify and express their fears through percussion.
- Foster musical creativity and percussive improvisation.
- Promote healthy emotion management, especially fear.
- Develop strategies to confront and overcome fears.

DURATION: 30 min.

MATERIALS:

- Various percussion instruments (drums, cajones, tambourines, maracas, etc.) or any improvised materials for percussion.
- A suitable space for the activity.

SKILLS RELATED:

- Emotional expression through percussion.
- Musical creativity.
- Fear management.
- Non-verbal communication.
- Development of strategies to confront fear.





INSTRUCTIONS:

Step 1: Gather participants in a suitable space for percussion. Explain the main theme of the activity, which is fear management, and how percussion can be an effective way to express, transform, and confront emotions.

Step 2: Create 3 groups. Each group should create a rhythm through percussion that evokes a sense of fear, as if they were war drums. Once they have a defined melody, they should transform it into a melody that conveys happier and more positive emotions, so that the created rhythm initially incites fear but eventually leads to a completely cheerful rhythm.

Step 3: Each group will perform their rhythm to the rest of the participants, encouraging others to participate if they feel prepared and wish to do so.

Step 4: Finally, reflect on the ability of music to convey emotions and how it can be used to turn negative emotions into positive ones.

TIPS:

- Foster a supportive and respectful environment where participants feel safe to share their fears and express them through percussion.
- Encourage participants to be creative in transforming the rhythms of fear into empowerment rhythms.
- Emphasize that it is not about having perfect percussive skills but about emotional expression through music.

REFLECTION:

- How did you feel when creating a rhythm that represented your fear? Did it help you express your emotions?
- What changes did you make to the rhythm to transform it into an expression of overcoming? How did that process make you feel?
- What fear-confronting strategies have you discovered through this activity that you can apply in your daily life?



**NAME OF ACTIVITY:**

Courage EcoJam

DESCRIPTION:

"Courage EcoJam" is a creative musical activity that engages participants in a session of musical improvisation using improvised instruments made from recycled or eco-friendly materials. The main objective is to explore and express fear management through music while promoting sustainability and creativity. Participants will create real-time music, reflecting their experiences and emotions related to fear, using eco-friendly instruments.

OUTCOMES:

- Foster musical self-expression and environmental awareness.
- Promote healthy fear management through music.
- Improve participants' ability to adapt and collaborate in an improvised musical environment.

DURATION: 2 sessions of 45 minutes each.

MATERIALS:

- Recycled and eco-friendly materials for instrument creation (cans, bottles, cardboard, egg cartons, PVC pipes, plastic spoons etc.).
- Tools for creating instruments (scissors, tape, strings, etc.).
- Suitable space for musical activity.

SKILLS RELATED:

- Musical improvisation.
- Fear management.
- Collaboration and teamwork.
- Environmental awareness.





INSTRUCTIONS:

Step 1: Gather participants in a suitable space for the musical activity and provide recycled materials and tools for creating instruments.

Step 2: Ask each participant to choose or build an instrument from recycled materials. They can experiment with different shapes and sounds.

Step 3: Start the musical jam session and allow participants to improvise music using their recycled instruments. Encourage them to express their emotions related to fear through music.

Step 4: As the music flows, introduce musical challenges for the students to overcome together. For example, unexpected changes in rhythm or dynamics, a quieter and happier tone, etc.

Step 5: At the end of the improvisation session, allow participants to share their experiences and how they felt that music helped them confront fear.

TIPS:

- Foster creativity and experimentation with recycled instruments. There are no fixed rules in creating sustainable instruments.
- Encourage participants to listen and respond to each other's emotions through music.
- Emphasize the importance of environmental sustainability as part of the activity.

REFLECTION:

- How did you feel when improvising music using recycled instruments? Did it help you express and understand your emotions related to fear?
- What musical challenges did you encounter during the jam session, and how did you overcome them with your peers using sustainable instruments?
- What lessons about fear management and sustainability have you learned through this activity that you can apply in your daily life?



