



EIFNEG

10 KEY AREAS

COMMON DOCUMENT



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1.INTRODUCTION

The EIFNEG - Emotional Intelligence For the New European Generation, implemented under the Erasmus+ program, aims to create a subject for adolescents aged 14-18 years to strengthen their ability to handle emotions and empathy, to cooperate with their social environment, to enhance their natural creativity and to teach them to adapt to new social, economic and work situations.

This project aims to train students in a range of skills such as creativity, communication, stress, resilience, and conflict resolution, among others. The process will also include training trainers in their strengths and ability to be innovative in teaching these new skills.

As a starting point of our project, we carried out a State of the Art to collect all the information related to the emotional situation in secondary education in the consortium countries, which are Spain, Romania, and the Czech Republic. In the second phase of the project, we carried out a series of Focus Groups in each of the consortium countries. This activity was carried out with professionals and experts in the sector to obtain qualitative information through their experiences and opinions on the emotional situation in secondary education.

After analyzing the information from each country, important conclusions were drawn from these phases, such as the lack of emotional education in school curricula, the lack of mental health programmes, and the need for emotional intelligence training for teachers.

At this point in the project, the consortium has been working on the next steps and the 10 key areas of emotional intelligence were selected. Once selected, each key area has been developed as a core competency of the future in a very innovative way. The main objective is to provide the target groups of students and teachers with knowledge about emotional intelligence. Each area is presented below and includes its competencies and objectives, which will be the project's backbone.

The next step will be to develop the teaching units. The set of 10 didactic units will serve as a conceptual guide for teachers to implement the topic in the classroom, creating an Emotional Education training system for the target group based on real experiences in the context of school, family, and peer groups.

2. KEY AREAS

COMMUNICATION AREA

 **Colegio
Seneca S.C.A.**

COMMUNICATION

1. DEFINITION

Communication is an essential element, as we spend most of our lives in relationships. It is important to learn to understand, communicate and work well in social situations. Certain communication skills help us to improve interpersonal relationships.

According to H. Mendo and Garay (2005), we can think of communication as "A process of social interaction of verbal or non-verbal character, with the intentionality of transmission and that can influence, with and without intention, the behaviour of the people who are in the coverage of such emission". It is an act of making and allowing individuals to communicate with others.

Effective communication between two people happens when the recipient clearly interprets the message in the meaning intended by the sender, in this sense assertive communication is a key element that involves communicating and expressing thoughts, feelings and opinions in a way that clearly understands the views and needs of others, without underestimating their thoughts, feelings or opinions, since, in assertive communication, both individuals are considered equally important.

To achieve assertive communication it is necessary to develop emotional intelligence, one depends on the other, as assertiveness is a behaviour derived from a deep respect for oneself and for others, it is a harmonious and constructive exchange based on qualities such as honesty, fairness and reciprocity.

The following are the **5 specific sub-areas** that can be used to facilitate an effective communication process, according to J.A. Aguado (2004) based on the typology of different authors such as J. Miller and D. McQuail, these are the most important ones:

1. Intrapersonal communication: This is about communicating with oneself. It includes ideas, thoughts and everything that goes through the mind.

2. Interpersonal communication: This is communication with another person. Thoughts, feelings and messages are expressed between two people who become the sender who sends the message and the receiver, who is the recipient of the message.

3. Communication between groups: In this case, communication can be expected between three or more people. It is the process by which messages, knowledge, and thoughts are exchanged with a larger number of participants in the communication process.

4. Organisational communication: communication within a company or institution. Here two options can be specified: internal communication, among the employees themselves, such as meetings, sending emails, or external when there is external communication, such as sending periodic announcements.

5. Intercultural communication: between different cultures or social groups. In this case, it is important to know different customs, languages and ways of life in order to establish very effective communication processes.

2. OBJECTIVES

- To define and learn the concept of communication.
- To understand and differentiate the 5 specific sub-areas.
- To provide the conceptual strategies necessary for them to understand and transmit their message effectively using assertive communication.
- To provide sufficient resources for identifying emotions, and developing skills such as confidence, self-acceptance, respect and empathy.

3. COMPETENCIES

- Generic competencies:
 - Mastering effective communication.
 - Fostering interpersonal and intrapersonal skills.
 - Development of emotional intelligence.
- Specific competencies:
 - Developing effective communication in different situations or places.
 - Mastering verbal and non-verbal communication resources.
 - Use non-verbal communication appropriate to the feelings to be expressed in different circumstances and in front of different people.
 - To know the importance of the Emotional Intelligence construct for assertive communication.
 - Generate critical thinking, being able to put aside any assumptions or judgements and limit themselves to analysing the information they receive.

4. CONTENTS, EVALUATION CRITERIA, AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
1. Definition of communication	Understand communication theory and principles.	Identify the concept of communication and be able to present and discuss their thoughts about it.
2. Sub-areas of communication	Describe and differentiate the 5 specific sub-areas.	Identification and development of the sub-areas below: <ol style="list-style-type: none"> 1. Intrapersonal communication 2. Interpersonal communication 3. Communication between groups. 4. Organisational communication 5. Intercultural communication
3. Types of communication	Acquire and differentiate the different types of communication.	Demonstrate the competence to develop these skills: <ol style="list-style-type: none"> 1. Active listening. 2. Non-verbal communication. 3. Effective communication. 4. Negotiation. 5. Open-mindedness and acceptance. 6. Respect.
4. Effective strategies	Understand and transmit their message using assertive communication.	Recognize and use a variety of tools and techniques to improve communication skills.
5. Resources for the identification of emotions	Learn about a variety of tools to develop socio-emotional skills.	Identify and use tools to achieve results or make the message effective in achieving an objective.

5. CONCLUSIONS

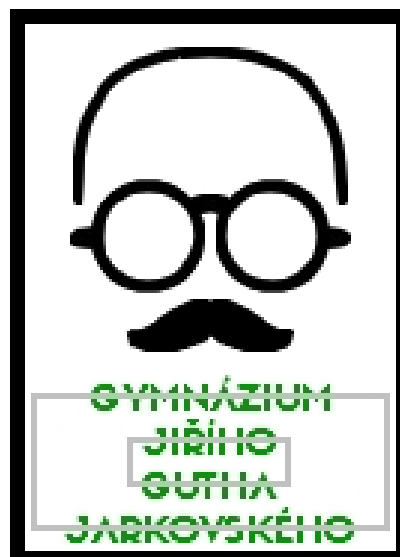
- Encouraging learners' communication skills is essential to create an environment of trust and support, as they need to feel able to express themselves and change their opinions. If they are challenged with opposing views, this is done in a way that validates them as individuals, while challenging their views. The development of these skills will depend on how the debate is structured and the classroom environment in which it takes place.
- Good social skills development is often linked to good communication skills and good emotional self-control, which contributes to maintaining good self-esteem. The development of social-emotional skills will have a positive impact on young people's relationships, on how they are perceived by others, and on their perception of themselves.
- Numerous skills related to communication that can or should be managed in the classroom can be summarised. For example:
 - *Active listening* is about knowing how to listen and not just hear. It involves paying attention to what others say and understanding the feelings, ideas, or thoughts expressed by the other person. It is related to good emotional management and the capacity for empathy, as it favors the person's confidence and makes them feel better understood.
 - Another skill is *verbal and non-verbal* or body language, as both parts are key elements for good transmission of the message and emotional state.
 - *Respect* for the other part is another skill that makes it possible for adolescents to gain confidence and involves other aspects, such as non-verbal language, empathy, acceptance, etc.
- Communication skills develop at this stage of life, so students often need help in understanding the difference between different emotions, requests, criticism, and the ability to reject without harming the other part. Often students find themselves in situations of conflict, which gives rise to the need to use correct forms of communication to help resolve conflicts in an appropriate way. The development of these skills with tools and strategies will favor social appropriately analyzing the importance of communication and its impact on the teaching and learning process in the development of a student's character, it can be concluded that communication enables interaction between teachers,

students, and the community, creating an enabling environment by their habits and developing the personality of the participants.

