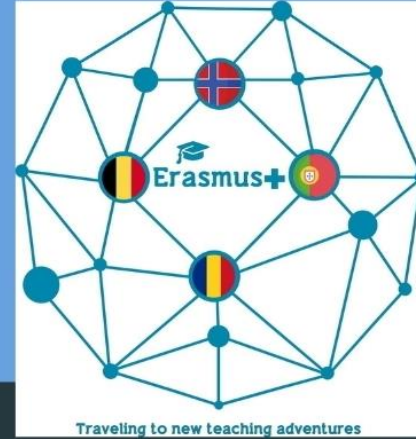


TRAVELING TO NEW TEACHING ADVENTURES



WEBINAR PROGRAM

EMOTIONAL INTELLIGENCE

20/01/2021



Wednesday at 3 pm CEST

Presentation of Portuguese activities about emotional intelligence to use in your group



TRAVELINGTONEWTEACHINGADVENTURES.WEBBLY.COM

Co-funded by the
Erasmus+ Programme
of the European Union



Almeirim
group
of schools

**2nd
webinar**



Welcome to the webinar – Isabel Reis

Almeirim group of schools



Emotionary – Jorge Conde

The beginning of the project implementation



Emotional intelligence – Laura Espírito Santo

The importance of emotional intelligence in school activities



One project ... Multiple approaches – Teresa Rocha, Patrícia Januário

Be More (Ser +) primary school (6 to 10 years old)

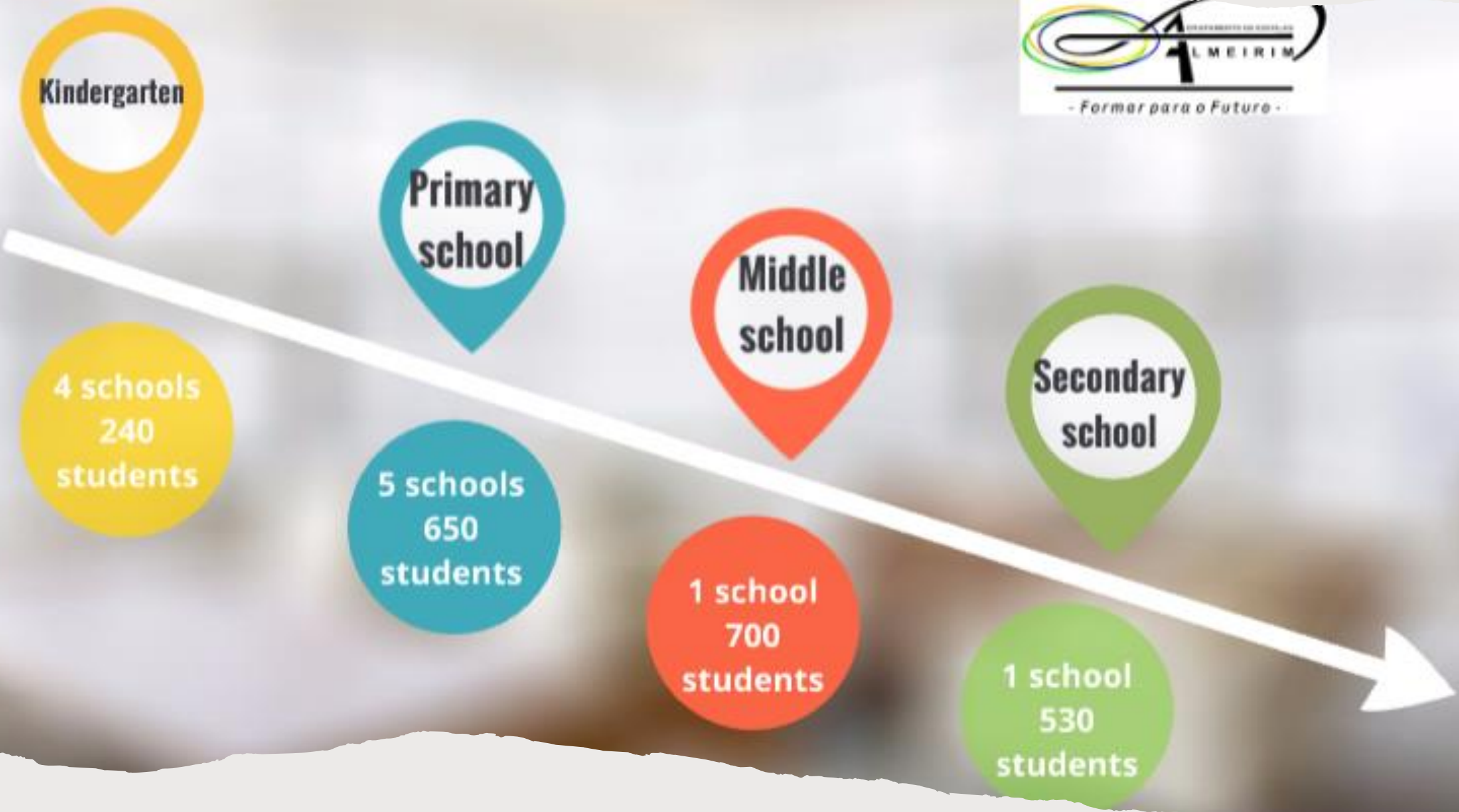
You are Emotionary (*És Emocionário*) middle school (11 to 14 years old)

