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INTELLECTUAL OUTPUT 01

LINGUISTIC CREATIVITY

4 Creativities Project
№2019-1-BG01-KA201-062354





INTRODUCTION

The aim of FCREATIVITIES project is to improve the teachers' abilities to generate a creative education, leading to the creation of students who are able to think, analyze and solve daily problems. We **will develop new linguistic skills** and competencies through the incorporation of new proposals, spaces, methodologies, and resources that will increase the students' ability, creativity and the skills for innovation. These activities will be used **with 10 to 12 years old students**, promoting their motivation and creativity. The activities will be composed for **several working activities** which will contain the different activities that we will elaborate with our students.



Title of the activity

Understanding emotions



Description

Emotions are part of the daily life of any human being and, therefore, also of children. That is why it is important that they learn to recognize them in order to be able to communicate how they feel and to be able to refer to them accurately. In the end, knowing how to name them and talk about them is a key part of the development of any person's emotional health.

This two-part activity aims to foster the linguistic creativity of the children through a double methodology. First, the child must know the meaning of the existing emotions in order to be able to feel identified with any of them (in case he/she has experienced them). Later, the child carries out an empathy exercise since he/she has learnt how to recognize those emotions in other people.



Aims

- 1. Students will expand their vocabulary and find new ways of naming the same reality.*
- 2. Students will be able to identify different emotions, name them and feel identified with them by linking them with past situations.*
- 3. Students will develop their ability to collaborate with others as part of a group / team. And most importantly, they will put in practice listening skills.*
- 4. Students will learn to recognize emotions in others' faces.*



Steps we must follow

1. Matching emotions

- 1. a. Students are put into pairs.*
- 1. b. The teacher hands out an index card like the one attached below. There are two columns, one of words and the other of short definitions. The groups should match these emotions with their corresponding meanings.*

EMOTIONS	DEFINITIONS
<i>Delighted</i>	<i>Feeling nervous and unsure</i>
<i>Gloomy</i>	<i>To be shocked and surprised</i>
<i>Furious</i>	<i>Feeling joyful and delighted</i>
<i>Euphoric</i>	<i>Uneasy, feeling uncertain</i>
<i>Worried</i>	<i>Without hope or confidence</i>
<i>Discouraged</i>	<i>Feeling weary due to disinterest in one's activity</i>
<i>Ecstatic</i>	<i>Extremely angry</i>
<i>Offended</i>	<i>Unusual and interesting</i>



<i>Anxious</i>	<i>Filled with sadness, pessimistic</i>
<i>Intriguing</i>	<i>To focus on something that might go wrong</i>
<i>Insecure</i>	<i>Intensely happy or confident</i>
<i>Horrified</i>	<i>Highly pleased</i>
<i>Bored</i>	<i>Stirred to anger by something unwanted or unfair</i>
<i>Ashamed</i>	<i>Unwilling or unable to believe something</i>
<i>Inspired</i>	<i>Exceptionally good or precious</i>
<i>Incredulous</i>	<i>Embarrassed or guilty because of one's actions</i>
<i>Special</i>	<i>To be mentally stimulated to do something creative</i>

2. Then the teacher explains aloud the correct result of the cards. The pairs should correct themselves (this is also a confidence-building exercise). The correct answers are the following:

EMOTIONS	DEFINITIONS
<i>Delighted</i>	<i>Highly pleased</i>
<i>Gloomy</i>	<i>Filled with sadness, pessimistic</i>
<i>Furious</i>	<i>Extremely angry</i>
<i>Euphoric</i>	<i>Intensely happy or confident</i>
<i>Worried</i>	<i>To focus on something that might go wrong</i>
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<i>Horrified</i>	<i>To be shocked and surprised</i>
<i>Bored</i>	<i>Feeling weary due to disinterest in one's activity</i>
<i>Ashamed</i>	<i>Embarrassed or guilty because of one's actions</i>
<i>Inspired</i>	<i>To be mentally stimulated to do something creative</i>
<i>Incredulous</i>	<i>Unwilling or unable to believe something</i>
<i>Special</i>	<i>Exceptionally good or precious</i>

3. How do I feel?

This second activity of the first part of the exercise consists of describing to a partner a situation in which you felt like one of the words on the card. This is a storytelling exercise that should not exceed 2 minutes per child. First, one speaks and the other listens, and vice versa.

4. Winning emotion

When each pair has finished telling their stories, the teacher will count the most repeated emotions. Each child should raise his or her hand to say the feeling he or she described to his or her partner. The teacher will write it on the board and the "winning emotion(s)" will be known.