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CRITICAL THINKING AREA



CRITICAL THINKING

1. DEFINITION

Critical thinking is a term frequently used in contemporary modern pedagogy. Critical thinking can be viewed from many points of view (e. g. philosophers view critical thinking as the ability to think logically and argue, whereas literary theorists consider it to be the sum of skills related to intellectual grasp, delineation, evaluation, and decision-making) (Picha, 2014, p. 7).

In psychology, pedagogy, and andragogy, the starting point can be the concept of critical thinking, which accentuates critical thinking as a process based on higher thought activity, in which there is a deliberate and careful analysis, synthesizing, logical reasoning, problem-solving, decision-making, reflection, and evaluation when considering the available facts (Novotná, Jurčíková, 2012, p. 62).

Pedagogy and psychology define the concept as follows: “Critical thinking means grasping an idea, examining it thoroughly, comparing it with opposing views and with what we know about the topic. Critical thinking is about curiosity, using various strategies to find out information, asking questions and systematically seeking answers, keeping a healthy amount of skepticism, finding alternatives to the usually established procedures, and doubting ready-made opinions. It concerns not only questioning, but also reaching decisions, taking stands and the ability to rationally defend one’s opinion while carefully considering the arguments of others and examining the logic of those arguments” (Klooster In Grecmanová, Urbanovská, Novotný, 2000, p. 8).

In accordance with Klooster (2020), we consider the ability to take responsibility for one’s learning as one of the most important competencies. It is the optimal goal with a characteristic of value. In other words, it is a state in which the teacher is not the only one responsible for the results of the students, but instead is a guide who helps and supports the students in this process. The importance of developing critical thinking in contemporary schools is also supported by Stieglová’s (2019, p. 23) statement that critical thinking is a key competence for modern society.

Based on professional literature, **5 sub-areas of critical thinking development** were chosen. We chose to define them through the lens of the pedagogical process.

- 1. A safe and accepting environment for pupils.** To develop critical thinking, schoolwork without stress, fear, and fear of making a mistake is essential. It is essential to work with pupils' expectations and ideas.

A teacher is not just an expert "owner" of knowledge and skills, but rather a guide.

2. **Motivating pupils to work**, supporting a research approach to learning. Here we are already in the phase of activation and evocation. There is substantial work with pupils' preconceptions, support for sharing, and mutual learning. The introduction to the topic is realized in contexts and contexts. Discussions and interactive methods of working with individuals and groups are used.
3. **Support in the assimilation and accommodation of knowledge (according to J. Piaget)**. Through further work, the student integrates new information into his/her knowledge system or modifies his/her current thought framework according to the information currently found. We are in the analysis phase (in the broadest sense of the word). The teacher supports the pupil in active work with the materials, and teaches him to distinguish the essential from the unessential, to distinguish the relevance of the findings. It helps in the application of higher-order thinking or applying more complex thought operations.
4. **Work with a reflection**. In the phase of knowledge application, ways of thinking for further work are acquired. This subfield is often neglected in contemporary education, but experts often point out that it is one of the most important moments of the pedagogical process. The student practically uses the newly acquired skills and knowledge and can use them in contexts and in the long term.
5. **Student responsibility for own learning**. If the teacher applies the principles of the concept of critical thinking, the student gradually becomes independent in learning, can choose the methods and principles of learning that suit him/her, make his/her own decisions and also take social responsibility for his/her own life decisions.

2. OBJECTIVES

- To learn the concept of critical thinking.
- Understand and differentiate five selected sub-areas of critical thinking development.
- To acquaint pupils with the methods of critical thinking used in the Czech Republic and in the world.
- Create a safe environment for work at school.

- Motivate students to a research approach to learning and work.
- Support work with materials that develop higher thinking activity.
- Work with reflection methods across subjects.
- Familiarize students with learning principles and methods.
- Gradually work on independence in responsibility for the result of work and learning

3. COMPETENCIES

- Learn to define the term critical thinking.
- Distinguish five selected sub-areas of critical thinking development.
- Get to know the methods of critical thinking and gradually develop the skill of working with the selected methods.
- Learn to work with mistakes as part of the learning process.
- Learn to make connections between familiar topics and develop the ability to share information.
- Work with different types of materials and learn to evaluate the relevance and veracity of sources.
- Learn to reflect on acquired knowledge in the form of discussion, debate, etc.
- Learn to take responsibility for the results of your learning and work

4. CONTENTS, EVALUATION CRITERIA, AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
1. Definition of critical thinking	Verifies that students understand the concept of critical thinking and how we work with it in practice.	Understanding the concept of critical thinking and its usefulness in evaluating information.
2. Areas of development of critical thinking	Assess whether students understand the five selected sub-areas of critical thinking development from the point of view of the educational process.	Identification and distinction of 5 selected sub-areas of critical thinking development: <ul style="list-style-type: none"> - a safe and accepting environment - motivation to work and research approach to learning - support in the assimilation and accommodation of knowledge - work with reflection - the pupil's responsibility for his own learning
3. Methods of critical thinking	Verify that students know the critical thinking methods that are used.	Select some critical thinking methods and develop the skill of working with them.
4. Safe environment to work	Find out how students perceive mistakes in the educational process and work to accept them as a normal part of education.	The student works with error as a normal part of the learning process

5. A research approach to learning and work	Find out what preconceptions the students have. Verify that students are able and willing to share information.	Find connections with an already known topic express feelings, discuss values, and express opinions.
6. Support of accommodation and assimilation of knowledge	Verify that students are able to distinguish true information from false as well as relevant sources of information.	The student can navigate relevant sources and actively applies mainly higher-order thinking (analysis, synthesis, evaluation).
7. Work with reflection	Determine whether students are able to name and understand new knowledge and skills.	In the form of discussion, debate, problem-solving, or negotiation in a group, etc., they can practically use the acquired knowledge, skills, and experience, correction of acquired knowledge or skills is in progress. Works with newly acquired skills in contexts.
8. Student responsibility for own learning	Verify that students are able to choose appropriate learning methods and principles that will lead to the completion of assigned work	The student gradually takes responsibility for the results of his learning and work.

5. CONCLUSIONS

- The development of critical thinking in students is not only a great challenge for contemporary education but also a society-wide challenge. It offers not a quantitative approach (to teach a lot), but a qualitative approach to education. Sieglóvá (2019, p. 29) states that contemporary students are no longer passive recipients of traditional norms, instead, they need to be treated as partners who take on a greater share of responsibility for their own learning.

- In the Czech environment, the RWCT (Reading and Writing for Critical Thinking) program has been adapted, which uses the structure of a three-phase learning cycle: activation (motivational phase preparing the context for further learning); analysis (includes all work with sources and new information aimed at analyzing the topic and the ability to evaluate new knowledge and put it into the relevant context); application (reflection of the results, which in spoken or written form gives students space to work with the acquired knowledge and experience). All phases are equally essential, interconnected, and in each of them, the student acquires many skills useful for their future life.
- A prerequisite for the development of critical thinking in schools is the support of an accepting and safe environment, the partnership of a teacher and a student, working with student motivation, and the use of activating and interactive methods of education that reflect the needs of current students.

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EMOTIONAL SELF- AWARENESS AREA



EMOTIONAL SELF-AWARENESS

1. DEFINITION

Psychologists Shelley Duval and Robert Wicklund proposed this definition: "Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or do not align with your internal standards. If you are highly self-aware, you can objectively evaluate yourself, manage your emotions, align your behaviour with your values, and understand correctly how others perceive you."

Self-awareness in the classroom is a key component of social-emotional learning. Without the ability to recognise your feelings, you cannot control them. This inevitably influences your disposition, and output at school and personally. The ability to understand what may trigger different reactions means you can handle them to be more productive, happy, and healthy.

Emotional self-awareness is not something that you achieve once and then are done with it. Rather, every moment is an opportunity to either be self-aware or not. It is a continual endeavour, a conscious choice to be self-aware. Why is it important to teach students to recognise these things within themselves? Social-emotional learning emphasises skills that help students manage their emotions and behaviours along with connecting with others.

Self-awareness is not just for students, it is a great growth area for teachers, too! Teachers that use their self-awareness can greatly improve their teaching and classroom experience. To sum up, self-awareness is the foundation of personal growth and success. Daniel Goleman calls it the 'keystone' of emotional intelligence.