Be Special (*És +*) middle school to secondary school (13 to 18 years)



Questions & discussion – Maria Helena Domingos

Evaluation



EMOTIONARY PROJECT



Emocionário

The importance of emotional intelligence in school activities



- Evidence of social and Emotional approaches at school / learning context
- **Why do emotions matter when we talk about the learning process?**
- There's a corresponding evolution between emotion and cognition - a cerebral interdependence
- **Emotions affect all kind of learning processes**
- The more engaged students were, the more mobilized became the cognitive functions like attention, perception, memory...
- **The executive functions became more effective (planning, taking priority, monitoring and verification processes)**

The importance of emotional intelligence in school activities



- There's a **powerful link** between emotion and learning-learning is a social and cultural process

- **Learning is not an isolated act**, not even a neutral in terms of affection

- Learning only happens in a context of intentional transmission with **shared emotional interaction**

- Learning integrates **emotions** and **cognition**



The importance of emotional intelligence in school activities

- We get a better **improvement on the quality of the learning process** and also on the wellness level as the more harmonious emotion are.
- Emotion involves processes of **attention, sensation, excitement, sensitivity**, consciousness because it deals with gains and losses, defiance and threats.
- We also get a **physical response of anticipation** (movement and self-control).



The importance of emotional intelligence in school activities



- Why is **emotional intelligence** so important in the learning process regarding school activities?
- Successful learning involves **3 components** with a systemic interaction:
 - Cognitive strategies
 - Conscious knowledge
 - Emotional regulation
- ❖ It's a synergetic process between emotional and rational thinking

The importance of emotional intelligence in school activities

Why is this useful in educational contexts ?

- To improve the quality of emotional interaction between teachers and students
- Amongst students
- Promote emotional intelligence
- Develop more effective learning skills



Project	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12		
Individual/ small groups		Psycho-pedagogical Support												20/21	
								Be Special							
										Wake up					
									Be special			Wake up			
												Wake up			
Classes	Being	B+ 1	B+ 1	B+2	B+3	YE1	YE2	YE2						20/21	
				B+ 1	B+2	B+3/C	YE1	BE2/C		Awake/C				19/20	
Ser — Being	Ser+ — Be more (B+)														
És Emocionário — “You Are Emotionary” (YE)				B+ 1	B+2	B+3	YE1				Awake			18/19	
Desperta— Awake	Acorda— Wake up					B+ 1	B+2		YE1			Awake		17/18	
Espaço És+ — Be Special															

/C- covid

One Project... Multiple Approaches

EMOTIONARY

be *more!*

Primary School

YOU ARE

EMOTIONARY

Middle School



Middle school to Secondary

be**more!**

WHAT IS IT?

An universal prevention programme for school context.

WHEN DID IT BEGIN?

In 2018.

WHO ARE THE TARGET STUDENTS?

Primary school students from 6 to 10 years old.

WHAT ARE THE MAIN ASSUMPTIONS / GOALS?

To promote socioemotional and attention skills.