5. Recognizing emotions

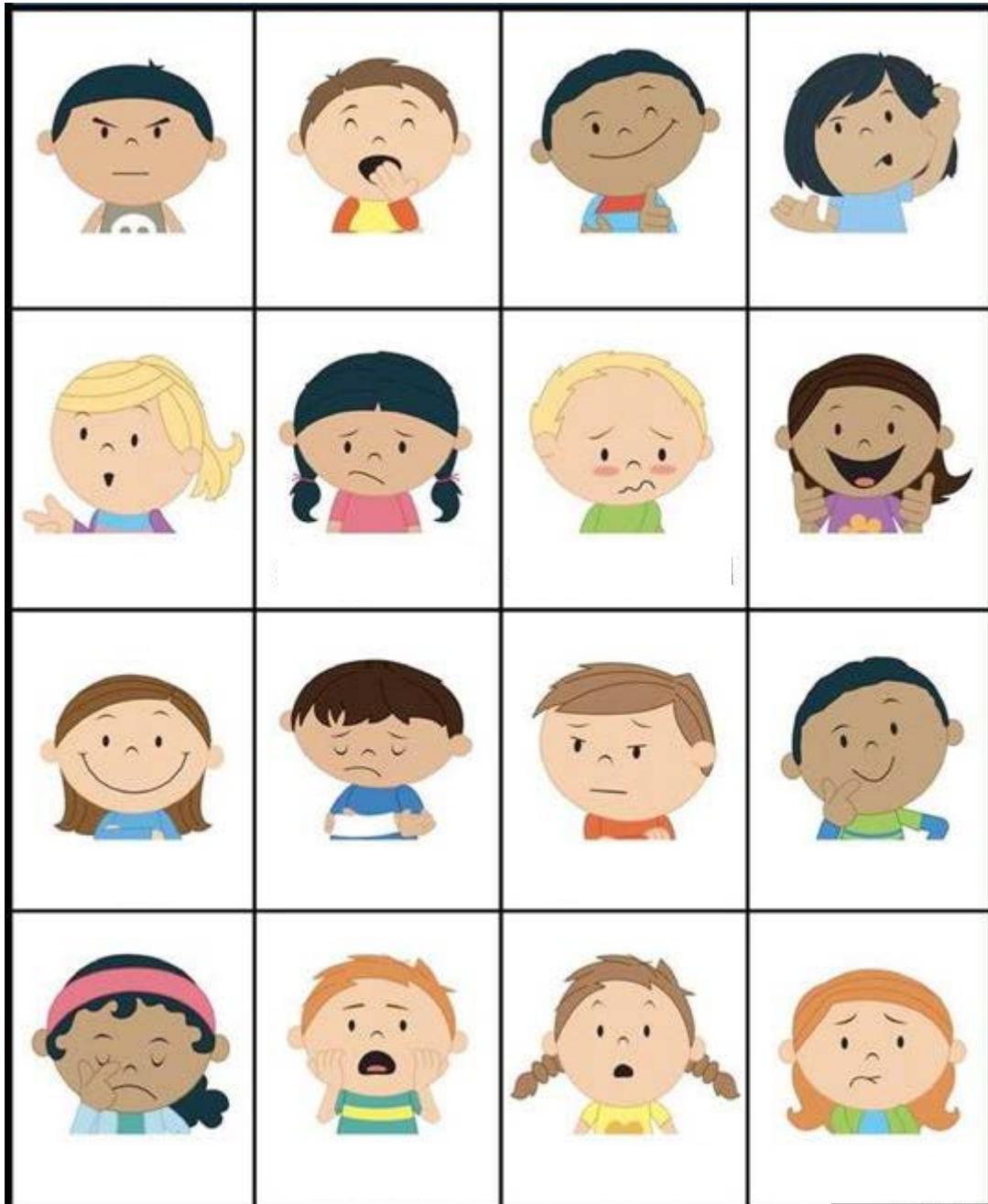
The class should be now divided into groups of 4 students. The teacher will print out the following character cards and hand out one for each group of 4 students. In this part of the activity, the students should be able to recognize and understand the emotions of others (and empathize with them, to the extent possible). In addition, each group should write under each character synonyms for the emotion they think is the main one.

TIP: To raise the level of difficulty, the activity can be gamified. The winning group will be the one that writes the most synonyms behind each character.

The card to be used is as follows in the following page (the teacher can print the whole 2 next pages):



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Correct answers:

 angry	 bored	 confident	 confused
 curious	 disappointed	 embarrassed	 excited
 happy	 hurt	 jealous	 kind
 sad	 scared	 surprised	 worried



Possible synonyms:

			
bored exhausted fatigued inattentive uninterested tired sleepy	embarrassed ashamed flustered guilty shy	happy cheerful delighted excited glad joyful proud	kind caring compassionate considerate friendly loving thoughtful
			
mad angry annoyed furious grumpy irritated upset	sad disappointed discouraged hurt lonely sorrowful unhappy	scared afraid anxious frightened nervous terrified worried	surprised amazed astonished dazed shocked startled stunned



Materials (if needed)

For the teacher to be prepared for the proper implementation make a list of all needed materials and resources.

1. *Printed sheets*
2. *Pencils*
3. *Chalk or a marker pen for counting on the blackboard*



Tips

Teachers can implement this activity within their classes by adding or modifying the words suggested in the example, depending on the difficulty requirements of their students.