Considering the research and conclusions made by experts in emotional intelligence, the following **5 specific sub-areas** can be used to demonstrate self-awareness:

- 1) Regulate and control the impact of emotions** - Emotion regulation is the ability to exert control over one's emotional state. It may involve behaviours such as rethinking a challenging situation to reduce anger or anxiety, hiding visible signs of sadness or fear, or focusing on reasons to feel happy or calm.
- 2) Avoid assumptions and biases** – This is the crucial skill required to differentiate between assumption as a thing that is accepted as true or as certain to happen, without proof; and bias as an inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

3) Levels of self-awareness – One major theory of self-awareness, developed by Philippe Rochat, PhD, suggests that there are five levels of self-awareness.

- ❖ Differentiation
- ❖ Situation
- ❖ Identification
- ❖ Permanence
- ❖ Self-consciousness

The first step for teaching self-awareness is to make students aware of what it means and why it will help them to be successful in the classroom.

4) Self-action to achieve performance - Being able to “manage yourself” to achieve performance is an attribute for individuals who are well organized, understand their role and are always looking to increase their skills.

5) Improve ability to respond to change - Being able to step back and observe the singular change/transition within "the bigger picture" of your life up to that point helps to moderate how you think and feel about a certain event. To become self-aware, students need to be taught how to think about their feelings, thoughts, and behaviours.

2. OBJECTIVES

- To define and assimilate the implications of emotional self-awareness
- To understand the influences of self-awareness about assumptions and biases
- To improve the knowledge of emotion regulation and self-action to achieve performance
- To improve the ability to respond to change
- To recognize and understand the levels of self-awareness

3. COMPETENCIES

- Generic competencies:
 - Development of emotional self-awareness
 - Good understanding of the influences of self-awareness about assumptions and biases
 - Practising self-awareness inside and outside the classroom

- Specific competencies:
 - Demonstrating self-awareness, regulating and control the impact of emotions
 - Recognising and avoiding assumptions and biases
 - Improving the ability to respond to change
 - Distinguish between assumptions and biases
 - Mastering self-action to achieve performance

4. CONTENTS, EVALUATION CRITERIA, AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
1. Definition of self-awareness linked to emotional intelligence	Assimilate and understand the theory and principles of emotional self-awareness	Recognise specific contexts and demonstrate the ability to apply effective techniques and strategies of self-awareness inside and outside the classroom

2. Sub-areas for emotional self-awareness	Present and enhance capacity to distinguish between the 5 sub-areas	Identification, development, and validation of the 5 sub-areas identified: <ul style="list-style-type: none"> a) Regulate and control the impact of emotions b) Avoid assumptions and biases c) Levels of self-awareness d) Self-action to achieve performance e) Improve ability to respond to change
3. Influences of self-awareness and emotion regulation	Assimilate and be aware of your sensory experience (regularly) to shift your behaviour accordingly	Enhance and demonstrate the competencies needed for developing the (school) emotional self-awareness in terms of <ul style="list-style-type: none"> Emotional regulation Ability to respond to change Self-action to achieve performance Levels of self-awareness
4. Effective strategies for validated practice	Recognise, assimilate, and apply good self-awareness techniques regardless of (school) context	Recognise, validate, and use a wide range of bank resources, strategies, and spectrum of tools to improve the emotional self-awareness capacity
5. Resources and support materials for the identification and validation of emotional self-awareness	Take advantage and learn about a spectrum of tools and supportive materials to develop/improve emotional self-awareness	Identify, select, and use different tools and methods to achieve the desired results by stimulating self-awareness

5. CONCLUSIONS

- Self-awareness is a fundamental tool for self-control inside and outside the classroom. The self-awareness skill can be demonstrated through simple reflective questioning you bring up as a class, or through 1:1 conversations. Ask things like how am I feeling? What am I thinking? What do I need?
- Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or do not align with your internal standards. If you are highly self-aware, you can objectively evaluate yourself, manage your emotions, align your behaviour with your values, and understand correctly how others perceive you.
- The process model of emotion regulation proposed by psychologist James Gross emphasises that people can act to control their emotions at different points in time—including before emphasizing an emotion (“antecedent-focused emotion regulation”) and after they have already begun to react emotionally (“response-focused emotion regulation”).
- Main benefits of emotional self-awareness:
 - Improve skills by recognizing what you do well and what you need to improve
 - Raise happiness levels by aligning your ideals with your actions
 - Decrease stress by identifying emotions

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EMOTIONAL SELF- CONTROL AREA



EMOTIONAL SELF-CONTROL

1. DEFINITION

Emotional self-control is the ability to manage disturbing emotions and remain effective, even in stressful situations. In Daniel Goleman's framework of Emotional Intelligence, the goal is to 'Self-Regulate' and to exhibit 'Emotional Self-Control'. When we are working on regulating our emotional reactions and building Emotional Self-Control, it is important to remember: our reactions are not always rooted in the present.

Emotional self-control is the ability to regulate your responses to avoid undesirable behaviours, increase desirable ones, and achieve long-term goals. Research has found that self-control is a limited resource. In the long term, exercising self-control tends to strengthen it. Practising self-control allows you to improve it over time. However, self-control in the short term is limited. Teaching self-control in the classroom to students is quite arguably one of our biggest jobs as educators. Self-control is related to everything!

We are constantly responding to current events based on our experiences from the past. This is because individuals respond to stressors differently. Demonstrating emotional self-control does not mean we suppress or avoid our emotions. On the contrary, this competency begins by cultivating greater Emotional self-awareness.

To sum up, self-control refers to your ability to manage your behaviour to achieve goals, improve positive outcomes, and avoid negative consequences. While we may not always know how a student is feeling, we can often help them increase their self-awareness so that they can identify their feelings, and we can assist them in finding ways to cope with those emotions that work for them.

Daniel Goleman, Richard Boyatzis, Richard J. Davidson, Vanessa Druskat, and George Kohlrieser explain emotional self-control from the perspectives of research, psychology, neuroscience, team dynamics, and leadership development. Based on this, the following **5 specific sub-areas** can be used to demonstrate emotional self-control:

- 1. Decision fatigue in self-control** - Self-control has important implications for good decision-making. Decision fatigue harms this ability. If possible, avoid making important decisions at the end of the day when your brain is exhausted. For instance, too much homework can decrease the student's motivation to continue the learning process.
- 2. Emotional regulation and aversive stimulation** - Emotional regulation refers to the process by which individuals influence which emotions they have, when they

have them, and how they experience and express their feelings. Aversive stimulation is used as a means of increasing or decreasing the likelihood of target behaviour.

3. **Emotional self-discipline for stress management** – This is the ability to push yourself forward, stay motivated, and take action, regardless of how you are feeling, physically or emotionally. It can be practised through school and extracurricular activities.
4. **Internal and external stressors that impact self-control** - The school system involves a series of internal and external stress factors for teachers and students. Self-control plays a big role in learning to manage stress. Self-control helps you to handle both internal and external stressors tailored to personal feelings and emotions in difficult situations.
5. **Creating a “calm-down kit”** - Create a “calm-down kit” with items students enjoy. These kits can be customised based on students and based on what works for the classroom environment. The goal is simply to provide students options to help calm, self-control and regulate themselves as they become more aware of their emotional responses during the school day.