Activities

17/18

2nd year (40 students)

“Friendship Flower”

18/19

2nd year (160 students)

- “The colour monster”
- “Friendship flower”
- “I feel, so I like myself”

• 3rd year (140 students)

“ABC of friendship”

- “Traffic light of calmness”
- “I feel, so I like myself”

4th year (87 alunos)

“Metamorphosis”

19/20

2nd year (133 students)

- “The colour monster”
- “Friendship flower”

3rd year (142 students)

- “ABC of friendship”
- “I feel, so I like myself”

20/21

1st year (161 students)

2nd year (127 students)

- “Who am I?”
- “The colour monster: Every emotion has its place...”

...

3rd year (136 students)

4th year (200 students)



2017 to 2020
990 students

“Friendship Flower”

2017/2018

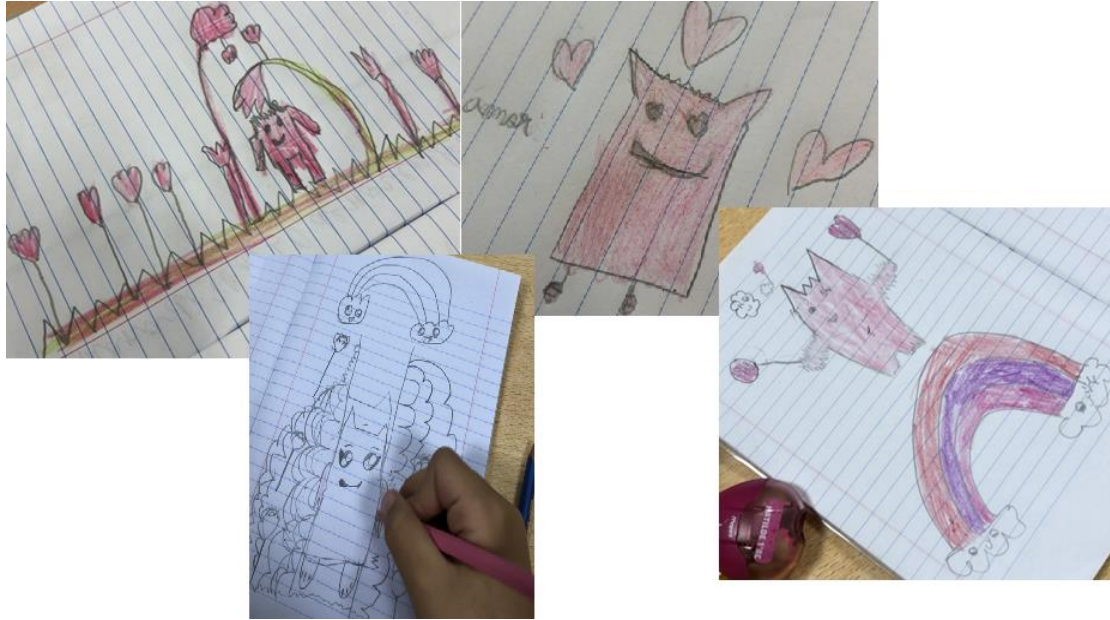
2nd year students



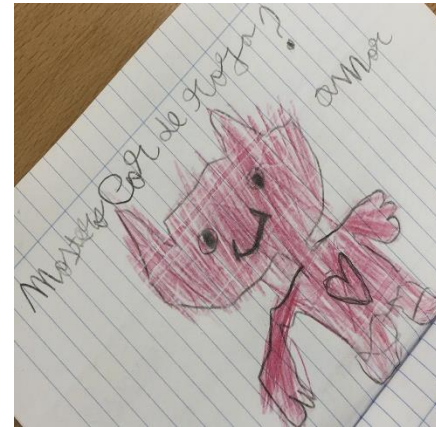
Goal: Emotional Autonomy



“The colour monster” book of feelings



2020/2021 - 1st and 2nd year students



2019/2020 - 2nd year students

**Goals: Explore emotions
Promote emotional consciousness**

*“Traffic light
for calmness”*



2018/2019
3rd year students

Goal: Develop emotional control strategies

“Who am I?”

