

# Reading guide

Say what you feel





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## THE “SAY WHAT YOU FEEL” SERIES

This reading guide will help you to “say what you feel”. It offers age-appropriate content to enable children to identify and channel their feelings and emotions. With this objective in mind, we have designed various resources:

- The Emotionary
- The Gratitude Diary
- Worksheets
- The Reading Guide

The EMOTIONARY forms the basis of the series: it can be read on its own. Nonetheless, the other materials will help you make the most of the book’s content, and suggests ways for children to express their emotions and learn to focus them properly.

## OBJECTIVES OF THE SERIES

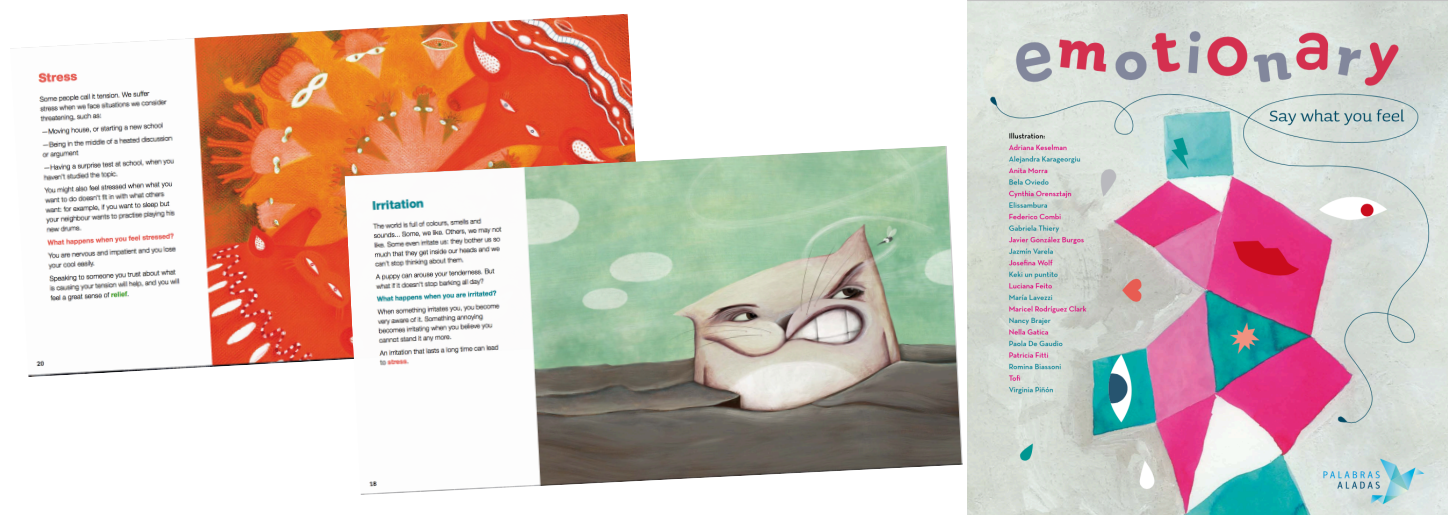
- To explain the content of the 42 emotions in the Emotionary in a simple, understandable way.
- To provide children with tools that will help them identify their emotions and feelings.
- To provide children with tools that will help them better express their emotions and feelings.
- To help children to recognise and understand their emotions.
- To improve children’s reading comprehension, as a way of increasing their self-knowledge.

- To help adults (parents, teachers and psychologists) support children's emotional growth.
- To extend the use of the EMOTIONARY with different age groups.

## ● EMOTIONARY

The EMOTIONARY defines the meanings of 42 emotions in a way that is warm, fun, and educational.

Each double-page spread in the EMOTIONARY focuses on one emotion, which is described in the text and using an illustration.



### EMOTIONARY.

The illustrations vary in style, and the perspective from which each emotion has been depicted may be conceptual or figurative. They are designed to make readers think, and to encourage readers to ask questions.