2. OBJECTIVES

- To define and assimilate the implications of emotional self-control
- To understand the influences of self-control on decision fatigue
- To improve the knowledge of emotional regulation and aversive stimulation
- To demonstrate a balance between self-discipline and stress management
- To recognise and understand the internal and external stressors that impact self-control

3. COMPETENCIES

- Generic competencies:
 - Development of emotional self-control inside and outside the classroom
 - Good management of internal and external stressors that impact self-control
 - Practising self-discipline
- Specific competencies:
 - Demonstrating self-control and self-discipline in stressful situations

- Recognising internal and external stressors that impact self-control
- Assimilating emotional conditions and acting accordingly
- Distinguish between resisting temptation and stressful situations
- Mastering self-control in meaningful and productive debates

4. CONTENTS, EVALUATION CRITERIA, AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
1. Definition of self-control linked to emotional intelligence	Assimilate and understand the theory and principles of emotional self-control	Recognise tense situations and demonstrate the ability to apply effective techniques and strategies of self-control and self-discipline.
2. Sub-areas for emotional self-control	Present and enhance capacity to distinguish between the 5 sub-areas	Identification, development, and validation of the 5 sub-areas identified: <ol style="list-style-type: none"> a) Decision fatigue in self-control b) Emotional regulation and aversive stimulation c) Emotional self-discipline for stress management d) Internal and external stressors that impact the self-control e) Creating a "calm-down kit"
3. Influences of self-control and emotional conditions	Assimilate and be aware of your feelings and emotions in different situations to make it possible to practice good	Enhance and demonstrate the competencies needed for developing the emotional self-control in terms of:

	self-control	<ul style="list-style-type: none"> ❖ Emotional regulation ❖ Emotional conditions ❖ Internal and external stressors ❖ Behaviour and influencing factors
4. Effective strategies for validated practice	Recognise, assimilate, and apply good self-control techniques regardless of context	Recognise, validate, and use a wide range of bank resources, strategies, and spectrum of tools to improve the emotional self-control capacity
5. Resources and support materials for the identification and validation of emotional self-control	Take advantage and learn about a spectrum of tools and supportive materials to develop/improve the emotional self-control	Identify, select, and use different tools and methods to achieve the desired results by stimulating self-control

5. CONCLUSIONS

- Self-control is the ability to resist temptation and manage your impulses. It is an important life skill that can help you achieve your goals, stay on track, and make better decisions. Teachers can promote self-control behaviours in their students by adapting their classroom environments to be more structured and supportive, and by forming good-quality relationships with their students.
- Emotional self-control, or impulse control, starts with understanding emotional intelligence. Knowing yourself can help you manage your emotions and impulses. If you cannot control your impulses, you will be more likely to make poor decisions that could have negative consequences. Self-control is a good predictor of positive outcomes, not a direct cause.
- Self-regulate your emotions: If you can manage your emotions, you will be less likely to let them get the best of you and make impulsive decisions.
- Having good self-control can mean a number of benefits, including better academic success, better health, and greater success in life. Avoiding

temptations, making a plan, focusing on specific goals, and remembering the consequences of your actions can help you regulate your behaviour more effectively.

- When we are in emotional self-control, we can:
 - Stay focused and agile in stressful situations
 - Engage in the meaningful and productive debate
 - Express more positive interactions than negative ones

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EMPATHY AREA



EMPATHY

1. DEFINITION

Empathy is a state of mind or feeling that one can feel the same as other people in terms of opinion, emotion, thought or argument (Donnerstein et al., 1975). Empathy skills allow one to have a mindset of respect for the feelings of others and to be considerate of them. Empathy suppresses threatening behaviour, induces altruistic behaviour, and plays a decisive role in fostering emotional bonding among group members (Singer, 2006). Thus, it could be considered as an essential factor to coexist with others.

In other words, empathy is related to perspective-taking, sympathy, and personal discomfort. Perspective-taking refers to the tendency to adopt the cognitive point of view of the other; sympathy to the tendency to care about or feel concerned for the other; and finally, personal discomfort to the tendency to feel uneasy or uncomfortable in tense interpersonal spaces involving others and their needs (Eisenberg et al., 1995; Eisenberg, 2000a; Hoffman, 1987; Underwood and Moore, 1982). The **5 specific sub-areas**, which will be included in the emotional intelligence subject, related to empathy are

- 1. Cognitive empathy.** Gallagher and Frith (2003) define it as the ability to explain and predict the behaviour of oneself and others by attributing to them independent mental states, such as beliefs, desires or intentions.
- 2. Emotional empathy.** The affective component of empathy is a vicarious or shared feeling for another person's emotional experience; this can lead to positive feelings and behaviours such as compassion and altruism, or to negative emotional experiences such as distress and aversion (Davis, 1980, 1983; Eisenberg & Strayer, 1987).
- 3. Sympathy or empathic concern.** Sympathy is a concern for the experience of others, which arises from being able to identify and feel it in one's own skin, and which often results in helping (prosocial) behaviour. It is therefore a further step in the empathic process.
- 4. Ecpathy.** Ecpathy is a new complementary term to empathy, which allows the appropriate handling of emotional contagion and induced feelings. While empathy is "putting oneself in the other's place", ecpathy is "putting oneself in one's own place", both qualities are necessary.
- 5. Empathy for animals.** This type of empathy is related to biophilia. Biophilia is the innate emotional connection we feel for other living things. Animal empathy is the ability to identify the basic emotions of animals and to learn to respect and care for them.

2. OBJECTIVES

- To learn the concept of empathy.
- Understand and differentiate the 5 selected types of empathy (cognitive, emotional, sympathy, ecpathy, and empathy for animals).
- To identify the basic emotions.
- To know tools to develop empathy in the personal and educational context.
- To promote active listening.
- To work on the elimination of prejudices and stereotypes.
- To practice respect and cooperation.
- Set limits to empathy, and practice ecpathy.
- Encourage respect and care for animals.

3. COMPETENCIES

- Learn to be empathetic towards classmates, teachers, and family members.
- To know the characteristics that define empathetic people and the types of empathy to work on empathy with other people.
- Learn to recognise and understand the opinions, behaviours, and feelings of oneself and others.
- Learn to put into practice the tools to improve empathy.
- Learn to listen actively, with an open mind and without prejudices, to pay attention, and to show interest in what they are telling us.
- Learning to eliminate prejudices and stereotypes, es about others.
- Learn to cooperate with and respect your classmates.
- Learn not to let ourselves be influenced or dragged along by other people's emotions.
- Learn to be responsible with pets and to respect and care for animals.

4. CONTENTS, EVALUATION CRITERIA, AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
1. Definition and concept of empathy	To check that students recognise what empathy means, and the influence that the development of empathy has in their personal and educational context	Understanding the concept of empathy and its influence on personal and educational development.
2. Types of empathy	This criteria proposes to verify the ability to differentiate and identify the 5 types of empathy that exist and what the promotion of these types of empathy entails in their personal and educational context.	Identification and differentiation of the five types of empathy conceptualised in this teaching guide.
3. The basic emotions	Check that students recognise, value, and express their emotions. Also check if students can communicate what happens to them and how events affect them in their relationships and with the environment, recognising emotions in other people	Recognition of one's own emotions and those of others as a means to develop them as a means of developing the capacity for personal self-discovery as well as their intentions and impressions.
4. Tools for practising empathy	With these criteria are intended to verify whether students have learned and they used the tools worked on to improve their empathic capacity.	Use the main tools to improve the ability to empathise with other people.
5. Active listening	Check whether learners use tools such as active listening, messages in the	Use first-person messages, maintain a reflective dialogue and use active

	<p>first person, and the present tense (I-messages) to respond rather than react and enable a reflective dialogue, in which they show interest and respect in their communication with others.</p>	<p>listening in communicating with others.</p>
<p>6. Prejudices and stereotypes</p>	<p>These criteria propose to verify the ability to recognise and reject stereotypes and prejudices that discriminate against people.</p>	<p>Rejection of stereotypes and prejudices that discriminate against others.</p>
<p>7. Respect and cooperation</p>	<p>These criteria propose to verify the student's ability to establish respectful and positive relationships, and also to verify the ability to cooperate among students.</p>	<p>Relate with others respectfully and positively, cooperate and collaborate with peers.</p>
<p>8. Ecpathy</p>	<p>Check whether students can show interest in the feelings of others by setting limits so that their well-being is not affected.</p>	<p>Managing emotions that arise in a situation in which other people are involved so that they do not affect others. In this way, the objective group will understand what others are feeling, without feeling dragged or trapped by the feelings of others.</p>
<p>9. Respect and care for animals</p>	<p>These criteria are intended to determine whether the students act and appropriately assume their responsibility when faced with the demands of their pets. Furthermore, if they can show empathy towards other animals.</p>	<p>Acting responsibly and appropriately to the demands of pets. Showing empathy for all animals.</p>

5. CONCLUSIONS

- Empathy is a multidimensional construct that involves understanding personal and other people's emotions as well as feeling what those same people must be feeling in a given situation.
- Empathy has an adaptive function on a social level, allowing us to connect with others by understanding the inner world of other people. It can be deduced that understanding the other facilitates the improvement and maintenance of bonds in different social relationships. Empathy is a key factor in establishing and maintaining bonds with others.
- Empathic people are more interested in the well-being of others, which is reflected in aspects ranging from active listening to understanding emotional states. Empathetic people are more respectful, mentally flexible and supportive so that others feel accepted by showing themselves as they are. They, in turn, trust others and have a great capacity to cooperate, which makes them better able to reconcile their personal and social lives.
- According to research by the University of Cordoba, there is an indirect relationship between empathy and the development of prejudice. A person who has little empathy is more likely to develop prejudices and discriminatory behaviour. Therefore, an empathetic person will develop less such behaviour.
- Finally, adolescents who have the ability to show empathy for people and animals have a higher level of social and emotional competence resulting in compassion, care for others, regulation of aggression and other antisocial behaviours, increased self-awareness, improved communication skills and greater cohesion between cognitive, affective and behavioural aspects.

