



Emotional Intelligence Activities

Aspects of emotional competence covered: Emotional awareness.

Educational level: Primary, Secondary Education, Higher Education

Source: Own authorship / Delia Rodríguez

Duration: 50 min.

My Emotional Diary

INTRODUCTION: Keeping an emotional diary means writing about what you feel. Many psychologists agree that writing an emotional diary, or journal, has many benefits for one's mental health. For example, it helps reduce stress and anxiety, releases thoughts and feelings that otherwise get stuck in the mind, gives you a sense of relief and clarity, helps you set goals and find solutions to problems and traumas, etc. With sustained practice, it eventually leads to a process of emotional growth.

OBJECTIVES:

- *To start an emotional diary as a tool for emotional awareness.*
- *To sustain the habit of writing in their emotional diaries.*
- *To encourage self-awareness through making a cover for their emotional diary that reflects their personality.*
- *To encourage sharing in a ludic and creative atmosphere.*

PREPARATION:

- *Materials & resources:*

For Step 1: PC/tablet; Internet connection; project's TwinSpace (page EMOTIONAL AWARENESS ACTIVITIES >> My emotional diary);

For Step 2: plain diary or notebook; handcraft materials (decorations, glue, scissors, tape, paint...)

For Step 3: mobile phone camera, Padlet

VOCABULARY: *to keep/write on a diary/a journal; to benefit, a benefit; to manage sth / to cope with sth; thought / feeling / emotion; to improve.*

PROCEDURE:

Step 1: *Type of interaction:* Local. Big group.



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Description:

1 Read background information “Journaling for Mental Health”

2 Tell students they are going to start an emotional diary and that, for the next lesson, they are to bring a plain notebook and different materials to decorate it (pieces of wool or thread, buttons, felt, stickers, dry leaves, photographs, etc.) Explain that the purpose of the activity is to handcraft a special, unique emotional diary that reflects their personality.

Step 2: *Type of interaction:* Local. Groups of 6 students & big group.

Description:

1 Students decorate the cover of their diaries, working in groups where they share the materials they have brought.

2 Ask students to volunteer to tell their classmates why their handcrafted diary reflects their personality.

3 Instruct students on how and when to use the diary. Tell them to write an entry after emotional education activities in the classroom answering the following questions:

- What did we do?
- How did I feel?
- What did I learn?

Step 3: *Type of interaction:* Interschool. Students’ TwinSpace.

Description: Students take a picture of their diaries and post it on Padlet (https://padlet.com/bilingual_azcona/xc23zwelckkq) with a comment on how it reflects their personality. Students are instructed to comment on someone else’s diary from respect and kindness.

EXTENSION:

Homework: Students are asked to recall a situation which they felt very emotional about or which made them react emotionally, and draw a picture of themselves at that moment. They will post the drawing in the Students’ TwinSpace Padlet created for this activity. The other students will comment on the photographs (Example: “You look What happened? Why were you ...?”) and the author of the drawing will reply accordingly.

Comments:

The emotional diary is a powerful self-awareness tool, intended to get students used to writing about themselves, their strengths and weaknesses, their motivations and goals in life, etc. Therefore, teachers working on emotional education should encourage its use after EI activities as a means towards self-awareness and self-evaluation of progress.