



Solution By Inclusion

An Educator's Manual to LINK Rituals

2. FEELINGS

Developed by RVTS Sør in co-creation with students, parents and educators from GEM16+ (Malta), IAL FVG (Italy), Tradium (Denmark) and project partners under the Erasmus+ co-funded Solution By Inclusion Project, 2020-2023

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Foreword

This Educator's Manual contain guidance, skills and competencies for educators based on co-produced project results generated from the Erasmus+ project, Solution By Inclusion (WP. 5); with project partner RVTS Sør as responsible for Work Package 5. in the project.

LINK - Life mastery in Norwegian classrooms - An Introduction for Teachers

“MASTERING OF FEELINGS IS ESSENTIAL TO LIVE GOOD LIVES”

“Everybody needs to know, understand and accept his/her feelings to feel well with himself/herself and other people. Feelings warn about needs that must be met, and give motivation and experience of a meaning of life. In many ways feelings are the engine that keeps us going. There is a growing understanding to claim that a lack of regulation and integration of feelings are the source of many psychological sufferings. Mastering of feelings is central in living good lives. In psychology one operates with certain basic feelings. All the rest are nuances of basic feelings”. (Health promoting work, growing up, Gyldendal 2016)

The most important in a child's life is the feeling of safety and good relations with important adults. One of the main jobs of a raising children is to help children regulate feelings. It is about finding a balance between regulating anger, and asserting yourself. It is about understanding and accepting yourself and thereby also be able to understand and accept others.

In the following you will find an overview of basic feelings (the middle one) and three different degrees of each feeling:

- Astonishment - surprise-shock
- Attention - interest - eagerness
- Well-being - enjoyment - happiness
- Tenderness - love - devotion
- Self confidence - pride - triumph
- Anxiety - fear - angst
- Melancholy - sadness - despair
- Irritation - anger - rage
- Unwillingness - aversion - disgust
- Superiority - contempt - hostility
- Shyness - shame - humiliation
- Bad conscience - feeling of guilt - self-hatred
- Privation - envy - jealousy

(Specialist of psychology, Andreas Aamodt, RVTS 2011)

Feelings tell us when something is good, and when something is unfortunate or dangerous. In this way feelings tell us what is smart in order to look after yourself. They protect us against danger and contribute to survival. When we are scared, we are told to be alert and look after ourselves. If we do not get scared when a car approaches at top speed, we risk being run over and killed. Fear protect our lives, and without fear life becomes very dangerous. This goes with all feelings, they exist and have a function. Without disgust we risk eating something poisonous, without joy we risk being mentally sick, without curiosity we cannot learn, without shame we risk behaving in a way that excludes us from the people around us.

Feelings are the engine of the body. They motivate to action, decisions and choices. Research shows that people without contact with their feelings, are not capable of making decisions. They are simply paralyzed, unable to act (Damassio. The feeling of what happens, 1999). The most important decisions in our lives are motivated by our feelings, such as finding a spouse, choosing education, profession, residence, friends and hobbies. Even though we like to believe that we are rational beings who act according to cognitive observations, the truth is that our actions are motivated by our feelings and corrected by our common sense.

How we understand, regulate and integrate our feelings will influence how we react and act. It will influence who we will be. We develop perceptions and patterns which influence our understanding and how we deal with incidents in our lives. Many of these patterns are established in early childhood, but our brain is plastic and patterns created in childhood can change through a lifetime.

Take a look at the link for description of the theme by special psychologist and PhD Gry Stålsett: <http://www.modum-bad.no/foelelsenes-abc/>

IMPLEMENTATION IN CLASS

Aim for the session

Aim for the link

Contribute to strengthening self-image

Contribute to feeling of belonging

Contribute to mastering

COMPETENCE GOAL FOR THE SESSION

Knowledge: Understand that feelings have an important function and can give important

information in daily life.

Skill: Ability to recognize and talk about different feelings

Values: Recognize that feelings are individual

OPENING RITUAL

Start every session in the same way. You may well play music, light a candle, decorate with flowers, shake hands with everybody, or do other pleasant things. The point is to signal that this is a link-class, and that link-classes differ from other classes.

TODAY'S PRIME SAYING

Everybody tells about a nice thing they have experienced since last session. Remember we are looking for small, simple everyday joys, not boundless happenings.