The text explains each emotion in simple language that children will understand, using everyday examples so that children can connect the emotion to their own experience. The second part of each entry offers a series of tools to help children recognise the emotion. Finally, the text for

each emotion ends by briefly mentioning the following emotion. This draws an emotional map covering all the emotions we may feel on an everyday basis.

The EMOTIONARY is, therefore, a tool that will allow even young children to identify and express their emotions. At Palabras Aladas, we believe that being able to identify and express emotions is essential for people to direct their emotions and feelings properly.

Being aware of our emotions makes us freer, because it allows us to make decisions that are good for us and for the way we want to live (for example, if you realise that your job makes you anxious and nervous, you could consider changing jobs). Self-knowledge makes us happy.

## 10 THE GRATITUDE DIARY

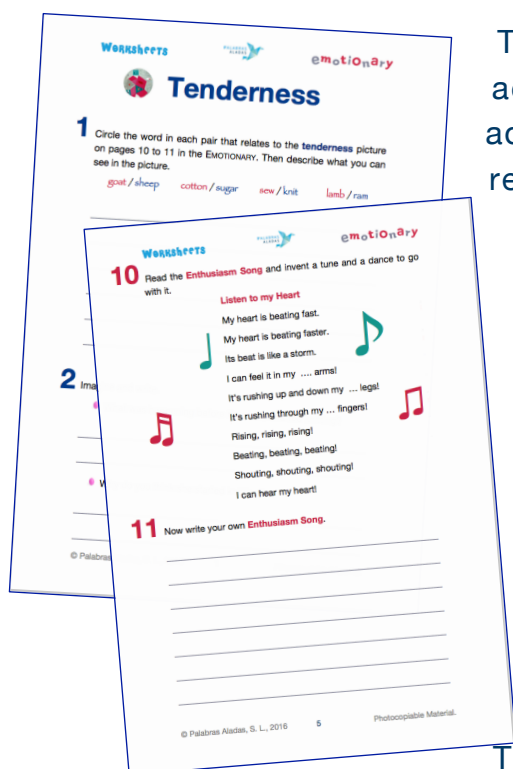
The GRATITUDE DIARY is a notebook designed to review what we have experienced during the day and help us to find things to be grateful for each day. According to positive psychology, gratitude is a door that leads to happiness. Well, in this diary space is provided where you can express how you have felt throughout the day. There is also a different space to write down three things you are grateful for.

In this journal, short phrases have been suggested to invite readers to recognise reasons for gratitude in their lives.

Here, children can practise identifying their emotions, and at the same time they can learn to be grateful by beginning to understand humility and empathy.

GRATITUDE DIARY

## WORKSHEETS



The activity sheets (there are five pages of activities for each emotion) are a great way to adapt the EMOTIONARY to the needs of different readers.

The packs offer various activities which increase in complexity to help readers understand the text and images in the EMOTIONARY.

The activities on the first page are aimed at increasing the child's knowledge and imagination. They involve writing stories, inventing outcomes for various situations, or asking the child to think about what is happening in the illustrations.

The following three pages aim to deepen the child's understanding of the text in various ways.

There are activities that help with vocabulary; that help a child to better understand the text; that help a child to critically reflect on the text; and that ask a child to think about the emotion in their life. These activities get progressively harder until the thinking and debate involved are based on the way that the Organisation for Economic Co-operation and Development (OECD) evaluates its PISA test.

Finally, the fifth page in each pack contains activities that aim to increase creativity and develop critical thinking skills.



## THE READING GUIDE

This guide is designed to be read by adults, such as parents and teachers. It gives suggestions on ways to use the book with different readers. It offers advice about when and how to read the EMOTIONARY, and on how to combine reading it with the other resources in the series. It also contains ways to help readers identify, express and manage their emotions. These activities could be carried out in the classroom, but parents are also encouraged to do them at home.

At Palabras Aladas, we are always working to develop our resources. If you would like more information, or have any questions, please check our website.