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MOTIVATION AREA



MOTIVATION

1. DEFINITION

There are multiple definitions of motivation and different authors who define it according to the area to which the motivation refers, whether it is work, education, personal... In the following paragraphs motivation is defined in a general way with a mention to the educational field.

Trechera (2005) explained that the term **motivation** comes from the Latin "motus" and relates to all the internal and external aspects that lead a subject to perform an action.

According to Santrock (2002), motivation is "the set of reasons why people behave the way they do. Motivated behaviour is vigorous, directed and sustained" (p. 432).

Ajello (2003) points out that motivation should be understood as the fabric that sustains the development of those activities that are meaningful to the person and in which he or she takes part. On the educational level, motivation should be considered as the positive disposition to learn and to continue to do so in an autonomous way.

The **5** selected **sub-areas** are:

- 1. TASK-RELATED GOALS.** This category includes two types of goals: 1) The desire to increase one's own competence. It is assumed that when the subject learns something - new knowledge, new skills - there is a rewarding emotional response linked to the perception of competence. 2) To feel absorbed by the nature of the task, overcoming boredom and anxiety, because of what is new and revealing about it.
- 2. GOALS RELATED TO THE POSSIBILITY OF CHOICE.** That is, the experience that the task is "my task". The emotional experience of choosing a task is rewarding, just as the experience of being forced to do something is aversive.
- 3. GOALS RELATED TO SELF-ESTEEM.** Sometimes students have to perform their tasks in such a way that they reach a socially pre-established level of quality. This situation makes subjects seek one of two goals: a) To experience that they are better than others. b) Not to experience that they are worse than others. These are goaling whose achievement or non-achievement has important repercussions on self-esteem and self-concept.
- 4. SOCIAL GOALS.** The goals related to this category have to do with the emotional experience that derives from the social response to one's own achievements or failures.

- 5. EXTERNAL GOALS.** Goals related to the attainment of external rewards. In this type of goal - earning money, getting prizes, etc. - the subject makes a selective effort to achieve different accomplishments.

2. OBJECTIVES

- To learn the concept of motivation.
- Understand and differentiate the 5 selected subareas of motivation (task-related goals, choice-related goals, self-esteem-related goals, social goals and external goals).
- Implement a set of action guidelines to motivate adolescents towards school learning.
- Promote a balance between different goals to encourage adolescents' interest and effort necessary to facilitate learning and other school achievements.
- Awaken the interest of adolescents by getting to know their preferences and concerns.
- Set a series of goals to achieve, create and undertake small personal projects.
- To guide the adolescents' efforts by supporting them and guiding their steps in case they need it.
- Get the adolescents to motivate themselves and make an effort to achieve the set goals and achievements.

3. COMPETENCIES

- Learn the concept of motivation.
- To learn to differentiate the 5 types of goals that are worked on in this module.
- To learn to know one's own interests, preferences and concerns.
- To learn how to set different types of goals.
- To learn how to motivate oneself through different sources of motivation (intrinsic and extrinsic motivation).
- To learn to show interest and effort for the objectives to be achieved.
- Learning to be responsible in order to obtain the results one intends to achieve.

- Learning to be guided when necessary.

4. CONTENTS, EVALUATION CRITERIA, AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
1. Definition and concept of motivation	To check that students recognise what motivation means, and the influence that the development motivation has in their personal and educational context.	Understanding the concept of motivation and its influence on personal and educational development.
2. Types of goals	This criteria proposes to verify the ability to differentiate and identify the 5 selected types of goals and what the promotion of these goals entails in the students personal and educational context.	Identification and differentiation of the five types of goals conceptualised in this teaching guide.
3. Interests, preferences and concerns	Check that adolescents are able to recognise their own interests, preferences and concerns, and that some of them are set as part of their goals.	Recognition and establishment of interests, preferences and concerns.
4. Sources of motivation	The aim of this criteria is to verify whether students have understood the different sources of motivation and know how to use the tools that foster their motivational capacity.	Use the main tools to improve motivational skills and knowledge of the different sources of motivation.
5. Personal and social competence	Check whether students set their goals through healthy competition with	Establishment of healthy competition with peers and personal competence.

	their peers and through their own personal competence.	
6. Achievements and failures	This criteria aims to check the ability to recognise one's own achievements and failures, and to check that pupils perceive failures as learning opportunities.	Recognition of one's own achievements and failures. Realising that failures are learning opportunities.
7. Responsibility	This criteria aims to verify the capacity of students to be responsible for the objectives they set themselves.	Responsibility for the tasks and proposed objectives.
8. Support and rewards	Check whether students seek support in achieving their goals, and check whether they know how to motivate themselves, not just for the rewards they get.	Seeking support in achieving goals and balancing intrinsic motivation with reward motivation.

5. CONCLUSIONS

- Motivation is considered a fundamental factor in human life, as it enables us to achieve our goals and therefore to survive.
- In the academic field, motivation is a differentiating element between adequate and inadequate academic development. Motivation is essential for students to show interest in their education and willingness to learn. The more motivated a student is, the more involved they will be in their studies, the more dedication and attention they will pay to their tasks and, consequently, the easier it will be for them to achieve their academic goals.
- In motivating students, teachers and their role models play a fundamental role through the attention and social reinforcement they give them. It is therefore essential to support and guide them in their learning process.

- Working towards a goal helps adolescents learn about themselves. Goals require adolescents to think about what they want to achieve and to identify the steps they need to take to reach them. This will allow them to gradually develop broader goals and learn to strive for what they want to achieve.
- However, whether or not adolescents succeed in achieving the goal, they can learn valuable lessons along the way. Mistakes, failures and setbacks are sources of learning and they should be taught to see these failures as opportunities.

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PROBLEM-SOLVING AREA



PROBLEM- SOLVING

1. DEFINITION

Problem solving is the ability to find solutions to problems in situations where emotions are involved, and to understand how emotions impact decision making. Problem solving is associated with being conscientious, disciplined, methodical, and systematic in persevering and approaching problems. This skill is also linked to a desire to do one's best and to confront problems, rather than avoid them.

Problem-solving skills help you determine why an issue is happening and how to resolve that issue. In the real (school) world, students encounter problems that are complex, not well defined, and lack a clear solution and approach. They need to be able to identify and apply different strategies to solve these problems. It is important to create a classroom environment in which students are problem solvers. This helps to find strategies so that the students will not only see value in working harder but in working smarter by trying new and different strategies and revising their process. In doing so, they will be more successful the next time around.

Problem solving is not just about responding to (and fixing) the environment that exists today. It is also about innovating, creating new things and changing the environment to be more desirable. Students face almost daily problems related to other colleagues, homework, examinations, grades or even communication in class with the teacher. Problem-solving enables them to identify and exploit opportunities in the environment and practice (some level of) control over the future.

To sum up, problem-solving starts with identifying the issue, coming up with solutions, implementing those solutions, and evaluating their effectiveness.