**NAME OF ACTIVITY:**

Ujjayi Breath

DESCRIPTION:

Ujjayi breath is a yoga breathing technique that is very useful for relieving anxiety. Participants will learn how to use this breathing technique to calm and focus themselves while addressing their fears consciously and healthily.

OUTCOMES:

- Assist participants in developing an effective breathing technique to calm the mind and body.
- Foster awareness and management of fear-related emotions.
- Promote relaxation and stress reduction.
- Improve concentration and focus.
- Provide participants with a practical tool to manage fear in everyday situations.

DURATION: 30 min.

MATERIALS:

- Quiet and comfortable space for practice.
- Yoga mat or similar surface (optional).
- Music player.

SKILLS RELATED:

- Ujjayi breathing technique.
- Fear management.
- Relaxation and stress reduction.
- Concentration and focus.





INSTRUCTIONS:

Step 1: Gather participants in a quiet and comfortable space.

If possible, use a yoga mat for added comfort.

Step 2: Guide participants to sit or lie down in a comfortable position. They can close their eyes if it helps them relax. Play some unsettling or tension-inducing music. For example the soundtrack from the movie *Interstellar*.

Step 3: Begin the Ujjayi breath practice, explaining how to do it: inhale and exhale through the nose, maintain a slight constriction in the throat to create a soft and subtle sound during exhalation.

Step 4: Invite participants to focus on their breath and notice how the Ujjayi technique helps them create a space of inner calm, gradually isolating themselves from the sound and tense feeling of the music.

Step 5: Gradually lower the volume of the music until it is completely silent, with participants only hearing the sound of each other's breathing.

Step 6: After a few minutes of breath practice, encourage participants to consciously explore any feelings of fear they may have at that moment. They can visualize it, label it, and observe it without judgment.

Step 7: Encourage participants to use Ujjayi breath to center themselves and calm any anxiety or fear that arises during the practice.

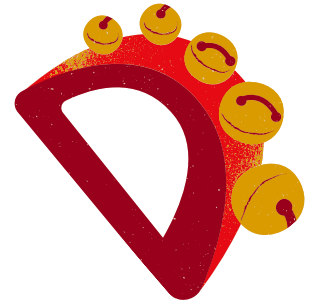
TIPS:

- Create an atmosphere of tranquility and confidentiality.
- Encourage participants to practice the Ujjayi breathing technique in their daily lives whenever they feel fear or anxiety.

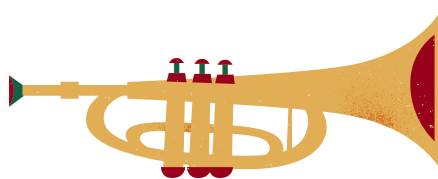
REFLECTION:

- How did you feel while practicing Ujjayi breath during the activity? Did you notice a difference in your level of anxiety or fear?
- What fear-related emotions did you identify during the practice, and how did you manage them?
- How do you plan to apply the Ujjayi breathing technique in everyday situations to manage fear and anxiety?





RISK-TAKING



**NAME OF ACTIVITY:**

Musical drawing

DESCRIPTION:

Music is relaxing, and many consider it ‘food for the soul’. Music can positively impact the main of children.

OUTCOMES:

Improving listening skills.

Demonstrating creativity and interest in music.

DURATION:

15 minutes

MATERIALS:

Paper

Crayons, stickers

Computer / laptop / phone

Internet

SKILLS RELATED:

Risk taking

Self-confidence

INSTRUCTIONS:

Step 1: The teachers play a song appreciated by the children (it can be any song).

Step 2: The children are asked to create a picture based on what they hear. They have the freedom to be artistically expressive!

Step 3: At the end, everyone presents their created drawing. It is a good chance for children who are afraid of the risk of public speaking and arguing their choices in front of their peers.



**TIPS:**

Encourage a connection with music in your students through fun activities.

Give children the freedom to take risks and express themselves in the classroom.

REFLECTION:

Am I using my creativity wisely?