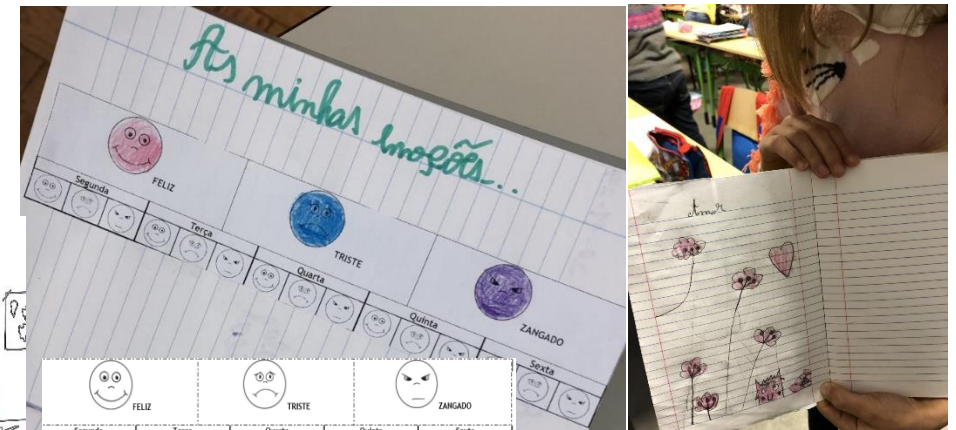
2020/2021 - 1st and 2nd year classes



E.g.: Teacher



E.g: Students



E.g: homework- Emotional consciousness



TEACHERS


*perspective...***RESULTS**

- +50% of students can **identify emotions**
- +50% of students know how to **wait for their turn**
- +50% of students know how to **respect the communication process**
(established in the classroom)
- +50% of students reveal **autonomy in the classroom and in the playground**
- 50% of students can **identify the emotions of the others**
persons/students
- 50% of students are able to **persist in a task**
- 50% of students **reveal conflicts resolution** (without an adult)

**The sessions contribute to...**

- Classroom management in compliance with rules
- Improve interpersonal relationships
- Reduce classroom conflicts
- Reduce playground conflicts

One project... Multiple approaches

"És Emocionário" - "**You are** "

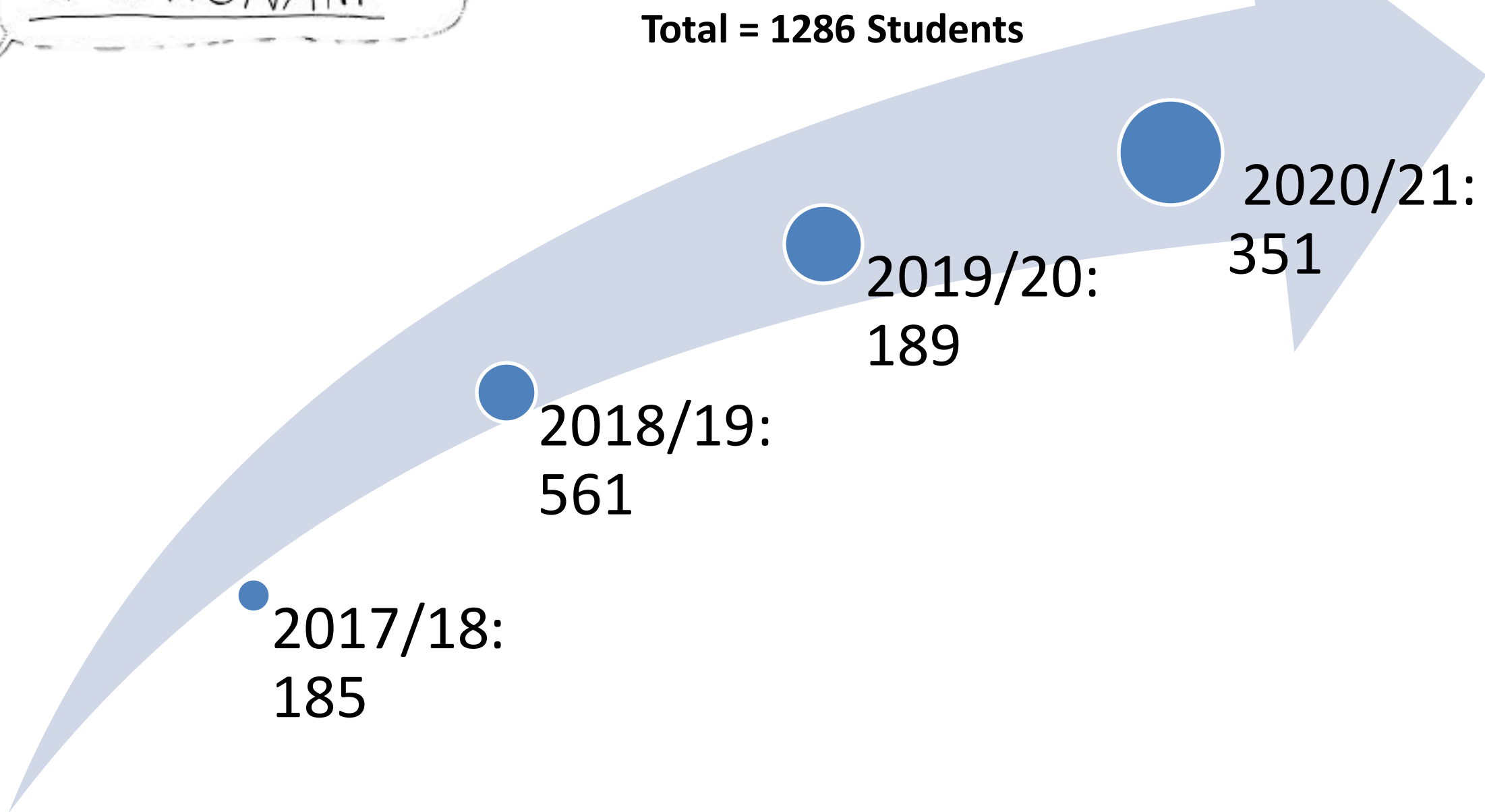
- Middle school students (11 to 14 years old)
- Activities in each class twice a year
- Work continues with *my_self journal*