Considering the research and conclusions made by experts in emotional intelligence, the following **5 specific sub-areas** can be used to demonstrate problem-solving skills:

- 1) Four-step problem-solving process** - This is vital in finding the solution, applying it and obtaining the desired results. Developing a step-by-step execution plan and acting effectively and decisively is the final touch in the problem-solving process.
 - ❖ Define the problem
 - ❖ Generate alternative solutions
 - ❖ Evaluate and select an alternative
 - ❖ Implement and follow up on the solution

- 2) **Problem-solving and risk management** - Solving a problem involves a certain amount of risk - this risk needs to be weighed up against not solving the problem.
- 3) **Decision making on resolving the problem** - Problem solving and decision making are closely related skills, and making a decision is an important part of the problem-solving process as you will often be faced with various options and alternatives.
- 4) **Problem identification and fact-finding skills** – This stage involves: detecting and recognising that there is a problem; identifying the nature of the problem; defining the problem.
- 5) **Problem-solving between contributing factors and creative thinking** - To solve a problem, you must find out what caused it. This requires you to gather and evaluate data, isolate possible contributing circumstances, and pinpoint what needs to be addressed for a resolution.

2. OBJECTIVES

- To define and assimilate the influences of problem-solving
- To understand the fact-finding skills in problem-solving
- To improve the knowledge on problem-solving by enhancing the four-step approach
- To demonstrate a balance between risk management and decision making
- To recognise the contributing factors in problem-solving and use creative thinking

3. COMPETENCIES

- Generic competencies:
 - Development of problem-solving skills
 - Good management of risks and decision-making approach
 - Practising problem-solving skills inside and outside the classroom
- Specific competencies:
 - Demonstrating problem-solving skills in different contexts
 - Recognising the problems and identifying effective solutions
 - Analysing data and contributing factors

- Isolating possible contributing circumstances, and pinpoint what needs to be addressed for a resolution
- Mastering creative thinking for problem-solving

4. CONTENTS, EVALUATION CRITERIA, AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
1. Definition of problem-solving linked to emotional intelligence	Assimilate and understand the theory and principles of problem-solving	Recognise and determine the cause, brainstorm possible solutions and apply effective techniques and strategies of problem-solving
2. Sub-areas for problem-solving	Present and enhance capacity to recognise and distinguish between the 5 sub-areas	Identification, development, and validation of the 5 sub-areas identified: <ol style="list-style-type: none"> a) Four-step problem-solving process b) Problem-solving and risk management c) Decision making on resolving the problem d) Problem identification and fact-finding skills e) Problem-solving between contributing factors and creative thinking
3. Influences of problem identification and solutions management	Differentiate fact from opinion, establish ongoing measures and monitoring	Enhance and demonstrate the competencies needed for developing the problem-solving in terms of: <ul style="list-style-type: none"> ❖ For-step approach ❖ Risk management

		<ul style="list-style-type: none"> ❖ Decision-making ❖ Contributing factors and creative thinking
4. Effective strategies for validated practice	Recognise, assimilate, and apply good problem-solving techniques regardless of context	Recognise, validate, and use a wide range of bank resources, strategies, and spectrum of tools to improve the problem-solving skills
5. Resources and supportive materials for the identification and validation of problem-solving capacity	Take advantage and learn about a spectrum of tools and supportive materials to develop/improve problem-solving	Identify, select, and use different tools and methods to achieve the desired results by applying the problem-solving skills

5. CONCLUSIONS

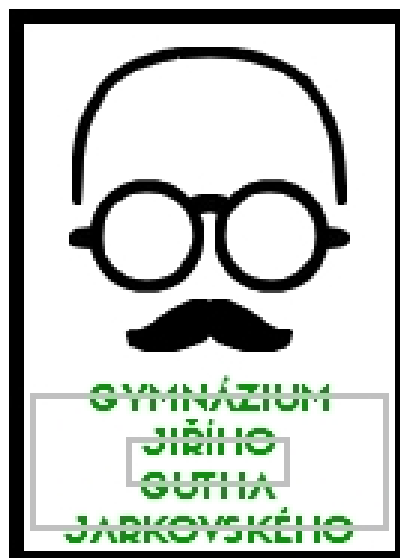
- Planning and structuring will help make the problem-solving process more likely to be successful, good judgement and an element of good luck will ultimately determine whether problem solving was a success. Problem-solving skills provide students with opportunities to use their newly acquired knowledge in meaningful, real-life activities and assists them in working at higher levels of thinking.
- Regardless of how the solution is rolled out, feedback channels should be built into the implementation. This allows for continuous monitoring and testing of actual events against expectations. Problem solving, and the techniques used to gain clarity, are most effective if the solution remains in place and is updated to respond to future changes.
- Problems are usually solved either intuitively or systematically. Intuition is used when no new knowledge is needed - you know enough to be able to make a quick decision and solve the problem, or you use common sense or experience to solve the problem. More complex problems or problems that you have not experienced before will likely require a more systematic and logical approach to solve, and for these you will need to use creative thinking.

- Skilled problem solvers (both teachers and students) use a series of considerations when selecting the best alternative. They consider the extent to which:
 - A particular alternative will solve the problem without causing other unanticipated problems
 - All the individuals involved will accept the alternative
 - Implementation of the alternative is likely
 - The alternative fits within the organisational constraints

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SOCIAL SKILLS AREA



SOCIAL SKILLS

1. DEFINITION

Different definitions of the term social skills can be found in the academic literature. One of them describes a social skill as: “age-appropriate dexterity and maturity of an individual to calmly and creatively engage in the social environment” (Gillernová et Krejčová, 2012, p. 117).

An individual's social skills are evaluated by his environment, i.e. parents, teachers, peers and other persons, and there is no clear evaluation criterion. The evaluation depends on the amount of use of adequate forms of social behavior and the current norm of the social group, society, or culture. This defines the range of acceptable forms of social behavior and the influence of this behavior on other interactions, e.g. the quantity and quality of friendly relationships, popularity among classmates, etc. (Krejčová, 2011).

The quality of relationships depends on working with the abilities and skills of an individual, which are influenced by the “ego”, as well as on the way of communicating with other people. These competencies for establishing and maintaining relationships are developed from an early age and continue into adulthood (Valenta, 2014).

Based on studies of the social skills of children and adolescents, for example by Caldarella and Merrell (Krejčová, 2011), **5 specific sub-areas** were selected in which the level of development of an individual's social skills can be monitored:

1. Peer relationships: This is all interaction with peers. Individuals are able to build lasting friendships and resist the negative influences of the group and end relationships that may endanger them. They tolerate and accept the differences of other people. According to Gillernová (2005a), they also have developed abilities of social perception and recognition of other people.

2. Self-regulatory mechanisms: Thanks to them, the individual can control his/her experience and act in accordance with the set rules, accepting criticism and compromises. He/she focuses on finding an acceptable solution in conflict situations, develops the skill of self-reflection, and checks the appropriateness of verbal and non-verbal messages in relation to the situation.

3. Social skills related to self-education: These are skills related to self-regulation in the educational process. These include interacting with teachers, completing tasks independently, planning and working with time, creating an effective work

environment, as well as ability to recognize the need for social support that can be offered by teachers or classmates.

4. Cooperation: An individual mastering this area can adapt to the social rules and requirements of a given group or society, and can work in a group including skills of verbalizing opinions and their possible clarification, formulating requirements.

He can focus on common solutions and the common goal of activities.

5. Assertive and effective communication: This involves starting and maintaining conversations with others, inviting others into the conversation, and accepting praise and recognition for using appropriate verbal and non-verbal expressions. Furthermore, it can be about asserting one's own opinion, making decisions in specific situations (in some cases also for the group), and planning activities for the future.

2. OBJECTIVES

- Define and understand the concept of social skills.
- Distinguish 5 specific sub-areas of social skills.
- Promote care for good/friendly relationships.
- To develop empathy and to see the world through the eyes of another.
- Practice respect for others.
- To strengthen the ability of adequate self-assessment.
- Be able to ask classmates or other people for help.
- Develop the skill of cooperation.
- Acquisition of assertive and effective communication techniques.