What prevents me from taking the risk of expressing myself?

What is the major obstacle preventing you from enjoying music?



**NAME OF ACTIVITY:**

I am a famous singer

DESCRIPTION:

This activity can transform your classroom environment into an expressive space for sharing and confidence building.

OUTCOMES:

Improving musical skills.

Demonstrating creativity and interest in music.

DURATION:

40 minutes

MATERIALS:

Computer / laptop / phone

Internet

SKILLS RELATED:

Risk taking

Self-expression

INSTRUCTIONS:

Step 1: The teachers play a famous song. There will be a song that does not upset the children, is of common interest, neutral, and does not include aggressive words. Teachers can choose one of the following songs: "Let It Go," from Frozen; "The Rainbow Connection," from The Muppet Movie; Disney's Sing-Along Songs: Heigh-Ho etc.

Teachers can choose famous songs in the national language to facilitate the activity and to adapt it to the children's age.

Step 2: The children are asked to take the role of a famous singer and sing the song as in karaoke.





TIPS:

Do not insist on children who do not want to sing on the first try.

Give children the freedom to take risks and sing the song when they feel comfortable.

REFLECTION:

What worries me most about taking risks?

What do I need to change about myself?

What prevents me from singing to my colleagues for entertainment?



**NAME OF ACTIVITY:**

Musical art

DESCRIPTION:

This activity brings the best of drawing and music. The activity is played best in groups or classrooms.

OUTCOMES:

Enhancing musical creativity.

Demonstrating the connection between music and art.

DURATION:

40 minutes

MATERIALS:

Computer / laptop / phone

Internet

Sheets of paper

Crayons

SKILLS RELATED:

Risk taking

Self-expression

INSTRUCTIONS:

Step 1: The teachers give each student a sheet of paper and colored pencils and ask them to start drawing when they play the music and stop drawing when the music stops. Teachers can choose one of the following songs: Super Simple Thank You | Kids Music; Disney's Sing-Along Songs: Heigh-Ho; Star Light, Star Bright | Kids Songs etc.

Teachers can choose famous songs in the national language to facilitate the activity and to adapt it to the children's age.





INSTRUCTIONS:

Step 2: The children are asked to leave the paper and pens at the desk, move to another desk and continue drawing and coloring in that sheet until the music stops again. Stop the music whenever you feel it is necessary.

Step 3: At each movement to a different desk, the children are asked to write a word that best describes the song, taking the risk of contributing to someone else's drawing with his/her creativity.

Step 4: At the end children go back to their desks and see the final musical art product.

TIPS:

Tell the children that they will not be de-pointed for anything.

Explain to the children that there are no rules to follow in creating the drawing.

REFLECTION:

Have I made someone smile today?

What do I want most in life?

Which is worse: failing or never trying?



**NAME OF ACTIVITY:**

Dance in balance

DESCRIPTION:

Encouraging creativity in children is important, and music is a great way to do it because it has a way of capturing the imagination.

OUTCOMES:

Enhancing musical creativity.
Improving social-emotional development.

DURATION:

10 minutes

MATERIALS:

Computer / laptop / phone
Internet
Napkin

SKILLS RELATED:

Risk taking
Self-confidence

INSTRUCTIONS:

Step 1: The teachers play a song and give each child a napkin.

Step 2: The children are asked to take the risk to put a napkin on their head and dance around without letting it fall to the floor. The teachers decide when to stop the activity (it can be when only one child still has the napkin on his head, etc.)





TIPS:

Make sure that all children are open to the activity.
Pay attention to their listening skills.

REFLECTION:

What encouragement would you give to yourself?
What does your ideal/dream life look like?
What aspects of life are you loving most right now?



**NAME OF ACTIVITY:**

Animal dance

DESCRIPTION:

Music touches all aspects of our lives from physical, emotional, to psychological, and behavioural. This activity facilitates entertainment and inspires the creativity of children.

OUTCOMES:

Enhancing musical creativity.
Improving self-confidence and risk taking.

