



# **Social and emotional wellbeing activities with pupils in the time of COVID-19**

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# What is wellbeing?

*Good wellbeing might include..*



*Feeling happy or content*



*Working productively and fruitfully*



*Making a contribution to the community*



*Realising own achievements and abilities*



*Coping with the normal stresses of life*



# The PERMA Model of Well-Being

## *Positive Emotion*

Positive emotions are an essential part of our well-being. Happy people look back on the past with gladness; look into the future with hope; and they enjoy and cherish the present.

## *Relationships*

Everyone needs someone. We enhance our well-being and share it with others by building strong relationships with the people around us - family, friends, coworkers, neighbours.

## *Accomplishment*

Everyone needs to win sometimes. To achieve well-being and happiness, we must be able to look back on our lives with a sense of accomplishment: 'I did it, and I did it well'.

## *Engagement*

When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as 'flow'.

## *Meaning*

We are at our best when we dedicate time to something greater than ourselves. This might be religious faith, community work, family, politics, a charity, a professional or creative goal.



I can learn anything I want to.  
When I'm frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I'm inspired.  
My effort and attitude determine everything.

A GROWTH  
MINDSET

Means that you believe  
**INTELLIGENCE**  
can be  
**DEVELOPED**

And you have a  
**PASSION**  
to  
**LEARN**  
which means you

Embrace  
challenge

**LEARN**  
from criticism.

**KEEP GOING**  
WHEN THINGS GET  
**TOUGH**

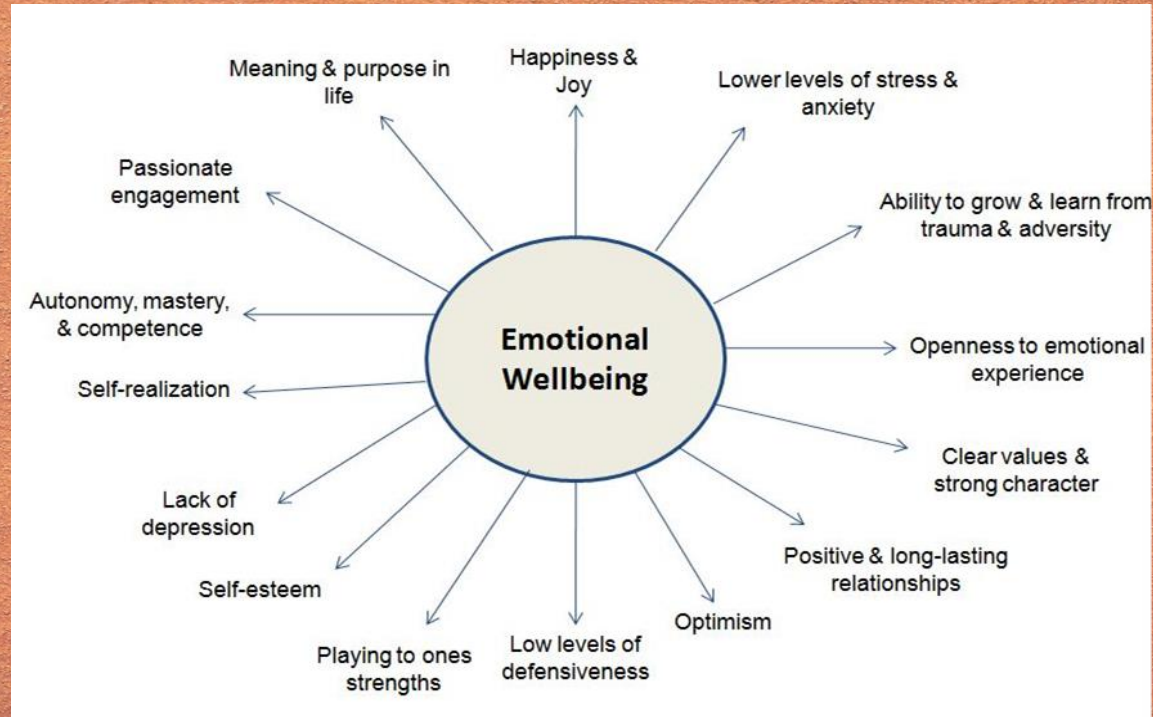
Are  
INSPIRED  
by the  
GREATNESS  
in others

**AND**

SEE  
*effort*  
AS THE PATH TO  
*mastery*

... based on the seminal work by Carol S. Dweck, Ph.D.

# Emotional wellbeing has found to be associated with a number of factors



**Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope, and is often reflected by the level of a person's resilience. Emotional wellbeing is in part informed by our capacity for self-reflection.**

### **What are positive emotions?**

A key part of emotional wellbeing is our ability to recognise our emotions and experience positive emotions. Positive emotions are those emotions that make us feel good, content, and satisfied. Examples of positive emotions include joy, inspiration, and pride. Feeling positive emotions on a regular basis helps us build additional resources to help deal with life's ups and downs (resilience).

