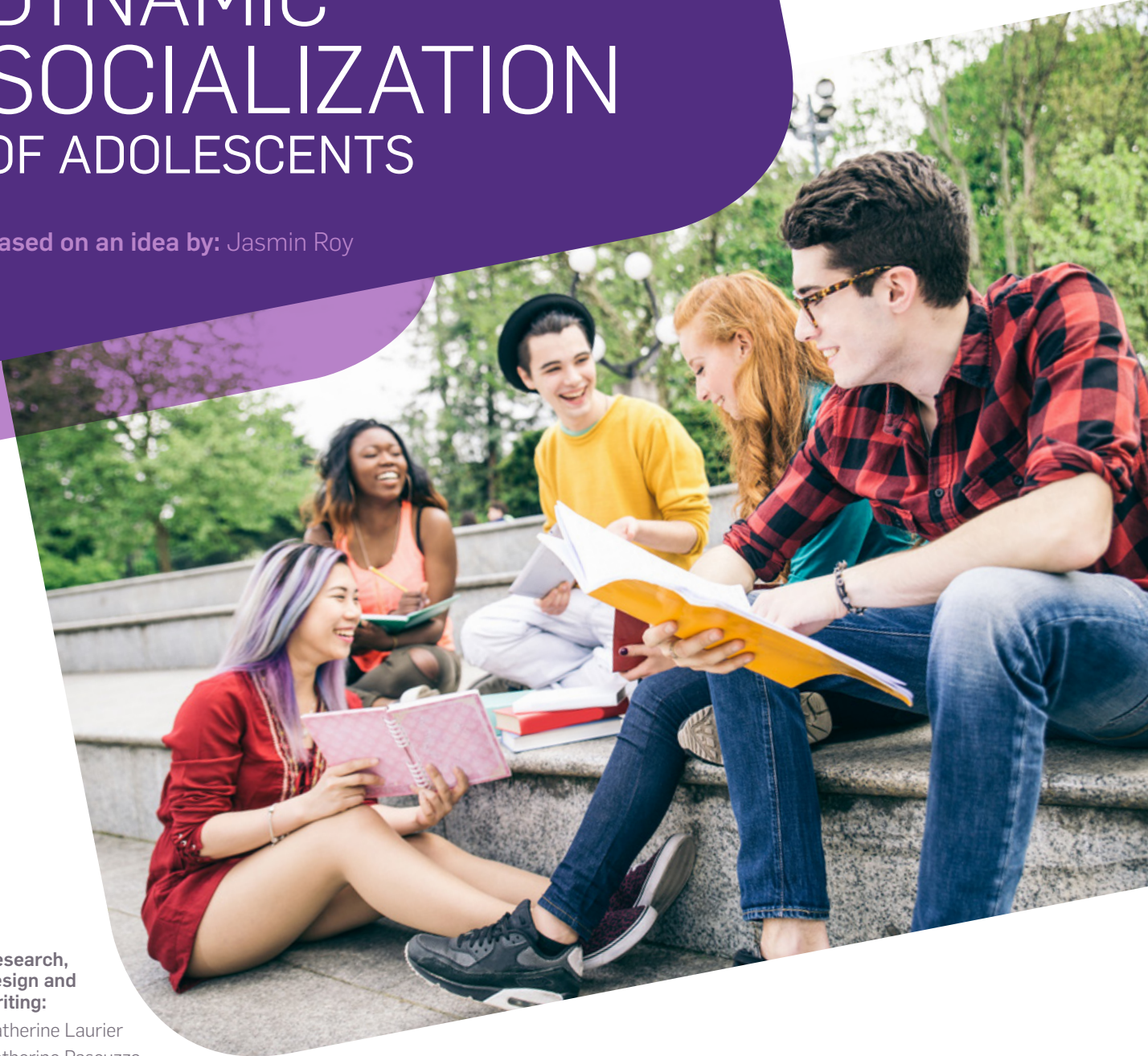


A GUIDE TO PROMOTE THE DYNAMIC SOCIALIZATION OF ADOLESCENTS

Based on an idea by: Jasmin Roy



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design and
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PRESENTATION OF EMOTIONAL AWARENESS AND REGULATION TOOLS AND STRATEGIES

CONTENT:

SHEET A – What is an emotion? + Some tips

SHEET B – Primary and secondary emotions + emotional range and transition (teacher's sheet and student's sheet)

SHEET C – Recognizing Emotions

SHEET D – Emotion Regulation

SHEET E – Emotions are Vital for Interpersonal Relationships

GOAL:

To help students review the range of emotions, identify, recognize, assess and appropriately express them, and reflect on various situations in which they occur. In teams, they will consider strategies to regulate their emotions.

GUIDELINES:

These tools may be used in various subjects. We have specifically focused on **French, Ethics and Religious Culture, Physical Education** (health component) and the **Arts** (Drama, Dance, Visual Arts and Music). However, they may be used with students in other contexts in order to develop socialization and emotional awareness.

Tailor the resources to the subject in which the activity takes place and make a connection with the **Quebec Education Program, Progression of Learning and Frameworks for the Evaluation of Learning** depending on the levels.

NOTES:

It is easier to demonstrate emotions in drama, depict them in dance or illustrate them in plastic and visual arts. Similarly, in music, students could be asked to represent, using a musical instrument, the sound or musicality of each of the emotions, or compose a song and music about emotions.

In the context of sports in Physical Education, emotion regulation is important during teamwork and competition.

In Mathematics, we can discuss the number or mathematical formula that best represents anger, sadness, etc. We can even associate each emotion with numbers and rank their intensity on a scale of 1 to 10, or from 1 to 100, or use increasingly complex formulas to describe each emotion.

In French, we can use activities to assess oral skills, but also to encourage students to write texts based on these topics.