

Emotions are a key element in the learning process. These worksheets are designed to explore the emotions that are most relevant to students during the Secondary stage, adapting the level of language use that students have in this cycle.

The teacher can successfully work the associated emotional competences in the classroom so that students understand and internalise an emotion, seeing themselves capable of analysing their own emotional behaviour and discussing it with the help of the teacher. Particularly those emotions and behaviours that influence the dynamic of the classroom.

The contents of each of the eight worksheets are summarised below, as well as details of how they work and the necessary requirements when it comes to working on them.

TEACHING NOTES

Green with envy

The objective of these activities is to raise awareness and makes students reflect on the emotion of envy in different scenarios. To do this the students put themselves in personal situations. They are then presented with a situation in which they will have to comment, act out in pairs and afterwards draw their own conclusions from a group discussion with five people.

- Individual and group work.

Misunderstood souls

The objective of these activities is for students to think about whether they feel understood or not. To do this they will individually answer a simple quiz that places them in everyday situations and from which they will draw their own conclusions. In addition, students will explore the theme of being misunderstood by analysing the film *Finding Forrester* (2000). The students should watch the film in the original version together in class or individually, to later complete the tasks and contrast opinions in class. The activities related with the film can be done in small groups in the classroom or individually at home.

- Individual and group work.
- Previous viewing at home or in class of the film *Finding Forrester* (2000).

With a little empathy

The objective of these activities is for students to understand and experience the emotion of empathy. To do this an imaginary situation has been created in which students have to put themselves in the place of someone not related to them and imagine how this person feels. The situation centres around a boy called Sebas, who has gone from living in a big city to a small village. In the rest of the activities, the topic is developed by looking at the decoration of two different bedrooms that reflect the personality of their owners or the personality that we perceive them to have by examining their spaces.

- Individual work.

How stressful!

The objective of this activity is to identify through a collage the stress that is present in elements within our reach: magazines, leaflets, newspapers, etc. The purpose of this is to analyse the characteristics and stimuli that normally produce this emotional state. Afterwards, the students will create an imaginary environment where the guests of a hotel feel stressed, the opposite of what we are accustomed to when we stay in a hotel or spa. A challenge!

- Group and pair work.
- Materials: magazines, newspapers, leaflets and travel photos.

It's curious ...

The objective of these activities is to work on the emotional aspect of curiosity from different points of view. Firstly, the positive and negative aspects of being curious are analysed as well as the most common characteristics of this behaviour. Students will also study well-known phrases and will look at the origin and meaning of the expression 'curiosity killed the cat.' Finally, students, in groups or individually, will write short humorous poems called Limericks, for which the students will have to activate their curiosity and imagination.

- Individual and group work.

Fighting insecurity

The objective of these activities is to help students individually combat the emotional insecurity that sometimes accompanies us. First, students look at the way in which our everyday behaviour is affected and then at all the positive outcomes we can achieve by working on our emotional security and discarding the fears that threaten us. Later, the issue of insecurity in its most practical form is looked at, analysing in groups or individually news items that report dangerous situations and therefore generate insecurity.

- Individual work and class discussion.

I'm embarrassed ...

The objective of these activities is to work on the emotion of shame, that feeling of discomfort, ridicule or humiliation that on occasions human beings feel. First, students will analyse a teenage story in which shame plays a crucial role. Later, in groups students will carry out a short survey of ten people from the school environment to find out which situations cause the most embarrassment. To get the most out of the results, the surveys should be done with people of different ages. Finally, the students will analyse famous works of art, comparing nude bodies and the current perception of nudity.

- Interview in the street or at school.
- Materials: photos or the internet.

I'm filled with remorse ...

The objective of these activities is to work on remorse, that feeling of guilt that a person has after doing something that is considered to be bad. To analyse this emotion students will look at a teenage situation in which a pious lie can generate a problem in the short-term. Later, students will work on the text of *The legend of Captain Zeti* to exemplify the meaning of remorse. Finally, in groups students will discuss the different situations that can cause feelings of remorse.

- Individual work and class discussion.
- Previous reading *The legend of Captain Zeti*.