

Lesson Plan " we are all made up of emotions: the calm traffic lights"

Objectives

This activity promotes the understanding and management of emotions.

Overview

In this activity, children should think and become aware of how they feel, through the visualization of the "calm traffic light".

Before the activity, the traffic light must be built on cardboard with the following signs:



red - stop

yellow - breathe

green - explains the problem and how you feel

Competences development

*P1 – Self-regulation
P3 – wellbeing
S1 – Empathy
S2 – Communication*

Target group

*Primary school students.
Secondary school students.*

Group size

The whole classroom and small groups.

Learning environment

Classroom

Time

60mn

Resources

- Paper - Pencil - traffic light in cardboard

Preparation of the activity	
	<p>Previously, the educator prepared the cardboard traffic light that will serve as an example and explains the information in each sentence.</p>
Implementation of the activity	
	<p>In a class session, the teacher asks students to observe the traffic lights and identify the meaning of the colors. Then he explains that colors can also be used to manage our behavior: "The traffic lights will help you deal with a situation that annoys you, that annoys you a lot." In a group of four elements, students will identify and represent situations of conflict between pairs and use the traffic light to resolve them. Each group dramatize and explain to the class the situation represented and how to deal with it. All class analyse and discuss each situation.</p> <ul style="list-style-type: none"> - After this, students built their own traffic light and write the actions for each color: - stop – to thinking - breath – to calm down - explain – what I feel; what I have done; what I thought to do. <p>Students take home the traffic and explain it their parents.</p>
Tips	
	<p>With groups of younger students, it can sometimes take some time before the activity is in place and students systematically use it. Thus, weekly in the class, teacher should promote the debate about the situations that occurred and how the students used the traffic light. This activity can be used in other contexts such as in family or extra-school groups.</p>
Debriefing	
	<p>Teacher should initially give the following indications and remind them periodically, whenever situations are analysed:</p> <ul style="list-style-type: none"> - Think of the red light and stop. Don't yell, don't insult. You have a few seconds to reflect. - Think of the yellow light. You should take a deep breath until you can think clearly. When you are able, you can pass the green light. - At this stage think green, you should tell others about your problem and how you feel. Try to find a solution together. <p>Activity training can be triggered by the observation of images that show conflict; games can also be played in which students identify and communicate how to react to the situation.</p>
Life Competences focus	

P1 – Self-regulation

The activity leads students to control their emotions and manage anger and conflict, finding ways to respond assertively.

P3 – wellbeing

Students can:

- *adopt a habit which increases emotional wellbeing.*
- *increase their awareness of how individual behaviours can improve their health and wellbeing.*
- *improve the feeling of ownership of one's behaviour.*
- *improve their sense of relatedness, i.e. the feeling of connection with others.*

S1 – Empathy

Students are invited:

- *to thinking, and understanding, the colleague's behavior.*
- *to deepen their awareness of other people's emotions, and behaviour by establishing connections among their own behavior.*
- *to have the opportunity to be aware of and to understand better other people's behaviors.*

S2 – Communication

Students are invited:

- *to express their ideas and feelings.*
- *to hare their ideas in a group.*
- *To listen attentively to others, respect turn-taking, and give sensible hints to help them find the right solution.*
- *to express agreement and disagreement politely.*

Adapted from

GROP (2010) Atividades para o desenvolvimento da inteligência emocional nas crianças, Lisboa: Arte Plural Edições