DURATION:

15 minutes

MATERIALS:

Computer / laptop / phone
Internet

SKILLS RELATED:

Risk taking
Self-confidence

INSTRUCTIONS:

Step 1: The teachers play some fun music.

Step 2: The children are asked to take the risk and dance like their favorite animals.

Step 3: When the teacher claps once, the children stop. When the teacher claps twice, the children resume the dance and so on until the teacher decides when to stop the activity.





TIPS:

Make sure all children are involved in this activity.
Pay attention to their social skills and how they relate to each other.

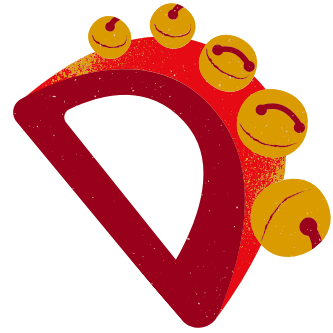
REFLECTION:

What makes you feel optimistic about the future?
If you could only use five words, how would you describe yourself?
Are you as confident as you would like?

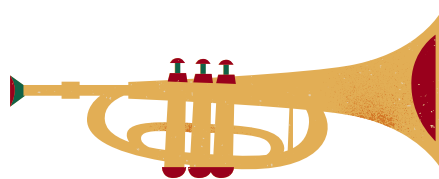




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STRESS MANAGMENT



**NAME OF ACTIVITY:**

Zen Playlist

DESCRIPTION:

In this activity, participants will collaborate to create a Spotify playlist specifically designed to aid in stress management during exams or moments of concentration in the classroom. Participants will select and share songs they find relaxing and motivating.

OUTCOMES:

By the end of the activity, it is expected that participants will have created a collaborative playlist to help them reduce stress and enhance concentration. Additionally, it will foster active participation and connection among the participants.

DURATION: Indefinite.

MATERIALS:

- Access to a computer with an internet connection
- Spotify accounts (or access to a shared account)
- Paper and pens for note-taking (optional)

SKILLS RELATED:

- Stress management
- Collaboration
- Critical thinking
- Music selection
- Communication





INSTRUCTIONS:

Step 1: Ensure that all participants have access to a computer with an internet connection and Spotify accounts (or a shared account). Create a blank Spotify playlist called "Zen Playlist - Stress Management."

Step 2: Explain the purpose of the activity: to create a collaborative playlist that helps reduce stress and enhance concentration during exams or other classroom situations.

Step 3: Invite participants to think of songs that relax or motivate them during moments of tension. These can be instrumental, classical, nature sounds, or any genre that works for them.

Step 4: Participants should add their selected songs to the "Zen Playlist - Stress Management" on Spotify. They can add comments about why they chose each song.

Step 5: After everyone has contributed songs, conduct a brief group discussion about the importance of music in stress management. They can share their thoughts and personal experiences.

TIPS:

- Encourage diversity in song selection to create a wide range of musical styles and genres on the playlist.
- Encourage participants to explain why they chose each song, which can lead to interesting conversations about how music affects our emotions.

REFLECTION:

- How does music influence your ability to manage stress and maintain concentration during exams?
- What type of songs do you prefer for concentration and relaxation situations, and why?
- How can you use this collaborative playlist in the future to enhance your emotional well-being and academic performance?



**NAME OF ACTIVITY:**

Yoga-Music Harmony

**DESCRIPTION:**

In this activity, participants will experience stress management through a unique combination of yoga and music. One group will engage in guided yoga exercises led by a student, while another group will create relaxing music using everyday classroom objects. The goal is to synchronize movement and music to promote relaxation and concentration.

OUTCOMES:

Participants are expected to have reduced stress, increased body awareness, and experienced a greater sense of calm and well-being. Collaboration and musical creativity will also be encouraged.

DURATION: 30 min.

MATERIALS:

- Yoga mats or mats (one per participant)
- Everyday classroom objects for music creation (can include pencils, books, paper, chairs, etc.)

