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**DESIGN OF EMOTIONAL
EDUCATION
WORKSHOPS.
LANGUAGE AND
EMOTION**

Maria Assumpta Giralt Prat

GROP Universidad de Barcelona;
IES Lluís de Peguera; Biblioteca
Salvador Vives i Casajuana.

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Abstract: The objective of the work is to structure and organize Emotional Education workshops according to the GROPE model, a research group in psycho-pedagogical orientation of the University of Barcelona, applied to areas of language learning and practice, whether native, second or foreign languages. Through the workshops, promoting expression, progress is made in the development of emotions, relationships and the use of the language, at the same time setting learning. Following the GROPE Emotional Competencies Model (Bisquerra, 2016), which takes into account the blocks of Emotional Awareness, Emotional Regulation, Emotional Autonomy, Social Competences and Life Skills for Well-being, activities and resources are created for each of them. Some of the resources used are: Reading Aloud; tell stories; role-play; mindfulness; the songs; activities or games that allow personal and collective emotional reflections; activities to develop self-concept and introspection. Within the large blocks, emphasis was placed on a personal competence such as Empathy, which is located in the Emotional Awareness block, and Assertiveness, which would be in the Social Competences block. The workshops were held in a secondary school for students between 15 and 18 years old. And another in a Popular Library to an English conversation group for adults; both in the Bages region, Catalonia.

Keywords: Expression; emotions; motivation; learning; communication.

INTRODUCTION

The purpose of this work was the design of activities and resources that, organized through the GROPE Emotional Competencies model, could form a small emotional education program to be applied in regulated education centers or others, but always in a learning environment.

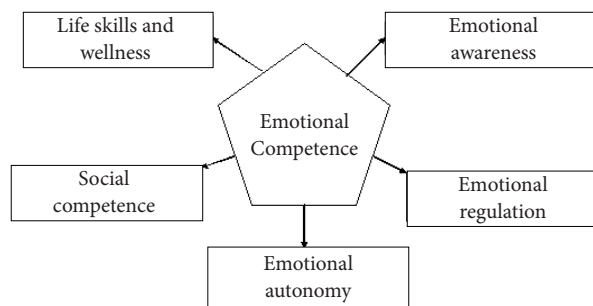


Figure 1. The pentagonal model of emotional competencies.

Source: Rafael Bisquerra's blog.

In this case it was about learning English as a foreign language. That the application of the program was channeled through the English subject was motivated by the fact that the professionals consulted prior to the application and design of the program (librarian, director of the education center, parents), favorably valued that it was done in this language, apart from the fact that the person applying is a teacher of this language.

The effects of the application of an emotional education program in an educational center according to Obiols (2006), can bring results and benefits both to the center, to the collective life and to the personal life of the students, for example, cites a better academic performance, less socially disordered behavior, less anxiety, increased social skills, among others.

As foundations of Emotional Education, we take the existence of Emotional Intelligence itself, cited by Salovey and Mayer in the 90s and spread by Goleman. We took into account that there are other works and visions that nourish EE, for example, Gardner's approach (1983) on Multiple Intelligences, since it has didactic applications; Csikszentmihalyi's concept of flow; the positive psychology of Seligman (2002), the contributions of the pedagogical renewal movements that from the 30s of the last century took place in several countries, including Catalonia and Carl Rogers who in

the 50s already took empathy into account, assertiveness and resilience in their client-centered therapies.

We decided to investigate a little more about the concepts of Empathy and Assertiveness. For this we refer to the work of Anna Carpena (2015) on Empathy and Eva Bach and Anna Forés (2012), on Assertiveness.

DEVELOPING

We already mentioned earlier that we took as a starting point the GROPE Emotional Competencies model (Bisquerra, 2016).

The first workshop was aimed at students in the 4th year of Compulsory Secondary Education, aged 15/16. The emotional education program or activities were included in the schedule of the English subject, therefore, they had to be adapted to that language.

To mention some activities that we carried out, at the beginning to gain Emotional Awareness, each student prepared at least one Adjective, Name or Word with emotional meaning. On this occasion they prepared a PowerPoint that they showed to the others. They could voluntarily add personal examples. Ekman's basic emotions had been discussed.

We carried out an activity based on the Universe of Emotions (Bisquerra, Punset, 2014) with the students of the 1st year of Afternoon Baccalaureate, from 16 to 18 years old, in which they had to prepare a game in a small group inspired by one of the galaxies. We chose the Galaxies of Positive Emotions, Happiness, Love and Joy. They played group games, board games, with digital applications or with body work.



The basic premises that were given were, to find define or explain the emotion, to look for life situations in which such emotions occur or are produced, to look for a synonym. The game provokes the involvement of all. In this case you had to guess and think.

During this year, 2022, GROPE has expanded the universe, adding emotions related to Social Skills.

CHEERFUL



DEFINITIONS AND EXAMPLES

DEFINITION: A cheerful place or thing is bright and pleasant and makes you feel happy.

EXAMPLES: -The doctor's waiting room was bright and cheerful.
-She walked down the road, whistling cheerfully.
-She seemed fairly cheerful

Figure 2. Work on adjectives and words with emotional connotations.