### **What is resilience?**

Resilience is our ability to adapt to stress and negative life events. Resilience is a key feature for bouncing back from the challenges we face and is a marker for wellbeing

<https://www.teachintheterritory.nt.gov.au/educator-support/principal-wellbeing/emotional-wellbeing>

**Children who are socially and emotionally healthy tend to demonstrate, and continue to develop, several important behaviors and skills (adapted from McClellan & Katz 2001 and Bilmes 2012)**

**They**

- **Are usually in a positive mood**
- **Listen and follow directions**
- **Have close relationships with caregivers and peers**
- **Care about friends and show interest in others**
- **Recognize, label, and manage their own emotions**
- **Understand others' emotions and show empathy**
- **Express wishes and preferences clearly**
- **Gain access to ongoing play and group activities**
- **Are able to play, negotiate, and compromise with others**



**Helping children develop social and emotional skills is the heart and soul of any good program for young children (Gordon & Browne 2014). Teachers (and all caregivers) play key roles in helping children develop social and emotional competence (Kostelnik et al. 2015). Teachers can intentionally support children's social and emotional health by using children's books, planning activities, coaching on the spot, giving effective praise, modeling appropriate behaviors, and providing cues.**

**Warmth and affection—even on bad days and when children are misbehaving—are critical to children's well-being in early education.**

**During Covid 19 period we tried to develop social and emotional skills of our students. At this point, our parents were the first ones facilitated our work. We gave them a lot of informations and instructions about the running of the activities and asked them for assisting their children.**

## **Expressing Feelings**

**Sometimes children express their emotions in ways that are problematic. Your child might cry when frustrated or throw toys when angry. Here are some different ways you can teach your child to act on feelings:**

**Ask for help**

**Solve problems with words**

**Say it, don't do it (say "I am mad" instead of throwing toys)**

**Tell a grown-up**

**Take a deep breath**

**Describe what you are feeling**

**Think of a different way to do it**

**Relax and try again**

**Walk away**

**Ask for a hug**

**Understanding emotions is a critical part of children's overall development. It is up to adults to teach children to understand and deal with their emotions in appropriate ways. They are experiencing so many new and exciting things for the first time. It can be overwhelming! We need to be sure we always validate our children's emotions and don't punish them for expressing their feelings. You might want to remind your child that, "It's ok to tell me how you feel, but it's not ok to hurt others or things when you feel (name feeling)." Teach them about their emotions, help them come up with new ways to deal with emotions, give them lots of time to practice their new strategies, and always remember to give lots of positive encouragement when they use the new strategy instead of reacting in the "old" way!**

## Explore how different emotions feel.

We often only think of teaching common emotions like happy, sad, mad, etc. But there are many other feeling words that children should learn to express, such as the following:

- Brave
- Cheerful
- Bored
- Confused
- Surprised
- Curious
- Proud
- Disappointed
- Frustrated
- Embarrassed
- Silly
- Excited
- Uncomfortable
- Fantastic
- Worried
- Friendly
- Stubborn
- Generous
- Shy
- Ignored
- Satisfied
- Impatient
- Safe
- Important
- Relieved
- Interested
- Peaceful
- Jealous
- Overwhelmed
- Lonely
- Loving
- Confused
- Tense
- Angry
- Calm

**We asked our students the following question:  
“See how it makes you feel inside when you slowly read these words. Spend at least ten seconds with each word.”**

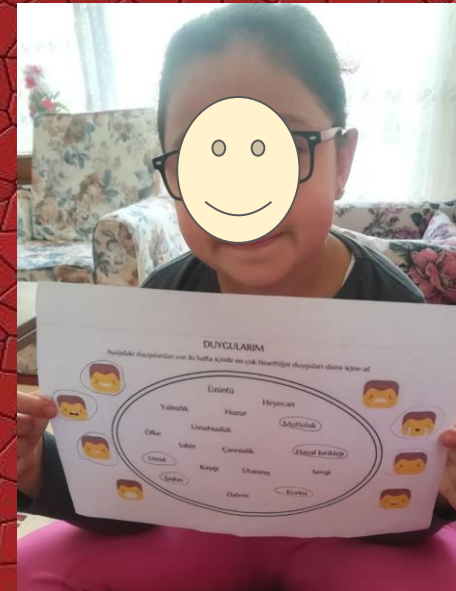
The Center on the Social and Emotional Foundations for Early Learning

The background is a deep red color with a repeating pattern of irregular, rounded shapes that resemble a cracked leather or stone texture. A white rectangular box is centered horizontally and vertically, containing the main text.