SKILLS RELATED:

- Stress management
- Concentration
- Coordination
- Musical creativity
- Communication and teamwork





INSTRUCTIONS:

Step 1: Place the yoga mats in a spacious area and ensure that the everyday objects are accessible to the music group. Divide participants into two groups: one for yoga and one for music.

Step 2: The yoga group selects a leader or student to guide the yoga session. The leader leads gentle and relaxing yoga exercises, such as stretches, deep breathing, and simple postures. Other participants follow the leader's instructions.

Step 3: The music group works together to create relaxing music using classroom objects. They can tap, scrape, rub, or move the objects to produce soft and harmonious sounds that complement the yoga session.

Step 4: Both groups must synchronize so that the music and movement flow harmoniously together. The music group should be attentive to changes in the yoga session and adjust the music accordingly.

Step 5: After a set time, the groups can rotate so that everyone has the opportunity to participate in both yoga practice and musical creation.

TIPS:

- Encourage communication between the groups to achieve effective synchronization.
- Encourage participants to focus on their breathing and relax during the activity.
- Promote an atmosphere of mutual respect and support.

REFLECTION:

- How did you feel about combining yoga and music as tools for stress management?
- What challenges did you face in synchronizing movement and music, and how did you overcome them?
- How can you apply the lessons learned in this activity to your daily life to manage stress more effectively?



**NAME OF ACTIVITY:**

Musical Journey

**DESCRIPTION:**

"Musical Journey" is a creative activity that will guide participants on an imaginary journey through music to help them manage stress. They will use music as a vehicle to explore their imagination, relax, and release tension. This experience will promote relaxation, creativity, and emotional awareness through music.

OUTCOMES:

- Assist participants in relaxing and relieving stress through music and imagination.
- Foster creativity by exploring imaginary soundscapes.
- Promote emotional awareness and self-care.
- Enhance concentration and focus abilities.
- Provide participants with an effective stress management technique.

DURATION: 30 min.

MATERIALS:

- Music player with a selection of relaxing music.
- Quiet and comfortable space for the activity.
- Comfortable clothing.
- Pillows or cushions for added comfort (optional).

SKILLS RELATED:

- Imagination and creativity.
- Relaxation and stress reduction.
- Emotional awareness.
- Concentration and focus.
- Developing strategies for coping with stress.





INSTRUCTIONS:

Step 1: Gather participants in a quiet and comfortable space. Ensure they are dressed comfortably and have pillows or cushions if they wish.

Step 2: Explain the purpose of the activity: embarking on an imaginary relaxation journey through music.

Step 3: Ask participants to sit or lie down comfortably, close their eyes, and focus on their breath. Begin playing traditional music from various countries (Egypt, Brazil, Japan, Spain, etc.) and accompany it with immersive narration that tells a journey through the streets of these destinations, describing the ground they walk on, the smells, the colors, and so on.

Step 4: During the musical journey, introduce moments of deep relaxation. Encourage participants to focus on their breathing and release any tension.

Step 5: At the end of the journey, encourage them to take some time to reflect on their emotions and sensations during the activity.

TIPS:

- Seek traditional music from each country but of a calm genre.
- Use silences during the narration, allowing moments of calm where only the music and the breathing of participants are heard.
- Prepare the narration in advance to deliver it in a calm and confident manner, as if it were a story.

REFLECTION:

- How did you feel during the musical journey? Did you visualize yourself in any foreign country?
- Which landscapes or moments in the activity helped you release tension and manage stress?
- How do you plan to use music and imagination as a stress management tool in your daily life?





NAME OF ACTIVITY:

Sound Hunters

DESCRIPTION:

"Sound Hunters" is a creative musical activity designed for children to explore and manage stress through music and play. Participants will embark on a sound hunt, identifying relaxing and stressful sounds in their environment. This activity encourages active listening, creativity, and provides children with practical tools to reduce stress in everyday situations.

OUTCOMES:

- Help children recognize and understand sources of stress in their environment.
- Foster musical creativity and improvisation.
- Promote relaxation and stress reduction through music.
- Develop communication and teamwork skills.
- Provide children with practical strategies to deal with stress.