Source: Work in the IES Lluís de Peguera classroom, 2017/18.

To break the ice and create bonds, develop Empathy, we use the Sikkhona.edu card game. The students had to choose three cards that they suggested: 1. Something that you would like to achieve. 2. Something is important to you. 3. Something that you can't stand.



Figure 3. Breaking the ice with images.

Source: Classrooms IES Lluís de Peguera. Sikkhona.edu.

In the Emotional Regulation section, we proposed a Mindfulness activity. To do this we review the vocabulary of body parts, actions, etc. We use Jacobson's progressive relaxation method.

Regarding Autonomy, they responded in writing to questions about themselves. They did some Introspection and review of their Strengths. It was linked to Labor Orientation activities.

The competition on Interpersonal Intelligence was worked through Rôle-play, it was intended to enhance Assertiveness in addition to Empathy. Based on some dramatized texts, situations were presented in which they had to give their opinion and resolve a conflict. It could be a family fight, bullying another person at school, a robbery at a mall, choosing a partner, etc.

For the adult workshop, in addition to the Sikkhona.edu cards, we used the Universe of Emotions (Bisquerra, Punset, 2011), to be able to experiment with the various Galaxies. On

this occasion we do not work the competition of Autonomy.

An outstanding activity was Reading Aloud. The objective was, apart from practicing the language, to develop the Interrelationship between people and Empathy. In principle, the activity was conceived so that each person could give another a reading or a short story. In the end, those who wanted to read short literary texts for everyone else. Some stories that were read and heard in English were: "Philemon and Baucis" from Ovid's *Metamorphoses* and "The Matsuyama Mirror", a traditional Japanese story, for the galaxy of Love. For the galaxy of Fear, another Japanese medieval story emerged, a *Karakasa*, "The Ghost Umbrella" and the novel "Dune" (1965) by Frank Herbert.

To promote Well-being, a participant read us Yeats' poem "The Lake Isle of Innisfree". The sessions ended with a mindfulness activity.

RESULTS

Approximately 120 students participated in the workshop for young people, more than less, divided into 5 class groups, although sometimes they were divided and not all of them carried out all the activities.

A total of 30 people participated in the workshop for adults.

The evaluations of the students in terms of satisfaction were positive. They liked the activities of expression from the images of the cards and the dialogues with rôle-play. In short, they valued collective and small group activities better.

Regarding the Mindfulness activities, they believe that they relaxed and that they can apply them at home and in their environment when necessary. It made them stop, reflect and have a good time.

They would like to continue doing work in this sense in the coming years, but some would prefer to do it during tutoring hours.

They believe that at the same time they have practiced the language. And they have improved in vocabulary.

Evaluation Sheet of the workshop and activities about Emotional Intelligence and Education.

IES Lluís de Peguera. 2017/18.

A) Tick the activities you have done and give them a valuation from 1 to 5, being 5 the best mark.

1. Explanation of the 6 Basic Emotions and the Universe of Emotions. _____
2. Identifying the Basic Emotions on faces. _____
3. Speaking about ourselves from photos on cards (Sikkhona.edu). _____
4. Emotional Thermometer. _____
5. Mindfulness activity. Relaxing your muscles. _____
6. Rôle-Play. Dialogue to perform on solving a little conflict. _____
7. Rôle-Play. Simulation to perform on bullying. _____
8. Self-Awareness Worksheet on strengths, favourite things and successes. _____
9. Self-Awareness worksheet on : I feel..., I wish..., I think..., I need... _____
10. Worksheet on Journal Prompts : month of MAY. _____
11. The film. _____

Figure 4. Evaluation model for the youth workshop.

Source: Work in the classroom. Course 2017/18.

Interest was found on the part of parents, students and some directors of centers to advance towards well-being from the educational institution, therefore, from this experience it is positively valued to prepare specific material to deal with emotional education (games, blogs, digital material, etc.). ...)

In the adult group, questions were asked about research in the field of emotions, therapy and self-help. They were interested in the Universe of Emotions and the work of GROU. At some point, they waited for a certain diagnosis, for example, after playing card games, expressing hobbies, tastes, things that each one does. They suggested as a conclusion

or a definition, but that was not the objective of the workshop since it was intended not to judge.

No tests were applied, although Seligman's Strengths Tests were discussed, which might have been appropriate in that situation.

DISCUSSION

SOME CONCLUSIONS AND PROPOSALS

From the study it can be deduced that the interest in Emotional Education inside and outside the classroom is still valid.

In educational centers it helps to unite groups and meet the personal and training needs of students. Even more necessary for students with learning difficulties (ADHD, etc.), and their environment.

It must continue to be insisted on to talk about emotions and to establish their language and practice.

We focused on Empathy since it seemed to us to be an axis of emotional education and very important when talking about learning since it is present in the teacher-student relationship. We deal with Assertiveness because we consider it essential in the development of the personality of adolescents, which must lead to a powerful social and rights model.

Mindfulness, as Torrents (2013) says in his postgraduate final project, is a complement to emotional education and this is how the various neuroscience studies show us.

The oral teachings, the story, the conversation that involves empathy, reading aloud, must have their role in the formation of people, they can help us grow emotionally.

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