## WHY IS IT IMPORTANT TO SAY WHAT YOU FEEL?

The notion of “emotional intelligence” was first proposed in the 1940s, and it is now widely accepted that it’s necessary and beneficial to know, express and channel emotions properly. Goleman (1995) argues:

Scientific research has proved that self-awareness, self-confidence, empathy, and the appropriate management of emotions and disturbing impulses not only improves children’s behaviour but also has a positive impact on their academic results.

In fact, acquiring social and emotional skills, according to Goleman, increases children’s ability to learn, while also helping them to avoid various problems.

People who are unaware of their emotions (or who are not capable of controlling them, which can be a consequence of the former) may end up being the victim of their emotions. In what sense? They may let themselves be carried away by an emotion without knowing what kind of behaviour it could lead to. Uncontrolled anger can drive someone to commit a violent action (even a crime); ongoing sadness, if not identified in time, could turn into depression. Carried away by euphoria, we might undertake tasks which, days later, when consider the situation calmly, we may realise were pointless.

On other occasions, people who are unaware of their emotions – or who are unable to direct them properly – may be swept away by others’ emotions. They may feel lost or unsatisfied due to a lack of harmony between their desires and their own lives. A lack of emotional control can make us feel that we are the victims of our feelings and we are powerless to change this.

As the Portuguese neurologist António R. Damásio, winner of the Prince of Asturias Award for Scientific and Technical Research, claimed: “Emotions are not a luxury” (1994). He suggests that emotions, as well as the feelings derived from them, are necessary foundations for rationality.

As well as the above reasons, let’s think of why it would be counterproductive to be unaware of our emotions. This lack of knowledge might cause us to deny, ignore or even repress an experience. But ignoring or repressing an important event does not help. Does ignoring something mean that we will develop the ability to address the issue? No.

Fortunately, many scientists have studied this field, and today we have many resources to fall back on. In fact, as we will see later, educating children to be emotionally literate is on many school curricula.

Childhood is the best time in which to start emotional education. This will help to ensure that children grow into healthy adults.

Children’s candour allows them to express themselves without pretences: freely, spontaneously, without malice. That is why children feel less inhibited about expressing their emotions: they cry, tantrum, laugh their heads off, or ask for a hug because “they just feel like it”.

When we talk about educating children emotionally, we mean we want children to recognise different emotions within themselves and in others; to help them express what they are feeling so that others can understand them; and to give them tools to control their feelings. It is common for children to take an emotion literally. What we want is for children not to feel inhibited or troubled by what they feel, but for them to be able to identify, analyse and process it in a constructive and healthy way.

However, many issues could arise when working on emotions with children, related to their linguistic knowledge and vocabulary. If language allows us to explain and communicate what we think or feel, then not knowing certain words and their meaning will limit what we can express. It would also restrict our ability to fully understand what we think or feel.

Of course, not knowing the words for certain emotions does not mean that children do not feel or think certain things!

This guide aims to give children resources to identify what they feel, and to help them express their emotions in a way that others understand, thus enhancing their self-knowledge. Words can be magical. Saying “I feel helpless” can have an immediate soothing effect. Knowing what is happening to us, and being aware that our feelings are normal, dispels uncertainty, helps to calm us, and serves as a starting point to take positive action. How can we deny children the ability to do this?

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## References

- Daniel Goleman (1995). *Emotional Intelligence*. Bantam Books.
- António R. Damásio (1994). *Descartes' Error: Emotion, Reason, and the Human Brain*. Putnam Publishing.

## EMOTIONAL COMPETENCE: A HOT TOPIC?

In Spain, the Organic Law of Education (2006) had the goal of making quality education available to all children. It intended:

...to ensure that all citizens reach the maximum development possible of all their abilities: personal and social, intellectual, cultural and emotional. (LOE, 2006, p. 17159)

For this reason, in the curricula of some autonomous communities, emotional competence is listed as one of the core skills that every individual must acquire. Emotional competence can be defined as a person's ability to express or release their emotions. It is described as the ability to recognise, interpret and respond constructively to emotions in yourself and others.