**Activities for Supporting Students' Social,  
Emotional and Physical Wellbeing**

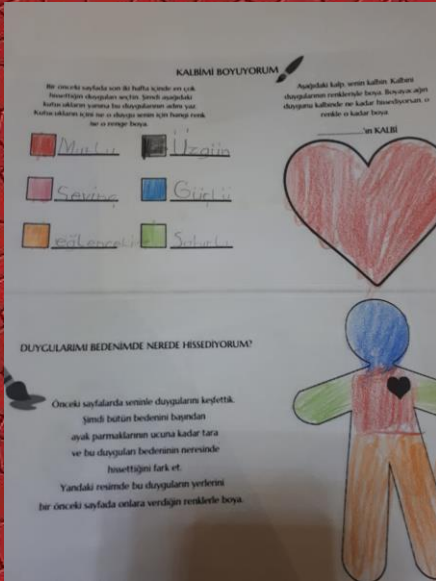
# My Emotions

We talked to our students and said them: “If you explored different emotions now it is time to circle the emotions below that you felt the most in the past two weeks.If you have emotions that are unlisted here you can add them yourselves. Let's see which emotions have been experienced intensely.”It is known that naming emotions has a healing power.



# Emotions Body Map

Another activity we did about recognizing emotions was “Emotion Body Map”. Students use different colors to signal different emotions, then color in the parts of the body to show where they feel each emotion. This emotions map will help kids build important social emotional skills as they learn to recognize and communicate where they feel different emotions in their bodies.





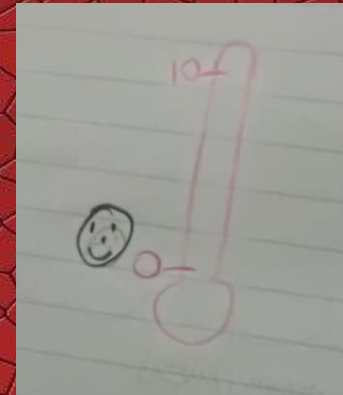
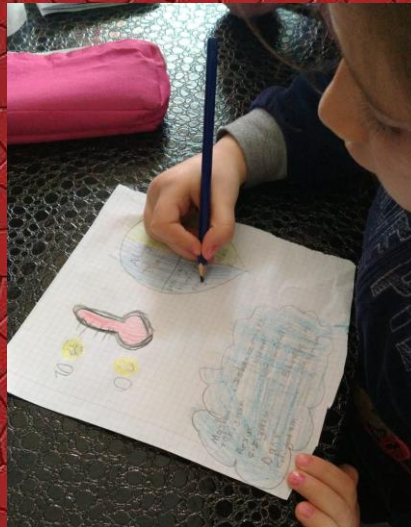
**Mostly she feels sad.  
A little bit missed, angry  
and cool.**





# My Emotion Thermometer

The thermometer below is designed to measure your mood during this period. If 0 means, I feel very comfortable right now and 10 means, I feel very uncomfortable right now, measure how much uncomfortable you are today. If 0 means, I feel very comfortable right now and 10 means, I feel very uncomfortable right now, measure how much uncomfortable you are today.



# My Protective Shield

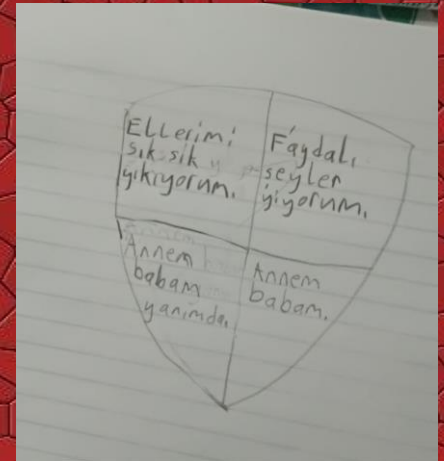
When you feel sad or anxious, your shield will help you deal with those emotions. We gave you examples in the bubble. Fill the sections on your shield with the help of these examples.

I'm wearing  
my mask.

I am drawing.

I feel couraged.

I am eating  
vegetables and fruits.



# My umbrella of power

Write your concerns about coronavirus on the clouds. Your umbrella will protect you from these worries. Draw yourself under the umbrella and write down the strengths you have on each part of the umbrella. These powerful features will help you to deal with your worries. You can benefit the list below to find your powerful features.

**GÜÇ ŞEMSİYEM**  
Bulutları üzerine koronavirüs ile ilgili endişelerinizi yaz. Şemsiyenin altına kendinizi (çizim) çizmeyi her bir bölüme sahip olduğun güçlü özelliklerinizi yaz. Bu güçlü özelliklerin endişelerinizi başa çıkmanızı sağlayacak. Güçlü özelliklerinizi bulmak için her sorulara aşağıdaki listeden yararlanabilirsiniz.

**OLUMLU DÜŞÜNCELER LİSTEM**

lyim.      Güvendeyim

Sakinim.      Ebeveynim beni korur.

Baş edebiliyorum.      Kontrol bende.

Hayatıyım.      Elimden geçen yapıyorum.

Yardım alabiliyim.      Çağlıyım.