THEME

Presentation of theme

The teacher presents the theme of the day, briefly. Say a few sentences about the content of the session. One can pick out something from the introduction for the teacher. The opening is just supposed to get the pupils on track about the theme, and should therefore not take more than a few minutes.

WE TALK ABOUT THE THEME

Alternative 1

Feel free to use prepared Power Point (PP) as a starting point for discussion about the theme. Below the PP-pictures there are open support questions you can use in your conversation with the pupils. You can also make your own questions, but it is of importance that the questions are open. They should inspire reflection and common wonder and exploration. We are not looking for fixed answers, but hope that children/adolescents can put words to their own thoughts, feelings and ideas.

It is not a point to get through all the pictures. If the pupils have a lot to discuss in the first pictures, it is more important to spend time on these instead of disrupting and rushing along to get through everything.

Show PP with various expressions of feelings. Let the pupils suggest what they call the various feelings. Do not correct, let the pupils use their own words to describe what they see. Try to talk about the feelings. Have you felt that way, when and where did you feel that way, what did your face look like, what about your body, did the others notice your situation, what did they say, was it a good feeling, what can you do to maintain good feelings, if it is a bad feeling, what do you do then?

Alternative 2

The page with pictures of various feelings are used as a starting point to speak about various feelings we know. Try to talk about the feelings. Have you felt that way, when and where did you feel that way, what did your face look like, what about your body, did the others notice your situation, what did they say, was it a good feeling, what can you do to maintain good feelings, if it is a bad feeling, what do you do then?

WE WORK WITH THEMES. CHOOSE, REJECT AND ADJUST

Here are various tasks you as a teacher can choose among. The idea is not to do everything that has been suggested. Pick the tasks you believe suit your class and you as a group leader the most. Still we recommend tasks which make it possible to work with the theme in various ways, both through activity and interaction, play and laughter, and not only through talking.

TASKS

SEIGMANNEN ("Sweet jelly figure")

Purpose: Get to know your own feelings, put words to them and describe them.

Equipment: Template of a “seigmann”

The pupils are handed out a sheet with the outline of a “seigmann”. The pupils put names to feelings. They point at their own sheet where they sometimes recognize the feeling mentioned. Those who want can tell the others where the feeling is. Additional tasks:

- What color does the feeling have?
- What shape does the feeling have?
- How big is the feeling?

The pupils can choose one or more feelings which they draw on the “seigmann”. If they like they can explain the symbol code next to the drawing. F.exa.: anger is red, square and sometimes it fills my entire head. The pleasure sits in your stomach, is orange and round and big as a sun.

THE ASSHOLE

Purpose: release negative feelings

Equipment: small pieces of paper and a bigger bag which is not transparent.

Everyone gets a feeling of something they do not like or are displeased with. Write a “shit-thing” on every piece of paper. Fold and put them in a big bag marked “asshole” by the teacher. When everybody has put down what they want, we tie together the bag and shred it. No one is supposed to open and look. Now the pupils can even write down bad secrets.

RELAY OF FEELINGS

Purpose: To know the names of feelings, combined with play and humor.

Equipment: a board or two flip- over sheets

The participants are divided into two teams. One from each team comes forward and writes the name of a feeling on the group's sheet. Then he should run back and touch the shoulder of the next person, who then runs forward and writes down a new feeling. The team which manages the most feelings within a time limit, has won.

ALPHABET OF FEELINGS

Purpose: Get to know many kinds of feelings

Equipment: A sheet with the alphabet. After each letter there should be a line where the pupils can write down feelings.

A big sheet with the alphabet is handed out to the class. After each letter there should be a line where the pupil can write down a feeling which starts with that letter. A: Aggressive. E: Enthusiastic etc. Some letters will offer challenges! It can also be done as a competition between several teams.

DRAW FEELINGS

Present a sheet with empty circles and put down names of feelings below every circle. Draw expressions of anger, shame, joy, and so on. Enclosure.

TELL ABOUT

In groups which like to talk, it can be useful to share stories from your own life with the others.

- Once I was angry
- Once I was happy
- Once I felt guilt/shame

HOW YOU FEEL

Purpose: To express your own feelings and to interpret expressions of feeling of others.

Equipment: Nothing

Let the body tell how you are feeling. One participant mimes a feeling, the rest of the group guesses what is mimed. In this way you practice the ability to read other people's body language, and become conscious of your own.