This guide offers teachers and other adults plenty of opportunities to work with children's emotional competence in a school environment. Here, guidelines have been drafted to work with emotions, individually or in a group, that will contribute to channel students' emotions. We believe that this type of work can help to improve the classroom environment – it can help to prevent problems from cropping up or getting worse. Therefore we suggest that teachers start working on children's emotional competence in primary school.

Whether it is included in the curriculum or not, working on emotional competence will lead to healthier individuals who are more independent, more resilient, better able to cope with problems, and better equipped to analyse problems in their life. If we believe that the purpose of a school is to educate the whole child, not only to teach theoretical knowledge, then working with emotions is essential.

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### Reference

- Organic Law 2/2006, 3 May, on Education. BOE, 106, 4 May 2006, pp. 17158-17207.

## THE “SAY WHAT YOU FEEL” SERIES AT HOME

### BEFORE READING

The EMOTIONARY offers readers a trip through 42 emotions. In it, one passes from one emotion to another in a natural way, either by moving to opposites (happiness to sadness), because some emotions are related to others (sadness to compassion), or because some emotions seem to lead naturally to others, or are very close to them (jealousy and admiration; frustration and disappointment).

We have designed this book to be read in several different ways, according to the needs of the child. Moreover, you can use the Contents as a game board and, for example, jump from one square to another by selecting numbers randomly.

How you choose to read the book will depend on whether you are going to use the book for educational purposes, or whether you want to amuse your children while helping them to learn about their emotions.

The EMOTIONARY has been designed to be used by people of different ages. We believe that the most appropriate way to start is by reading the book to your six-year-old child – then be guided by them. Let your child read the book for themselves, giving them more autonomy. For this reason, we suggest guidelines that take into account: (1) the child’s reading level, (2) the child’s age, and (3) the primary purpose of reading the book.

## READING SUGGESTIONS FOR CHILDREN AGED 6 TO 8

At this age, children begin to have some control of their emotions. They can also handle increasingly difficult linguistic structures and concepts. They still have a very close relationship with family members, so we recommend guided reading (with an adult) at this stage.

### AN EMOTION A WEEK

#### What do you want to achieve?

- To identify all the emotions you feel.
- To think about times you have felt certain emotions.

#### How and when should you read the EMOTIONARY?

As the heading above indicates, it is about concentrating on one emotion per week. This reading scheme is adapted for six- and seven-year-olds. This way, since we spend a whole week on every double page, we can go deeper gradually: look at the drawings together, read the text, explain any words the child doesn't understand, link the text with the child's experience...

This guide focuses on taking the time necessary to consolidate the concepts discussed in the book. For this reason, we suggest the following:

1. On the first day, enjoy the image by itself and talk to the child about the characters shown in the illustration: what can they see? What do they think has happened? How does the illustration make them feel?
2. Then, on the second day, read the text. Connect the explanation with the drawing and also with times when the child may have felt that emotion.

3. On the third day, read the second part of the text, which provides children with ways to identify the emotion. We recommend that you write down times at which your child has experienced the emotion (see the section below on extra resources).
4. On the fourth day, summarise what you have read and introduce (using the last sentence of the text) the following emotion. This may be a good time to summarise what you have learned, and ask your child how they could use this knowledge in future. If you read that confusion can lead to fear, you could talk to your child about how one can cause another.

**What does this reading offer us?**

We believe that this shared reading can be very rewarding, since it can help children to identify emotions by thinking about past events. It can also contribute to deepening children's knowledge of their parents (if you explain situations in which you have experienced hatred, sorrow, anger, and so on).

This way, it will be the adult who explains any unfamiliar words to the child. The child just has to understand what they have been told; they do not need to read the text themselves (for that, see the section below, "Understanding Emotions").

**Which extra resources can you use?**

You might find it helpful to write down in a notebook times at which the child has experienced each of the emotions. This will allow the child to get better at identifying what he has experienced. You can also use the GRATITUDE DIARY in this way.