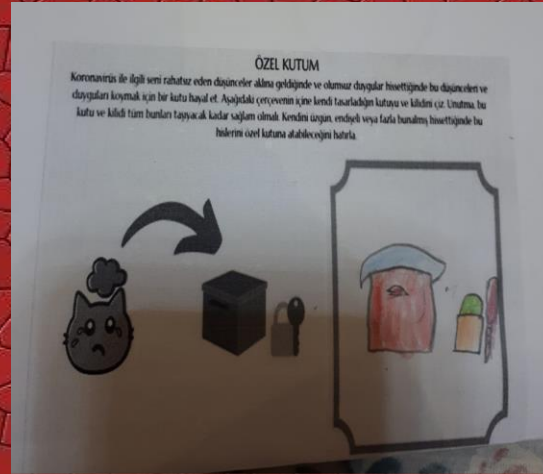
Sağlıklıyım.      Rahatım.      Tutabiliyim.





# My Private Box

When you have disturbing thoughts about the coronavirus or when you feel negative emotions, imagine a box to put those thoughts and emotions in. Draw your designed box and its lock into the frame below. Remember, this box and its lock must be sturdy enough to carry all this. When you feel sad, anxious, or overwhelmed, remember that you can throw those feelings into your private box.



Circle and apply the coping methods below you think that can help you.

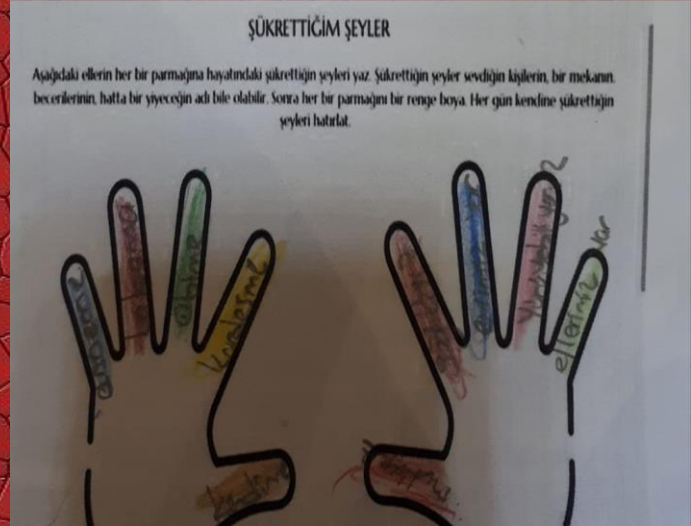
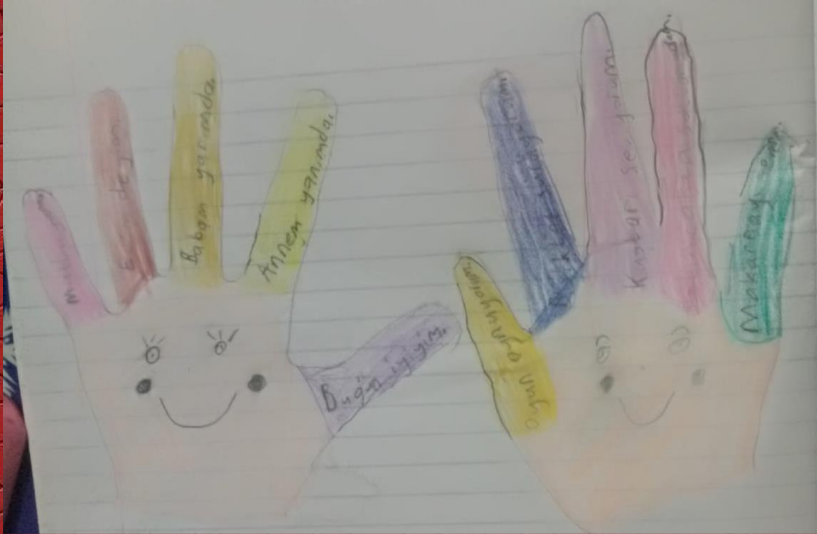
Read a book or magazine.  
Write a diary.  
Write a letter to someone you love.  
Drink water.  
Jump.  
Play box game.  
Do yoga.  
Take a soothing shower.  
Have a hot drink.  
Blow and pop bubbles.

Clean your room, organize, arrange.  
Play with the stress ball.  
Look at old photos.  
Take photo.  
Listen to music / sing.  
Make dance.  
Eat healthy things.  
Watch the film.  
Imagine and draw something beautiful for yourself / your loved ones / the world.  
Try to cook the food you love.

Hug someone you love.  
Dream about a peaceful place.  
Hug a plush toy.  
Color a mandala.  
Take diaphragmatic breath.  
Talk to someone you trust.  
Knit.  
Design something.  
Stretch your body.  
Use positive words.

# Things I am grateful for

Students write down on each finger of the hand ten things which they are grateful in their life. The things they love could be the people they love, a place, own skills or even the name of a food. Then they paint each finger in a color. Every day they remind themselves of what they are thankful for.



