

Erasmus+ Project "SWOT Scouts" 2018-1-ES01-KA229-049952

Development of Social Intelligence

Aspects of emotional competence covered: Social skills, self-confidence

Educational level: Primary Education, Secondary Education, Higher Education

Source: Own authorship / Vlasta Kovačević Herzog

Duration: 45 min.

Art Workshop

INTRODUCTION:

Working with art medium is considered highly stress-reducing. By focusing on the two senses of vision and touch we can achieve a type of "rest" from the current problems, and by stepping back from them we can come to a resolution of a problem – we get insight "outside of the box". The results are visible after a short time, reducing the sense of frustration, in other words the result gives pleasure and strengthens the self.

In a relaxed atmosphere (safe space, comfortable surroundings) and with the goal that is not directly connected with emotional intelligence, it becomes possible to informally work on individual problems or on reinforcing the group through free interaction of the participants. Development of creative processing and visual-tactile thinking, two categories closely related to emotional intelligence, is an essential part of this work.

OBJECTIVES:

- *creation of an art work*
- *boosting motivation for this type of work on self*
- *strengthening personality*
- *development of creativity*
- *reinforcement of group cohesion*

PREPARATION:

- *Materials & resources:*

Paints and other materials of choice

Models of the theme

It is necessary to choose a motive which enables individual work as well as a collective result, where each member participates in equal measure

– in this case we were making Christmas balls – emoticons

(we used styrofoam balls, yellow and black acrylic paint, glue, cotton wool, sturdy red cloth)

PROCEDURE:

Step 1:

Type of interaction: frontal / 10 min.

Description:

- The motive is approached through short introduction about the content and the actual assignment

- The presenter explains the procedure
- We used sources in apps, social networks etc. to choose individual motives for the theme (in this case emoticons)

Step 2

Type of interaction: individual / 30 min.

Description:

The participants are working. They choose a motive (one emoticon) and make it. The technique is individually explained, depending on the assignment and the individual's skill level.

Step 3

Type of interaction: whole group / 10 min.

Description:

Participants display the final products next to each other in the display area. They are encouraged to comment their own and others' work.

Questions:

What were you trying to achieve? Are you satisfied with what you've accomplished? How did you feel while working?

Do you particularly like someone else's work? Why?

How does your work fit with the others? How do the works function as a whole?

EXTENSION:

The works can be exhibited after drying (in our case the balls were used to decorate the school Christmas tree).

In a relaxed atmosphere (safe space, comfortable surroundings) and with the goal that is not directly connected with emotional intelligence, it becomes possible to informally work on individual problems or on reinforcing the group through free interaction of the participants.

COMMENTS:

Development of creative processing and visual-tactile thinking, two categories closely related to emotional intelligence, is an essential part of this work.

Additional value of this work is the subsequent display of the work result in the school, thereby contributing to the shaping of the living surroundings.

If it is possible to allot more time for the art workshop, we recommend painting the walls or the doors of the classroom, which also constitutes a direct effect on the appearance of the everyday space and the creation of a mood in the surroundings.