DURATION: 1 hour.

MATERIALS:

- Sound recorder or device for recording sounds.
- Various musical instruments (they can be toys or improvised).
- Paper and pencils for taking notes.
- Music player (optional).

SKILLS RELATED:

- Active listening.
- Musical creativity.
- Stress reduction.
- Communication and teamwork.





INSTRUCTIONS:

Step 1: Create several groups of 2-3 children. Provide each group with a sound recorder or a device to record sounds. They must record 2 relaxing sounds, one captured in nature and another created by the students themselves. Give them time to go out into the environment and capture one sound that they consider relaxing (birdsong, flowing water, etc.) and record their own relaxing sound created by themselves.

Step 2: Return to the activity space and play the recorded sounds. Ask the children to listen to the recorded sounds and try to identify what is producing each sound.

Step 3: At the end of the activity, reflect with the children on how the everyday sounds around us can affect our mood and the importance of reducing noise pollution.

TIPS:

- Take advantage of an organized excursion by the center or plan your own in a controlled and confined space.
- Encourage children to share their thoughts and emotions during the activity.

REFLECTION:

- What relaxing sounds do you think are more easily found in your environment? And stressful ones?
- Have you ever felt stressed in situations with high noise pollution?
- What could a person who doesn't have easy access to relaxing natural sounds do?





NAME OF ACTIVITY:

In Tune with Music

DESCRIPTION:

This activity aims to apply stress management through a combination of music and physical exercise. Students will need to respond with the appropriate physical intensity to the different rhythms presented, taking them from a state of physical stress to a state of calm.

OUTCOMES:

- Help children release stress through physical activity and music.
- Promote coordination between movement and musical creation.
- Raise awareness about the importance of regulating physical intensity, starting slowly and gradually returning to calm.

DURATION: 45 min.

MATERIALS:

- Sports field or gymnasium.
- Speakers.
- Sports equipment.
- Examples of songs:
 - Relaxing songs: "Hallelujah" - Jeff Buckley / "Somewhere Over the Rainbow" - Israel Kamakawiwo'ole.
 - Upbeat songs: "Happy" - Pharrell Williams / "I Gotta Feeling" - The Black Eyed Peas

SKILLS RELATED:

- Coordination between movement and music.
- Stress reduction.
- Physical activity.





INSTRUCTIONS:

Step 1: Gather the children in an outdoor area or gym. Create a circuit and explain that they will be participating in a rhythmic race. In groups of fewer than 10 students.

Step 2: Begin by playing a melody with reduced intensity that, at certain points, intensifies. The students should run around the circuit to the rhythm of the melody, moving slower and calmly when the music calls for it or increasing their pace when required. They can run while dribbling balls if they wish.

Step 3: Next, play faster rhythms that encourage maximum intensity running.

Step 4: After the physical stress, play a quieter song that leads the children to gradually return to a state of calm.

Step 5: Finally, when they appear to have recovered, conclude the activity and reflect on the importance of rhythm changes and the impact of music in managing different situations like physical stress or everyday situations.

TIPS:

- Carefully choose musical tracks for each situation.
- Encourage the children to be creative and expressive with the music and to move to the rhythm that inspires them.
- Emphasize that this activity is a fun and effective way to release stress.

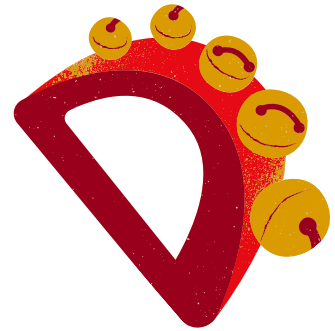
REFLECTION:

- How did you feel while running to the rhythm of the music? How did it help you release stress?
- What type of music would you listen to when you want to relieve stress?
- Why do you think it's important to take time to return to a state of calm after intense physical exercise? Do you think this example can be applied to other everyday situations?





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MUSICAL CREATIVITY