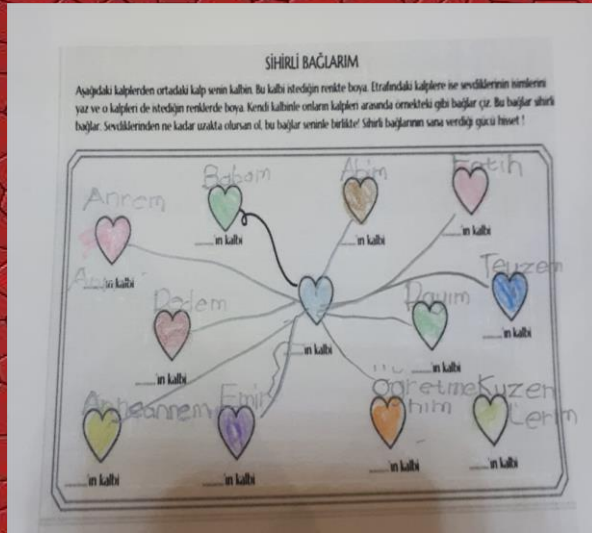






# The Magical Bonds

From the hearts below, the heart in the middle is your heart. Paint this heart any color you want. Write the names of your loved ones on the hearts around yours heart and color them in the colors you want. Draw bonds between your own heart and their hearts, as it has been shown in the sample. These bonds are magic bonds. No matter how far you are from your loved ones, this bonds are with you. Feel the power that magical bonds give you.





**We made frequent online meetings with students to make them feel that there are magical bonds between us.**

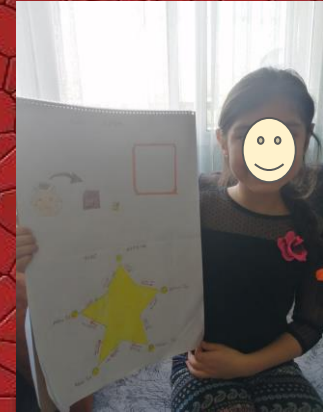
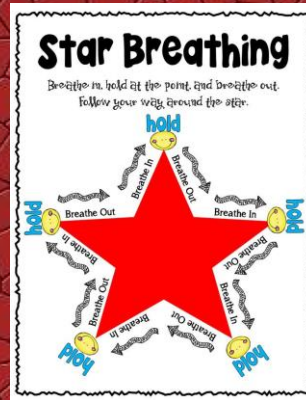
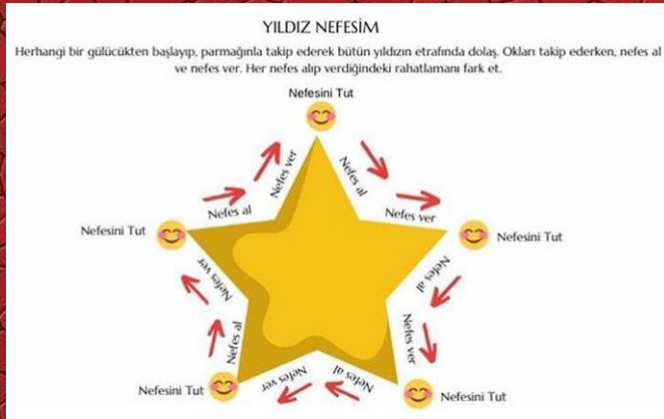
## The strategies we used to help children calm down

**Mindfulness gives kids space and time to calm down and pay attention to what is going on in their body and environment. Regularly practicing mindfulness reduces stress and increases wellness and self-control.**

**Reducing stress arousal through breath practices**

# My Star Breath

Go around all the stars, starting from any smiling face and following with your finger. Breathe and exhale as you follow the arrows. Pause your breath at the tip of the star. Notice that you relax every time you breathe in and out. The most basic thing to know is that taking a longer exhale than inhale can help calm your body.



## Make Calm Down Bottle

It's easy and fun to make glitter jars with kids. It was a lovely project for kids who are learning about emotions and mindfulness.

This activity helped our students learn how to breathe deeply, self-soothe, and calm themselves down. Once the calm down bottle is made, have your child breathe deeply as they watch the glitter in the bottle settle down. The more glue you use, the longer the glitter will float. This strategy works because it takes some time for the glitter to settle, so watching it ensures kids take long breaths.



# Using Children's Books

Reading and discussing children's books is an excellent way to invite children to identify the characters' emotions and relate the characters' experiences to their own (Roberts & Crawford 2008). During the reading, you can ask meaningful questions: "What do you think the characters are feeling?," "How would you solve the problem?," "Can you use words from the story to explain how you feel when you . . .?," "What could we do differently if this happens in our classroom?" These open-ended questions enable children to talk about their own experiences, learn new vocabulary words, and practice social and emotional skills.





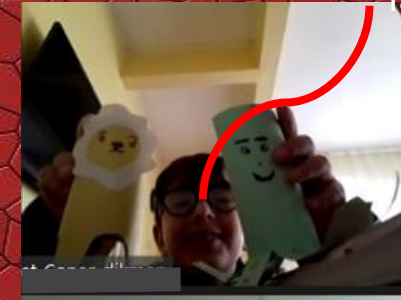


# Making Hand Puppets

Using puppets to demonstrate children's appropriate behaviors helps children learn social and emotional skills meaningfully.