## THE GAME OF EMOTIONS

### What do you want to achieve?

- To feel that reading is a fun activity.
- To identify some emotions.
- To establish connections between different emotions.

### How and when should you read the EMOTIONARY?

As one of our goals is to have fun reading, you could open the book at the Contents page and let your child choose the drawing he likes best. Or you could open the book at random and cover the text. If you do this, you could ask your child to guess which picture shows which emotion. Questions that you can ask to guide the child's answers will be a great help.

Then check the text to see if your child's guess is correct. If it was wrong, they could think about why they were mistaken. Have they confused one emotion with a similar one?

### What does this reading offer us?

Reading the book in this way, we will become familiar with emotions – not from a theoretical or abstract perspective, but from actual experiences. For example, if we are working on the illustration showing helplessness, we can ask questions such as: how does the deer feel? Why? Is he sad? If not, how does he feel? Is he alone?

### Which extra resources can you use?

At first, no additional material is necessary: a blank sheet of paper is all you need to cover the text. However, you could also use dice if you are using the Contents as a board game. The adult can start at the beginning of the book and the child at the end.

## READING SUGGESTIONS FOR CHILDREN AGED 8 TO 10

At this age, children's ability to analyse is increasing, along with their need for autonomy. Because of this, one of the suggestions below is aimed to help children read more independently.

### UNDERSTANDING EMOTIONS

#### What do you want to achieve?

- For the child to read the text by himself, and understand it.
- For the child to use the most accurate words to refer to emotions.
- For the child to develop resources to deal with emotional conflicts.

#### How and when should you read the EMOTIONARY?

Children can concentrate for longer when they get older, so they will be able to read the text independently. However, to ensure they understand what they are reading, we recommend you use the activity sheets.

As a result of your child's increasing autonomy, we suggest using the EMOTIONARY, as required, to focus on one emotion. The activity sheets can help children to find answers to questions and may help them become calmer.

#### Which extra resources can you use?

You can download the free worksheets from the Palabras Aladas website. These worksheets are designed to help children understand the texts, and they are tailored to children aged 8–10.

## AND YOU – WHAT DO YOU FEEL?

### What do you want to achieve?

- To express our emotions better.
- To learn to respect others' emotions.
- To analyse why we feel certain emotions.

### How and when should you read the EMOTIONARY?

Here, we suggest reading the book with siblings or friends. For example, you could play the guessing game again, but from a new perspective. One of the readers should describe an emotion that she has experienced; the other reader must guess it. Finally, both should read the text about that emotion in the EMOTIONARY and discuss what they have read.

Another option is to choose an emotion at random and then compare it with your experiences, giving examples. We suggest two options below, which children can perform independently.

- A) Choose one emotion from the book, then suggest situations in which participants might have experienced it. For example, with the sadness text, children can write about situations in which they have felt sad; or with the frustration text, children could make a list of things that frustrate them. Finally, participants can compare notes to see similarities and differences.
- B) You can choose to discuss emotions in a different order from that shown in the EMOTIONARY. You can start with any emotion and could suggest different paths: how does a child go from one emotion to another? You can then compare the paths and reflect on the differences.

## READING SUGGESTIONS FOR CHILDREN AGED 10 TO 12

At this age, children begin to want more independence from their family. Their friends become more important to them. They are also able to schedule their own activities and decide what they'd like to do with their time.

### DAILY EMOTIONS

#### What do you want to achieve?

- To instil in your child the habit of analysing their emotions.
- To search for reasons to be grateful every day.

#### How and when should you read the EMOTIONARY?

Let's take advantage of the fact that children of this age can read alone with fluency. We can suggest they read an emotion before going to sleep or, better still, they can turn to the EMOTIONARY when they feel any strong emotion (especially those they haven't felt before). They will find it comforting to see that they are not alone; that other people have felt the same emotion.