WHAT DO YOU FEEL

Purpose: To express your own feelings and interpret expressions of feeling of others.

Equipment: Nothing.

The group agrees on a feeling that should be conveyed. It must not be communicated to the one who is supposed to guess. When that person comes in, he says what he wants the group to do. F.exa.: The group has agreed to be sad. The "guesser" says they should play football. Then the group should play football being sad. The "guesser" will then try to find what the group is feeling. In this way you practice the ability to read the body language of others, and be conscious of your own.

PHILOSOPHICAL QUESTIONS

For those who really like to philosophize.

- What do we need feelings for?
- Do we need the bad feelings?
- Which feeling is the best?
- Which feeling is the most important?
- What is the implication of being callous?
- What is best, to show feelings or to hide them? Why?
- Can feelings be contagious?

JUST FOR FUN

It is a point that everybody should laugh during a link-session, also when we discuss difficult subjects, yes, may be especially then. Feel free to find activities in the activity booklet.

MY BOOK

We recommend all pupils to have their personal book to be used only in link-classes. This book ought to look somewhat different from the ordinary work books. The idea is that the pupils should have one memory from each session. They can draw and/or write, glue in pictures or texts, they can also write greetings to one another. One might for example ask everybody to pass the book three places to

the left, and ask the pupils to write a nice greeting to the person the book belongs to. Only imagination is the limit, but remember that the work with the book should be filled with joy and not be marked by control. No one should have the feeling of coming short.

We recommend the teacher to collect the books after class and keep them at school. This to avoid pupils to forget them at home or losing them. In this way you make sure that all the pupils can keep the book as a nice memory when they end school. If one uses link over many years, the book can be a treasure full of good memories.

Write greetings to friends which make them happy.

Complete the sentences:

- · I get angry when...
- · I am happy when....
- · I get embarrassed when....
- · I become envious/jealous when...
- · Etc.

Make a drawing about a situation when you were really frightened.

Good pieces of advice how to handle bad feelings. Share freely with others. Complete the sentences:

- · When I get scared I can....
- · When I am angry I can....
- · When I am envious I can....
- · When I am annoyed I can....
- · Etc.

Make a “seigmann” and fill it with feelings according to your own wishes. Make your own smiley, or find some nice ones on the net. Print and glue.

SUMMARY

To sum up we recommend the curl-and-throw task, or chose three things.

CURL-AND-THROW

The curl-and-throw tasks you find in the plan for the session. The pupils are to answer the questions anonymously and curl the sheets together. Then ask who wants to be today's target. This person places himself with his back to the group. The others throw their paper ball against the target. The target has the privilege to read some of the answers, may be three sheets would be just right? If it is popular to be the target, it is important to do it in turns. Some think it's fun to have their answer read and would like to express it, others prefer not to make themselves known. Both ways are just fine. You may comment positively to what is read aloud.

THREE THINGS

Everybody makes a note of three things they remember from today's session, and three things they have learned. The teacher asks some pupils to read what they have written. The pupils can chose themselves what they want to share.

NEXT TIME

Explain the theme for the next session. Tell the pupils that if they find something problematic about the theme, they can tell the teacher and you find solutions together.

END RITUAL

End all sessions the same way. The ritual should be pleasant and contribute to feeling of being appreciated. A final ritual could be to let the pupils make a circle and pass the class band while playing music.

The class band is made by all the pupils cutting a piece of cloth of about 50 cm. Each pupil may chose his piece of cloth. They can possibly also have some time to decorate it. All the bands are tied together in a circle. We suggest that all the bands are piled up, and one pupil after the other, blindfolded, chose which piece of cloth should be the next. In this way the order and composition will be at random. The advantage of tying the bands instead of sewing, is that you may give room for new pieces of cloth in case of new members in the group.

The class band symbolizes the inclusion of everybody, that everybody has a place in the group. We are tied to each other. We therefore depend on one another, and we chose to look after one another. Everybody should take their place, and everybody should give place. The band circulates and binds us together.

The teacher may also stand in the doorway and hand out get on cards or “seigmenn” to the pupils leaving the session. Go ahead cards belongs to extra material. They can be printed out or possibly laminated.

THE CURL- AND- THROW TASK

FEELINGS

Answer one or several questions

1. What do you feel after this session?

2. Who and what makes you happy?

3. Tell about an incident when you were scared?

4. Tell about a situation when you were embarrassed or felt guilt?