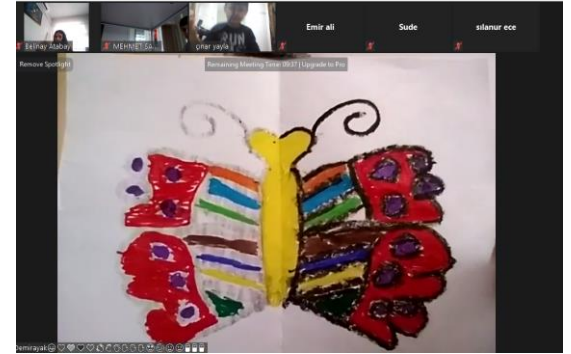
We made our own puppets all together through online meetings. One of the students took on the facilitator role and gave us instructions during creating process.

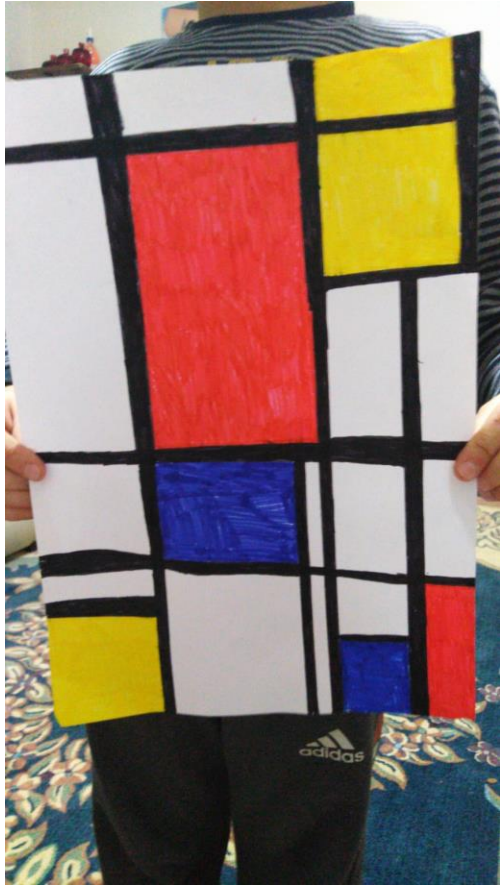
Our  
facilitator

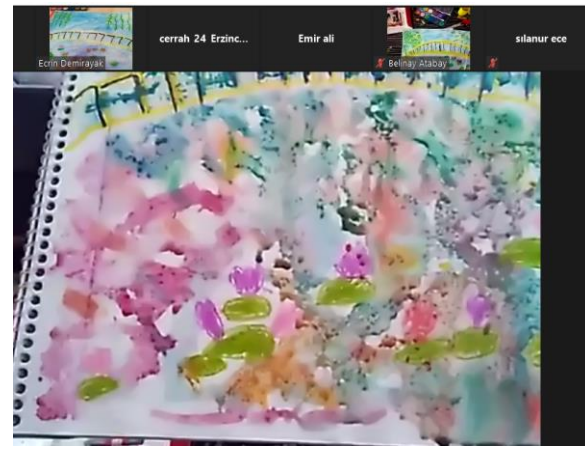
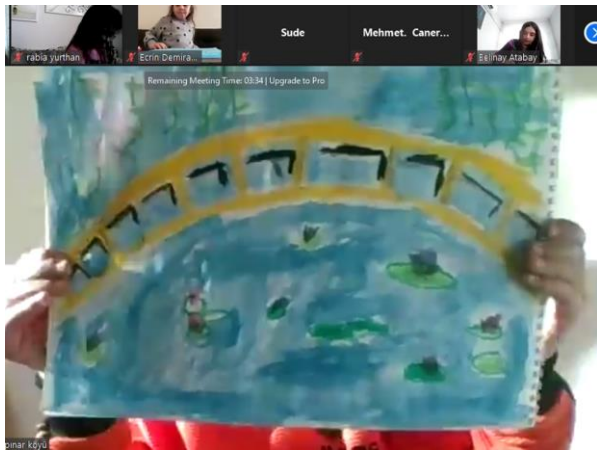