#### What does this reading offer?

You might suggest creating a personal folder, or book, in which your child can define the emotions. If you like, you can associate each emotion with a keyword. This can be a very useful resource for resolving and calming unsettled emotions.

For example, if a child is suddenly seized by anger or frustration, and is about to lose control, she can try saying a keyword out loud: this way, she is warning others that something is happening related to anger (or frustration). It also allows the child to take a step back and be more aware of what is going on.

It is a good idea to work out keywords with an adult. Establishing an agreement like this between adults and children can be comforting for a child when they are feeling angry. It is easier for a child to say (for example) “firebird” than to say: “I feel really angry and right now I don't want to talk to anyone because I don't trust what I might say.”

It can be very helpful to keep a detailed record of what you want to convey with each keyword. For example: “I'm sad, and I want you to hug me, but I don't want to have to ask you for a hug.” Or: “I'm irritated by something you've done, but that doesn't mean I don't love you. Give me a few minutes to calm down, please.”

We also suggest that adults assign some keywords to use with children. Occasionally, we respond to our children with rudeness, which might hurt or upset our children. It is important that we are aware of this; keywords can be helpful in this respect.

### **Which extra resources can you use?**

To get into the habit of recording and analysing emotions, we recommend that the GRATITUDE DIARY is used with children of this age. In it, children can write three things they have experienced during the day that they are grateful for. Now that children are more aware of the wider world, and how other people live, you can help them understand that they shouldn't take their homes, possessions and the things they enjoy for granted.

A few blank sheets should be enough to create an archive of emotions.

You could use a two-column notebook to create a code of the main keywords you and your child associate with various emotional states.

## THESE ARE MY EMOTIONS

### What do you want to achieve?

- To develop empathy.
- To develop an inner dialogue to get to know yourself better.

### How and when should you read the EMOTIONARY?

As children grow, they need more time alone. Consequently, we believe that this age is an excellent opportunity to help them to claim their privacy. If they have an argument with a friend, if they feel misunderstood by a teacher, or when they are very happy, you can use the EMOTIONARY to help them understand that it is important that they are in touch with their emotions. Furthermore, working on some emotions – such as shame, shyness, anxiety, insecurity or acceptance – may be useful before they reach adolescence.

We should always listen to our children and what they have to say. You can reinforce this idea by asking your child to do two things:

1. Children can write letters to themselves, addressed to the self that feels sad; to the self that feels misunderstood, etc. Talking to yourself is an excellent way to begin to know yourself better and to learn how to control your emotions.
2. Children could write a short story based on the illustrations in the EMOTIONARY. These stories help with the development of empathy, as the child has to put herself in the protagonist's shoes to imagine how the other person would feel or react.

### Which extra resources can you use?

A blank notebook or a word-processing program are useful tools for children to write letters or stories.

## THE “SAY WHAT YOU FEEL” SERIES AT SCHOOL

Although not all schools include emotional competence in their curricula, we believe that teaching students to manage their emotions is highly beneficial both in and out of the classroom: it can help to prevent arguments and fights, and can help to promote calm.

We are aware that teaching is very demanding and that, on many occasions, teachers have little time to think about pastoral subjects that do not form part of the core curriculum.

Nonetheless, we think there may be a gap in which to introduce the “Say What You Feel” series at school, and we believe it will help both adults and children to tackle problems or strengthen other knowledge.

## EMOTIONARY AT SCHOOL

The EMOTIONARY does not have to be part of the classroom library. It can be referred to on various occasions:

- a) If someone alludes to an emotion while reading another text, or in the context of a subject. For example, younger primary-school children could use the EMOTIONARY to make sure they understand what ‘hostility’ or ‘serenity’ mean.
- b) If a situation arises related to a particular emotion. Imagine that a class is about to take part in a play or a sporting event. Talking about euphoria, and learning how to acknowledge and channel it so that it does not stop them dead in their tracks, can be a good class activity.
- c) If there is any conflict between pupils, or if a teacher notices that an emotion is interfering in children’s relationships (such as jealousy). Speaking openly about the existence of negative emotions can help

children to not perceive them as taboo and, therefore, learn to express them better.