3. COMPETENCIES

- Learn individual areas of social skills in order to develop them.
- Learn to establish and maintain friendly relationships.
- Learn to end relationships that are harmful to you.
- Learn to be empathetic towards your surroundings.
- Learn to respect other people's differences and consider the possibilities of using the diversity of members in the group.

- Recognise your strengths and weaknesses.
- Being able to ask for help from other people.
- Learn to recognize, develop and utilize your teamwork skills.
- Learn to use and develop different communication methods and strategies.

4. CONTENTS, EVALUATION CRITERIA, AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
1. Definition and concept of social skills	Understand the definition of social skills and evaluate how developed or underdeveloped social skills affect our lives.	Understanding that the development of social skills can be useful not only in education but also in professional and personal life.
2. Types of social skills	Verify the ability to distinguish 5 selected sub-areas of social. skills	Identification of selected sub-areas in which the level of social development is reflected: - peer relationships - self-regulatory mechanisms - social skills related to self-education - cooperation - assertive and effective communication
3. Caring for good relationships	Check whether students can distinguish between good and bad interpersonal relationships. If they can use the methods and procedures by which they can improve or maintain quality relationships in the group.	They reflect on the relationships in their lives and their own classroom, helping to improve or maintain their quality.
4. Empathy	Check if students are using tools to develop empathy.	They reflect their own empathy, they try to look

	Working on the development of empathy in the school environment and beyond.	at the world through the eyes of another person.
5. Respect for other people	The aim is to verify whether students can recognize expressions of respect and inconsiderateness towards other people.	They respect other people as having unique personalities. They learn to use the diversity of people as an asset to the group.
6. Self-reflection	To find out whether students have an adequate view of their abilities and skills.	They can determine their strengths and weaknesses and continuously update their conclusions.
7. Soc. skills related to self-education	To find out if students know whom to contact in case of an emergency.	They know how to ask for help in difficult studies and life situations.
8. Cooperation	Check whether students are able to cooperate with each other.	They acquire a positive attitude towards group cooperation. Be able to develop and use teamwork skills.
9. Assertive communication	The goal is to verify that students know the tools of effective and assertive communication and know how to use these tools.	They use different techniques to improve communication with other people.

5. CONCLUSIONS

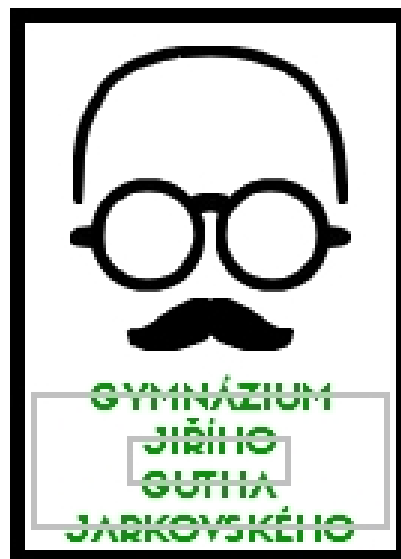
- The school environment is a very suitable environment for the development of various social skills. Modern didactics is increasingly concerned with the development of pupils' personalities and their mental health as indicators of the effectiveness of the educational process. It is therefore no longer primarily about the extent and quality of the acquired knowledge.

- For the development of social skills, the presence of additional individuals is necessary. The pupils are guided and supported by their teacher or caretaker, and contact with peers allows them to test, refine or improve the learned skills.
- Social skills are very closely intertwined with other areas of emotional intelligence, so it is impossible to completely separate them. With the help of experiential pedagogy, we can develop several areas at once. Of great importance is the reflection of the activity.
- Suitable sources for learning are not only personal experiences but also the mediation of human stories, e. g. through a documentary film or other media.
- Outputs can take different forms for individual pupils. At play are also other factors such as the student's past experiences, temperament, etc. Diversity of everyday situations – e.g. the fact that some behavior might be appropriate in one situation and not in another – is also not taken into account.

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STRESS- MANAGEMENT AREA



STRESS MANAGEMENT

1. DEFINITION

The definition of the term “stress” is ambiguous. Most of the time, stress refers to an event that causes a reaction in the form of “distress”, which means stress containing negative feelings, or “eustress”, which is associated with a pleasant experience, such as the birth of a child. This term is also used to refer to an event, which is acting as a stressor or in the sense of a response to these events, thus a stress response (Vinay, 2007).

Frequent activation of stress mechanisms may lead to overloading the organism and in some individuals thus contributing to the development of diseases of affluence (Atkinson et al., 2003). It is, therefore, appropriate to deal with the prevention and management of these conditions rather than their consequences.

Stress management is a series of techniques and procedures which help us work with unpleasant life situations with the aim of a positive change. (Machová, Kubátová a kol., 2015).

From the above mentioned, it is clear how important it is to take care of your mental health and psychological stability. Pupils can develop stress-management skills during their early schooling and improve these stress management strategies in adulthood to maintain and improve their quality of life. The purpose of acquiring and developing these skills should be to ensure that life difficulties and the consequences of various problems fall on the individual as little as possible (VÚP, 2011).

In the following **5 selected specific sub-areas** stress factors are manifested, which we must adapt to and work within our professional, academic and everyday life:

1. Physicochemical stressors: These are, for example, strong light, excessive noise, low or high temperature. Furthermore, exposing the body to pesticides, heavy metals, household, and industrial chemicals, etc.

2. Social stressors: These are stressors resulting from social situations, e.g. interpersonal conflicts, communication with other people, relationships with other people, infidelity, etc.

3. Psychological stressors: These are feelings of responsibility, anxiety, fear, anger, frustration, unfulfilled expectations. This area relates to thinking and emotions.

4. Physical stressors: They are caused, for example, by high blood pressure, illness or injury, strenuous physical activity, hunger, improper lifestyle, or lack of sleep.

5. Task and performance stressors: Related to performance at work or school, handing in assigned tasks by deadlines, exams, but also with time pressure in everyday life, e.g. getting stuck in traffic and not being able to arrive on time for an arranged meeting, failed time-management.

2. OBJECTIVES

- Adopt and understand the concept of stress management.
- To learn five selected sub-areas in which stress factors manifest.
- Develop the skill of identifying stressors.
- Learn stress management techniques.
- Appropriately adjust the environment for increasing the efficiency of one's work.
- Adopt and develop conflict prevention techniques in interpersonal relationships.
- Strengthen the ability of self-acceptance and positive thinking.
- Work effectively with time.
- Being able to ask for help in difficult situations.
- Adopt and develop the principles of a healthy lifestyle.

3. COMPETENCIES

- Learn the individual areas of stress management so you can work with them.
- Learn to identify stress factors that can negatively affect your study, work, and personal life.
- Get to know the tools that will help you prevent and manage stressful situations.
- Learn to work with your work environment and improve the conditions for your own work.
- They will learn to prevent some conflict situations with the help of different techniques.
- Work on a positive mindset and build a good relationship with yourself.
- Learn to work with time-management techniques and gradually implement them in all areas of your life.

- Learn to ask for help in situations that are stressful for you.
- Learn to work with the rules of good living and incorporate them into your life.

During a “lesson” it is necessary to take into account several factors which influence coping strategies (stress management strategies) (Kryl, 2004):

- The factors are of an individual nature,
- They are based on the assumption of sensitivity/resistance to stress = this is partly innate and partly acquired through learning over the course of life,
- The importance of the personal motivation of an individual,
- Collective motivation (relationships in the group),
- Social support (family and friends),
- State of health of an individual,
- Outlook on life of the person (rational/irrational type; pessimist/optimist).

4. CONTENTS, EVALUATION CRITERIA, AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
1. Definition of stress-management and related concepts	Check whether students understand the definition of stress-management and related terms.	Understanding the effects of stress in everyday life and how it can affect our health.
2. Types of stressors	Check that students differentiate and identify different types of stressful situations.	Identification of five selected areas in which types of stressors are described. - physicochemical - social - psychic - physical - task and performanc
3. Identification of stressors	Check that students are able to identify individual stressors that may be affecting their lives.	Recognizing stressors in personal, work, and everyday life.