# Art Activities

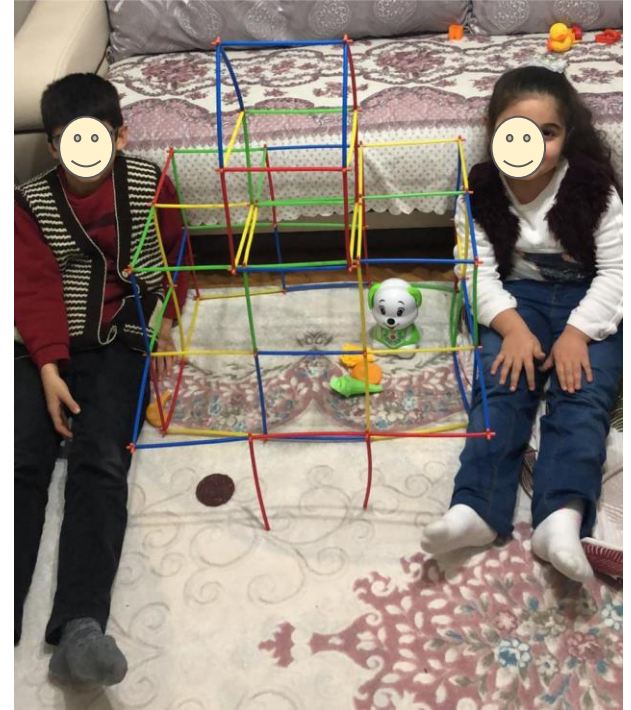
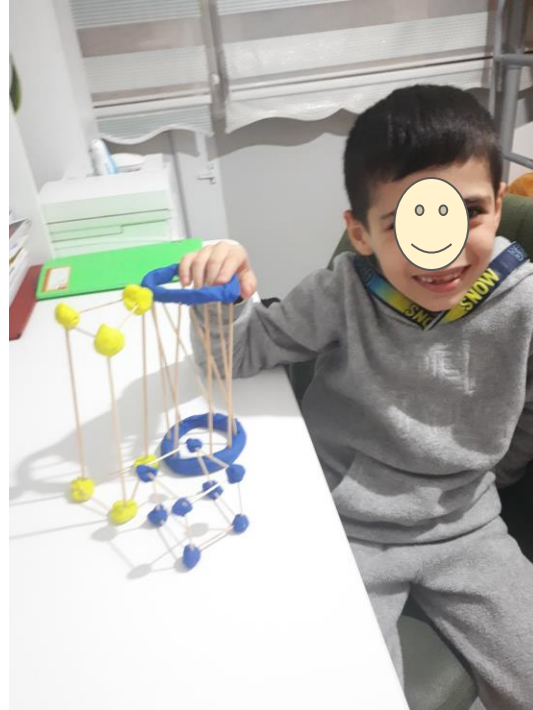




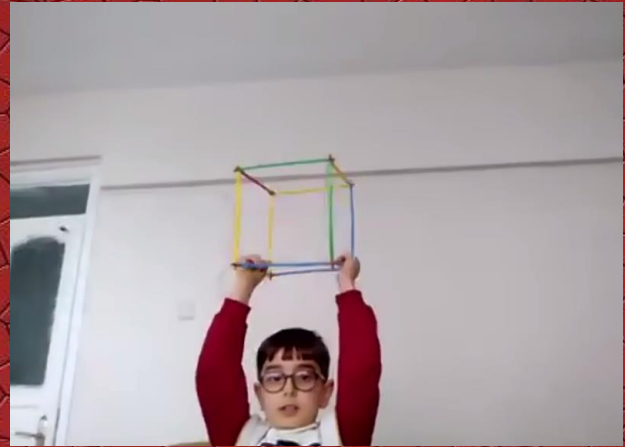




## Science and Maths Activities



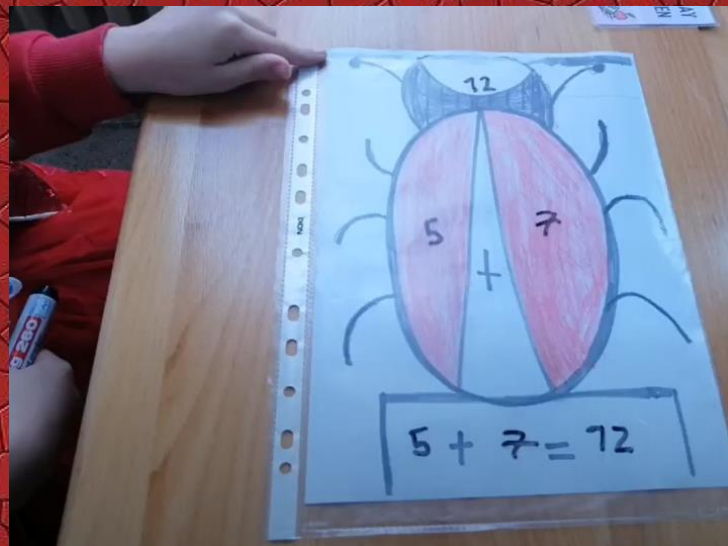
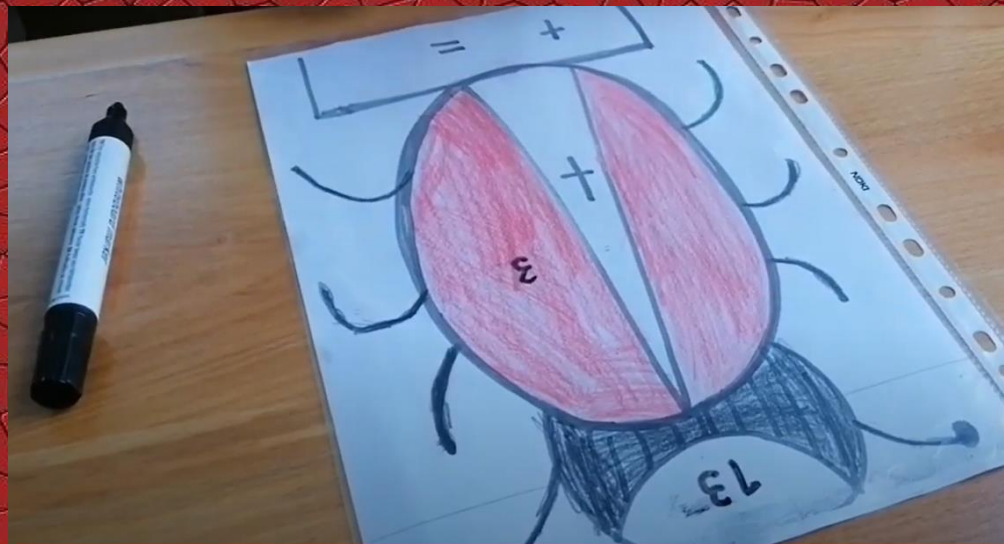
