This tool can be used at school, perhaps with a counsellor or guidance teacher, to help children to get to know themselves better. A very simple task could be reading about one emotion and asking questions about it: “Have you ever felt like this? When? Does it happen to you often? What would you do about it?” We think it’s important for children to get to know themselves better, and also for their teachers to learn how to handle their own emotions, so they can better advise children.

## **USING THE GRATITUDE DIARY AT SCHOOL**

The GRATITUDE DIARY can be a useful tool to aid group bonding. Also, finding reasons for being thankful at school can influence students’ perspective of their school and make it seem better. The GRATITUDE DIARY can be completed as a class or group. If there’s not enough time to do it every day, the teacher could choose, for example, Friday to do a review of the week.

## **ACTIVITY WORKSHEETS IN SCHOOL**

The activity worksheets are designed to improve children’s comprehension of the EMOTIONARY. They have several stages:

1. The first page contains activities that lead to the necessary vocabulary acquisition, by talking about the image and allowing children to discuss the text.
2. The next two pages aim to improve children’s understanding of the text and sub-text, exploring the meaning of the most difficult words, providing tools to increase vocabulary acquisition. These activities



help children to understand concepts such as actions and consequences, contradiction.

3. The fourth page emphasises a critical review of the text, using new situations.
4. Finally, the fifth page suggests extensive activities that can be done after children have read the text (such as writing a conversation between different characters, writing a letter...). These activities are related to language skills, but also to artistic and cultural competence. Sometimes the worksheets contain more analytical tasks.

## THE READING GUIDE AT SCHOOL

All the suggestions we have outlined here can be adapted to classroom situations.

## THE “SAY WHAT YOU FEEL” SERIES IN SECONDARY SCHOOL

Emotional education and literacy are essential to retain all the new information we have already acquired. For example, when we feel a negative emotion, our brain chemistry is altered, leaving us vulnerable to stress. This internal conflict can lead to fear, anger, anxiety and frustration (among other emotions) taking over.

As mentioned above, emotional competence is – unfortunately – not yet taken into account in the secondary education curricula developed by autonomous communities in Spain. However, plenty of studies have proven the importance of emotional education. At this crucial moment between childhood and adulthood, the ability to recognise, understand and manage emotions in a healthy way is essential.

The brain sees and responds to its perception of reality, and that’s why increased emotional literacy leads to greater effectiveness and efficiency in the learning process, especially in students who reject academic studies, a subject or a classmate. Misunderstood or incorrectly handled emotions can disrupt the learning environment. However, working on emotions (with a teacher’s help) will allow a student to pay more attention and retain more of what he is told. Therefore, students who get into the habit of identifying their emotions and channelling them will respond better during lessons, because they will know how to express their feelings in an assertive way, making it much easier to resolve any conflict.

Moving to secondary school presents new issues. Students have to get used to a new timetable, to moving around the school to different classrooms, and to having several teachers per day, instead of only one. Students may only see their form teacher for half an hour each day. These factors increase stress – and the chance of conflict among students or between teachers and students. Conflict disrupts teaching and learning.

In secondary school, the “Say what you feel” series can help to defuse critical moments and can help students to avoid such situations in the future.

## THE EMOTIONARY IN SECONDARY SCHOOL

Even though the EMOTIONARY is aimed at younger children, it can still be very helpful to teenagers. We must not forget that teenagers are going through huge changes, both physical and social, and puberty is a phase of development characterised by a search for personal identity, separate from their parents’ identity. This comes with an increase in both internal and social conflict for many teens.