4. Tools for coping with stressful situations	Check that students have been introduced to and have learned how to use stress management tools.	Use the tools you've learned to manage stress in challenging situations.
5. Working environment	Check that students are able to adjust to the work environment appropriately.	He/she adjusts the work environment so that he/she feels comfortable in it.
6. Interpersonal relationships	Check that students have mastered interpersonal conflict prevention techniques.	They learn to prevent some conflicts in interpersonal relationships, e.g. saying no, setting boundaries, assertive behavior, etc.
7. Building mental well-being	The aim of this criterion is to check whether students have mastered self-care methods = having time just for themselves. Whether they look for their own sources of positive mental tuning with the help of common procedures (sports, listening to music, etc.	It prevents one's own stress, frustrations, mental burdens through relaxation techniques and other procedures. Strive for a positive mindset.
8. Time management	Determine whether students have mastered techniques for working effectively with time.	Organizes own work/tasks well, work with priorities
9. Challenging life situation	Find out if students know who to turn to in difficult life situations, where to find contacts for professional help.	Describes where (to whom) he /she will turn for help if he/she is not enough for the situation himself.
10. Healthy lifestyle	Check that students know the principles of a healthy lifestyle.	Applies the principles of a healthy lifestyle in his/her life.

5. CONCLUSIONS

- Frequent activation of the organism by stressors leads to damage. It is, therefore, necessary to familiarize pupils with options of strategies that help to cope with stressful situations within the framework of preventive activities.
- It is advisable to offer pupils and students options on how to cope with a stressful situation. Teachers and as well as employees of the school counseling center can use, e. g. various relaxation exercises. These are quite useful, especially for the school environment. Examples of relaxation methods: yoga relaxation, Jacobson's progressive relaxation, Schultz's autogenic training, working with one's breathing, visualization work, meditation, autosuggestion, etc. (Grofová and Černý, 2015). Others include techniques for increasing stress resilience and cognitive restructuring (changing the way of thinking) (Terap.io).
- Choosing and mastering stress relief techniques can significantly affect an individual's quality of life.
- It is necessary to consider the individual differences of each person as well as other factors. What can help one person may not help another. It is necessary to work with the variability of circumstances as well.
- Pupils should be taught to seek help in situations that they are not able to handle on their own. It is necessary to work with the fact that asking for help is normal and there is no need to be ashamed of it.

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TEAMWORK AREA

 **Colegio
Seneca S.C.A.**

TEAMWORK

1. DEFINITION

The ability to work in a team is recognised as a transversal and social competence and is prioritised among the basic competences to be acquired by students in their learning process. Teamwork refers to a group of people who share objectives, goals and responsibilities in order to carry out activities in a coordinated manner (Pacio. A & Bueno. G, 2013).

When working in a team, values such as communication, motivation, leadership, delegation, assertiveness, and problem solving are fostered (Ballenato, 2005). A team functions and achieves objectives effectively when individual and group work is fostered, i.e. the results of group work arise from the contributions of each of the members.

Cooperation between the members of the same team is a fundamental element for their proper integration and the correct function or development of the role played by each member within the team.

There is a close relationship between teamwork and leadership. In this cooperation, the relationship between the members is closely linked, which can be transformed into impediments or obstacles, or just the opposite. The spirit of cooperation is a prerequisite for productive teams.

Below are the **5 specific sub-areas** that can be used to facilitate teamwork skills:

- 1. Communication:** Teamwork requires open communication between all team members, and is essential to be able to coordinate individual actions. In any communication process, the importance of who gives feedback and who receives it must be taken into account. It is the sender's responsibility to direct the message appropriately in order to ensure its success.
- 2. Coordination:** the group of professionals has a leader who must act in an organised way to favour the development and viability of the project.
- 3. Confidence:** it is necessary for each member of the team to trust in their own abilities and those of their colleagues in order to support each other.
- 4. Complementarity:** each member brings qualities to the project. All skills are necessary to develop the work.
- 5. Commitment:** it is necessary to have a sense of team spirit and commitment to achieve the objectives not only for personal satisfaction, but also for the benefit of all.

2. OBJECTIVES

- Define and understand the concept of teamwork.
- To understand and differentiate the 5 specific sub-areas.
- To provide the conceptual tools to understand and transmit the values of teamwork.
- To provide strategies to learn and work effectively, such as work planning, cooperation, coordination and sharing.
- To acquire and practice resources to develop socio emotional skills.

3. COMPETENCIES

- Encourage collaborative working relationships between students to clarify mutual commitment, achieve consensus on tasks, take on roles, and demonstrate collaborative learning values.
- Participation and awareness of students by inviting them to be part of it.
- Promote self-awareness, adapting techniques to motivate participation.
- Develop creativity focused on problem solving and focus on specific needs.
- Development of new creative skills to create materials, adaptability and time management.
- Encourage real, effective and concrete communication at all levels between all participants.

4. CONTENTS, EVALUATION CRITERIA, AND LEARNING OUTCOMES

CONTENTS	EVALUATION CRITERIA	LEARNING OUTCOMES
1. Definition of teamwork	Identify and understand the concept of teamwork and team building principles.	Demonstrate knowledge to work in a team and principles.
2. Sub-areas of teamwork	Describe and differentiate the 5 specific sub-areas.	Identification and development of the teamwork sub-areas: 1. Communication. 2. Coordination. 3. Confidence. 4. Complementarity. 5. Commitment.
3. Teamwork skills	Acquire and differentiate a range of teamwork skills.	Demonstrate the competence to develop these skills: 1. Leadership and teamwork. 2. Communication. 3. Conflict management. 4. Constructive feedback. 5. Stress management. 6. Goal setting. 7. Cooperation.
4. Effective strategies	Learn and collaborate effectively in a team.	Actively participate in the team processes using brainstorming, a range of tools, and techniques to find the best solutions.
5. Resources for the identification of emotions	Learn about a variety of tools to develop socio-emotional skills.	Identify and use tools to achieve results and to make the work effective and positive.

5. CONCLUSIONS

- For students to learn to work effectively as a team requires time for them to acquire a range of soft skills and abilities mentioned above, which are necessary for their self-development and performance of teamwork.
- Students should express ideas and discuss them as members of a team to manage their time to coordinate tasks related to responsibility and to participate in team activities, such as making decisions, solving problems, and understanding the decision-making process. All this, in an atmosphere of trust and respect.
- Before using any team building exercises or activities, it is necessary to establish this foundation of shared commitment by clarifying the team's objectives and fostering a sense of commitment to those objectives throughout the team.
- It is proposed to design strategies to strengthen teamwork in the field of education and orient it towards truly collaborative work, taking into account aspects such as interaction with others, help among them, skills, and abilities to the enrichment of the other for a common purpose.
- It is necessary to highlight the importance of the socio-emotional aspect, in order to handle emotions or the way we act or the language used, as they are key elements in communication with colleagues. The possibility of looking for a variety of skills to generate a positive impact for the student arises in the teamwork area.

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3. CONCLUSION

It can be concluded that there is a need for an educational curriculum more committed to the teaching and learning of emotional intelligence, to strengthen the foundations. Access to certain resources is not always possible, or even easy, and often requires a great deal of effort on the part of teachers. For this reason, the European consortium of the EIFNEG Erasmus + project has worked hard to select the 10 areas considered key and essential to strengthen the educational community.

As mentioned at the beginning, this document is the starting point for the establishment of a curriculum structure for the subject EIFNEG, adapted to students and future workers with developed emotional intelligence, as they will be the next generation of the EU workforce and the pillars of European society in a changing world.

Education has mostly focused on academic performance, such as the importance of test scores, class attendance schedules, training courses, and homework. However, it should be noted that emotions influence how and what we learn. Being more aware of feelings and how to react to them will certainly help to better manage stress and learn to understand emotions and communicate better.

This information gathered requires the involvement of educational systems in terms of methodological strategies that promote self-awareness, self-assessment, self-confidence, behavioural control, self-control, anxiety management, interest in others, listening skills, leadership, and conflict resolution, among other indicators that make up emotional intelligence. They must be considered in the educational sphere, both for the training of teachers and students.

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EIFNEG



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10 KEY AREAS

COMMON DOCUMENT