

**CREATING EMOTIONAL AND
SPIRITUAL well-being AT
SCHOOL**

WHY IS GOOD EMOTIONAL AND SPIRITUAL HEALTH SO IMPORTANT AT SCHOOL?

01

- There is a close relationship between **cognitive** and **emotional development**. In school, the cognitive aspect has always been given more attention than the emotional one. But we now know that students with better socioemotional skills have **better academic performance**. Attention, memory or information processing speed are influenced by the development of emotional skills.

02

- Students with a higher development of emotional intelligence show

- ☐ less **aggressive** behavior
- ☐ less **anxiety** and social **stress**
- ☐ less **depressive** symptoms.

03

- Students with greater development of emotional intelligence show more social skills, a higher rate of **empathy** and less interpersonal conflicts. Such skills are increasingly important for **employability**.



SOME **KEY FACTORS** TO CONSIDER REGARDING EMOTIONS AND WELL-BEING



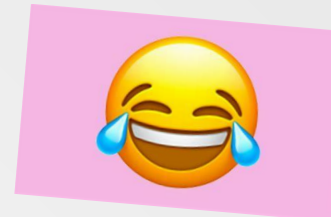
- Emotions are **automatic** reactions that have been essential for **survival** as a species, that is why emotions are so difficult to manage and regulate.
- We classify emotions as **right or wrong**, but "emotions are neither good nor bad, **emotions ARE**". What can be judged as right or wrong is the behavior associated with the emotion.
- The better we **know our emotions**, the greater our personal and social well-being.
- With our **mindset** (thoughts) we can reinforce our emotions and that can facilitate or complicate our day to day life. That is, constantly having negative thoughts for a prolonged period of time will make us feel worse and stressed.
- Being able to **express** our emotions in a positive way helps us to have a **better** relationship with yourself and others.



SOME **KEY FACTORS** TO CONSIDER REGARDING EMOTIONS AND WELL-BEING



- There are several **ways to regulate** our emotions through our behaviors and thoughts, in order to prolong our pleasant moods and change our unpleasant ones.
- At school our emotions are just as important as those of the people around us. Therefore, **empathy is fundamental**.
- It is a **mistake** to assume that we all experience the **same emotions and feelings** in a given circumstance. Everyone perceives and feels the world in their own way.
- Accepting that all people make mistakes or have negative attitudes is a first step to having a more understanding vision of oneself and others. This vision promotes people who are more responsible and **aware of their behaviors**, who will seek to **avoid what is harmful**. On the contrary, ideal visions become impossible goals and often end up being an empty discourse for us, the students.



WHAT DO YOU FEEL? (2 MINUTES TASK)

We are going to reflect on the different emotions or moods **last week**. It is not important if they are positive or negative, because our emotional state changes.

Complete this self-reflection questionnaire. It is **only for yourself**.

Each of the questions is rated from 1 to 5:

Not at all or very slightly	1	Quite a lot	4
A little	2	Very much	5
Moderately	3		



"EMOTIONARY" FOR THIS TASK..

(DICTIONARY OF EMOTIONS)

	LT	ROM	TUR	IT	POR	ESP
1. Interested	Susidomėjimas	Interesat	İlgilenen	Interessato	Interessado	Interesado
2. Active	Aktyvus	Activ	Aktif	Attivo	Activo	Activo
3. Attentive	Dėmesingas	Atent	Dikkatli	Attento	Atencioso	Atento
4. Excited	Susijaudinęs	Excitat	Heyecanlı	Eccitato	Excited	Ilusionado
5. Concentrate	Koncentratas	Concentrat	Konsantre	Concentrato	Concentração	Concentrado
6. Vigorous	Energingas	Vigorous	Güçlü	Vigorouso	Vigorouso	Vigorouso
7. Inspired	Įkvėptas	Inspirat	İlham verici	Ispirato	Inspirado	Inspirado
8. Satisfied with you	Patenkinti jumis	Mulțumit de tine	Senden memnunum	Soddisfatti di voi	Satisfeito consigo	Satisfecho de ti
9. Decided	Nuspręsta	Hotărât	Karar verildi	Deciso	Decidido	Decidido
10. Enthusiastic	Entuziastingas	Entuziast	Hevesli	Entusiasta	Entusiasmo	Entusiasmo
11. Aggressive	Agresyvus	Agresivitate	Agresif	Aggressivo	Agressivo	Agresivo
12. Guilty	Kaltas	Vinovat	Suçlu	Colpevole	Culpado	Culpable
13. Anxious	Sielvartaujantis	Angoasă	Kederli	Angosciato	Angustiado	Angustiado
14. Scared	Išsigandęs	Speriat	Korkuyorum	Spaventato	Assustado	Asustado
15. Nervous	Nervų	Nervos	Gergin	Nervoso	Nervoso	Nervioso
16. Irritable	Dirgli	Iritabilitate	Sinirli	Irritabile	Irritável	Irritable
17. Ashamed	Susigėdęs	Jenat	Utanç verici	Imbarazzo	Envergonhado	Avergonzado
18. Upset	Nusivylęs	Supărat	Üzgün	Sconvolti	Perturbado	Molesto
19. Worried	Susirūpinimą keliantis	Îngrijorat	Endişeli	Preoccupato	Preocupado	Preocupado
20. Insecure	Nesaugus	Insecuritate	Güvensiz	Insicuro	Inseguro	Inseguro



SELF-REFLECTION ON OUR EMOTIONS



This test has helped you to reflect on your emotions during last week. Your emotions will probably be different any other time. Don't worry about the results, which would make sense if they were repeated over time.