**Cookery is connecting science and mathematics and the learning of both is intuitive.**









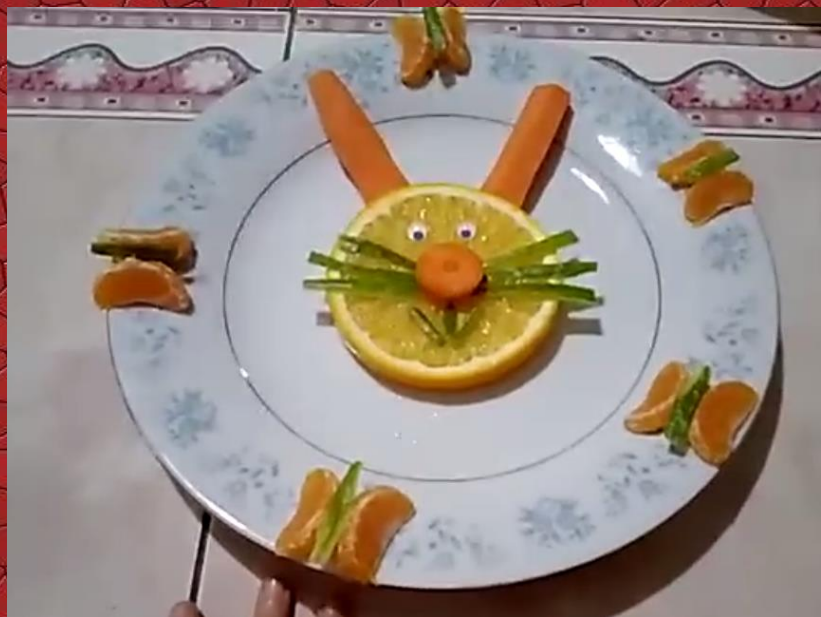
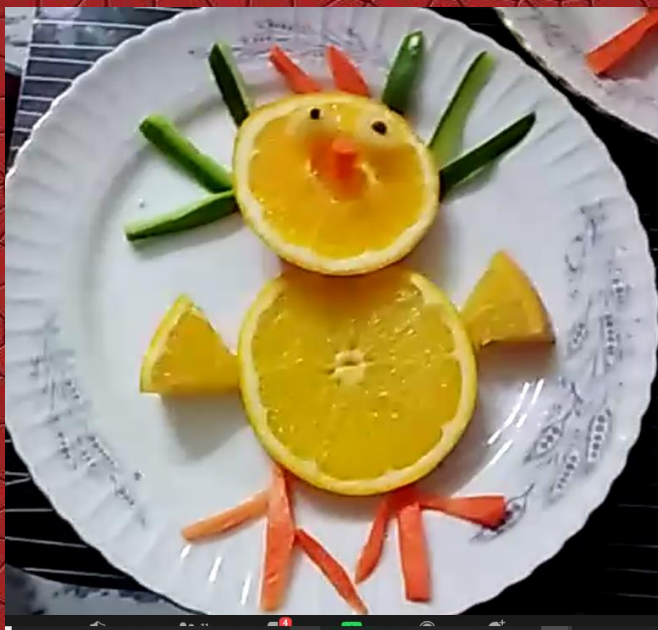
The background is a deep red color with a complex, irregular, cracked texture that resembles leather or stone. In the center, there is a horizontal white rectangular box with rounded corners. Inside this box, the text "Physical and Emotional Wellbeing Activities" is written in a bold, white, sans-serif font, centered both horizontally and vertically.

**Physical and Emotional  
Wellbeing Activities**

# Eating Well

Good nutrition helps our mood. One of our activities was preparing healthy and enjoyable breakfasts. Our students said that they had fun and felt good while doing this activities.









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