EMOTIONARY

Middle School

Total = 1286 Students



2017/18:
185

2018/19:
561

2019/20:
189

2020/21:
351

EMOTIONARY

Activities



Self knowledge

Basic emotions/
Functions

1. Tu acho que sou amável/afetuoso
2. Tu acho que sou forte
3. Tu acho que sou original

Body
consciousness





Medo

Fear

Alegria

Joy

Raiva

Anger

Tristeza

Sadness

Amor/Afeto

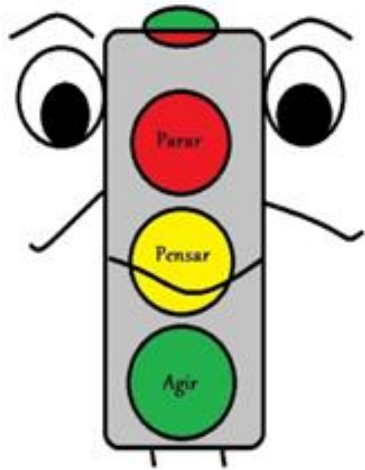
Love/Affection

EMOTIONARY

Activities

Strategies for emotional regulation

Management of interpersonal relationships



Types of communication



EMOTIONARY

Results

Greater self-knowledge;

Greater emotional awareness;

Greater body awareness;

Increased emotional expression;

Improvements in interpersonal relationships;

Greater diversity of emotional regulation strategies;



Students report:



I learned that **“all emotions are good”**,
“all are necessary”, “important”; **“how they work”**;
“our body comes with information”;
“we have that since we were born”;
“emotions are always changing”;
“there are cold and warm emotions”;
“I can regulate them...”



- **Individual or small group approach**
- **Focus: development of study skills, vocational guidance, promoting psychological wellness in school context**
- **1 to 5 sessions**
- **Students choose when they go to the sessions and decide their own appointments (during the lockdown period- March until July- the project continued online)**



Evaluation...



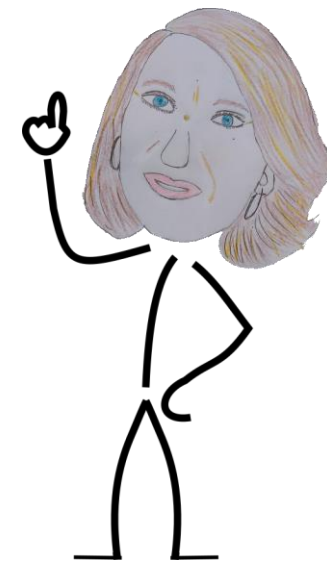




Isabel Reis



M.ª Helena Domingos



M.ª Antónia Teixeira



M.ª Teresa Rocha



Laura Espírito Santo



Patrícia Januário



Jorge Conde

Thank you!

Dank u!

Takk!

Muṭumiri!

ou.bri.g'a.du



Music: Razões - Author: Custódio Castelo