Having a copy of the EMOTIONARY at hand would be useful under the following circumstances:

1. When students come in from the playground or another class feeling unsettled, we can work on identifying the emotion they are feeling. This should calm students and help to improve the classroom atmosphere.
2. If two pupils in a group are arguing, they should confront their emotions (they can use the EMOTIONARY to do this and to understand which emotions they are feeling). In this way, the students will be able to talk about what is worrying them. If they are feeling the same emotion, this could act as a starting point from which to try and resolve the situation.
3. With especially challenging groups, you could create a panel that reproduces the map of the emotions (shown in the Table of Contents), and stick it to the classroom wall. Pupils will be able to point to the emotion they are feeling. This is a fast, straightforward way of making them protagonists in their own learning journey.
4. Many secondary schools have a room where pupils are sent when they misbehave. Teachers staffing this room could use the

EMOTIONARY to initiate a conversation with the pupil to try to tackle the root of the problem – and stop it from happening again.

5. The EMOTIONARY could also be used in the guidance/pastoral care department. In addition to the own reading, the individualised attention Would a deepening in the emotions through the tabs available in words signified (most of them could be used as is or with simple adaptations depending on the age of the students).
6. Finally, the EMOTIONARY can also serve as the axis for transversal works between the different subjects.

## THE GRATITUDE DIARY IN SECONDARY SCHOOL

Many adolescents lack empathy and reject authority. They may find it difficult to feel grateful in circumstances in which adults would feel grateful. This disparity of views causes disagreements between teachers and pupils. However, if students have practised developing gratitude from an early age, this will help them to feel better about themselves, and to manage their emotions with greater ease.

Thus, working with the GRATITUDE DIARY can also be very useful in secondary school: it will help students to appreciate the positive things in their lives. By practising gratitude, they will (at some point) begin to modify their habits and be thankful in a more natural way.

Teachers can help students learn how to be grateful. To do this, you could introduce activities such as the following:

- A) Ask students to think about the previous week. What made them feel grateful? (If you like/if you have time, they could write down what they remember.)
- B) Ask students to sit on the floor in one big circle or several smaller circles. Give one of them the “ball of speech”, and tell them they can only speak if they are holding the ball. When they do, they can

say what has made them happy this week. Completing the Gratitude Diary is a written exercise, so this activity allows students to express themselves orally.

- C) Have a jar/mailbox of gratitude in your classroom. During the week, students can leave a note in the jar saying what they feel grateful for. Once a week you/they could read all the messages out loud, and write the most often repeated ones in the Gratitude Diary.

### **A FOLLOW-UP ACTIVITY FOR SECONDARY CLASSES**

The following activity can be used by any teachers, regardless of their subject or group. It will help students to:

- Identify the different human emotions.
- Match feelings with their graphical representations.
- Consider the characteristics of each of the most common emotions (fear, sadness, anger, joy and gratitude).
- Reflect on and comment on different emotions, taking into account their life experience.
- Respect other classmates' views.
- Discuss the importance of dealing with emotions in daily life.
- Understand the link between senses and emotions.
- Accept that it is necessary to feel uncomfortable emotions.

Using as a reference the map of the emotions at the start of the EMOTIONARY, before the class begins, students should:

1. Select the emotion they are feeling most strongly at the moment.

2. Be able to explain their choice (“What has made me feel this way?”) and say if they would like to add any other emotion (“Could I link this to another emotion?”).
3. Listen carefully to what other students and the teacher have to say.
4. Choose the pictures or emoticons (previously prepared, laminated and stored in the classroom) that are best suited to the emotion they are feeling. They can then think of films or songs that relate to how they are feeling.

Once emotions have been identified and discussed, the teacher can choose to:

- A. If there are no conflicts or issues happening, start the class as usual, or
- B. Write down in a notebook (especially for this purpose) the conflict that is interfering with the running of the class. In agreement with the students (they can even sign the notebook), leave the matter until a better time to deal with it. We do not ignore or bury our emotions, but we can put them to one side so that we can think about them later, when we are calm.

At Palabras Aladas we are constantly working to increase and improve our resources. You can stay updated by visiting our web page. If you have any suggestions, contact us at [toctoc@palabrasaladas.com](mailto:toctoc@palabrasaladas.com).