In this test (PANAS TEST) your positive and negative emotional state is assessed. Add your numerical answers to the first ten questions (positive emotions), and then add up your last ten questions (negative emotions).

A score on the Positive Emotions scale above 36 points would indicate a person who is experiencing a high positive emotional state: good mood, enthusiasm, satisfaction, etc. Low Positive Emotions would indicate lethargy and fatigue.

While a score on the Negative Emotions scale equal to or lower than 14 points in boys and 15 points in girls would indicate a low negative emotional state: disgust, guilt, anger, nervousness, etc. Low negative emotions would be a state of calm and serenity.



AND WHAT ABOUT SPIRITUAL HEALTH?

SOME CONSIDERATIONS

Spiritual well being is related to our sense of **meaning and purpose**, formed through a range of influences including culture, community and religion and includes our **beliefs, values and ethics**.

Meaning and purpose

Focusing on education, students must feel that everything they do is **worthwhile** and has significance beyond the immediate task, and that it serves to integrate them into their life in the community. Students must feel they can have some ability to **choose or influence** their involvement promote feeling valued.

Encouraging student voice

- ❑ Increase opportunities for students to share **their thoughts** and **opinions**.
- ❑ Giving students choice in aspects of their learning, e.g. the ability to **choose** different modes of work or studies.
- ❑ **Real-life** based learning.
- ❑ Formal student leadership structures, such as **class assembly** or the **School Council**.



Values

- **Involve** students in developing **rules**, **classroom** expectations, and **conflict resolution**.
- Provide opportunities for students to actively **practise** and to **live out**, the values being promoted by the school.
- Include the teaching of values in the classroom. Develop **programmes** that promote values such as tolerance, democracy, peace, health, environmental conservation.
- Carry out activities that give **visibility** to all these values

Celebrating and supporting diversity

- Provide opportunities for students to connect with their cultural, religious and spiritual backgrounds. Effectively **integrate diversity**.

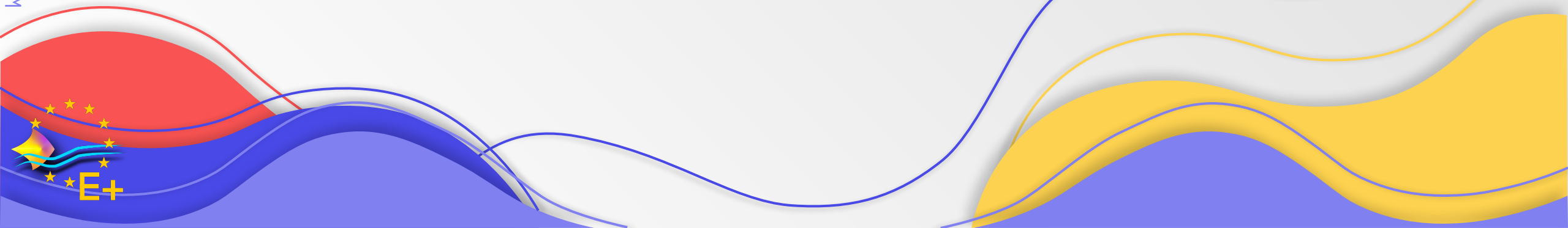
Community connections

- Providing opportunities for activities within the community. Encourage **participation** in charitable activities.



**SO, DO YOU THINK THAT emotional education
IS IMPORTANT IN YOUR SCHOOL?**

**GO TO www.menti.com AND use
THE CODE 72 20 88 1**



conclusions



Integrate or reinforce the **learning** of social and emotional skills, improve Self awareness and self-regulation into the educational process.



Encourage **conflict** resolution through social skills, negotiation and communication. Prevent all forms of bullying or cyberbullying.



Create **safe learning environments** in school. Values and rules of behaviour should be explicit, fair, consistently applied and jointly constructed. Promote responsibility of all members of the school community and encourage positive language and inclusion.





GAME 5/5'/2+

- 1- Write **AT LEAST 5 characteristics** of your personality on the sticker.
- 2- **5' minutes** getting to know each other. Look for peers who have common personality characteristics, either positive or “negative”.
- 3- If you find someone who shares **2 personality characteristics** with you, you are very lucky. So you will have to **hold hands together** and find more peers with the same personality characteristics.
- 4- The search will stop when you are able to form a group with people that share your personality characteristics. There are your **SOUL MATES**.

