



Project Number: 2020-1-FR01-KA201-080108

Experimentation of the Teaching Source “In and Out”

<i>Level of difficulty</i>	<i>Name of the partner school</i>	<i>Name of the teacher(s) involved</i>
Easy	Arnolfo di Cambio – Colle Val d’Elsa	Elena Piritore, Maria Castaldo, Chiara Miccoli, Ombretta Ciofi, Giulia Agnorelli

Description of the experience

ACT 1: FEELINGS HAVE SHORT LEGS

Children, in group, write comics on the silhouettes provided by the teachers (sticky men), wondering about their thoughts depending on their posture. Later they do the same activity observing facial expressions. We realized that by observing the faces of classmates (people they know) the identification of feeling and thought was easier

ACT 2: MY HEART MAP

Through the procedures illustrated in the text "Heart Maps" by G.Heard, children are invited to draw two hearts and divide them into 10 parts each, where they will draw "what makes you feel good" on one side and "what makes you feel bad" on the other side. Students can express themselves using words, symbols, and phrases that represent people, places, things, and experiences/memories, that occupies a large place in their heart.

First, pupils had to reflect and write the list of 10 items, then draw them by placing the most important one in the centre.

Heart maps become a map of one's personal stories. They are the best way to collect ideas for personal narratives and to learn to understand yourself.

Children were excited to do an activity while being filmed.

Act 3: WHAT ARE YOU THINKING ABOUT?

Teachers read the picture book "What are you thinking about?" by L. Moreau. The text shows the portrait of people who narrate their thoughts. By browsing a pop up on the paper page, you will find an illustration of the thought described.

After exploring the emotions with the activities of the preparatory moment, children were invited to describe their own thoughts about that particular moment or about a recurring thought that they wish to tell.

After distributing their pre-cut shapes, they made a list of thoughts and then drew themselves (self-portrait) and, opening the pop up, they drew their thoughts. They wrote a short sentence about their thoughts.

Part of the work took place in the school garden and while the children were drawing, the teachers asked them to tell what they had drawn and what their thoughts were.

Many children asked if they could draw multiple thoughts.



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



Project Number: 2020-1-FR01-KA201-080108

At the end they briefly described their work in a mini interview in front of the video operators.

Needs of the classroom to be addressed

The group of students whose activities were addressed, needs to be stressed on the opportunity to be more self-aware through the explication of thought, using verbal (written and oral) and graphic language.

People, children in particular, sometimes confuse their understanding of emotions. Essentially two reasons contribute to this misunderstanding: they don't know what people think about them and they can't give a name to their own emotions.

The aim is to develop intrapersonal intelligence, theorized by Gardner, which consists in understanding oneself, what one is trying to achieve, what one can do to be more successful in one's life.

These activities aim to make students more tolerant of others by learning to read and decipher others' emotions empathically.

Validation of the teaching source

The activity allowed the students to reflect on themselves and others. First, with the recognition of the emotions of others. Then with the guided introspection of what makes you feel good and feel bad. The use of illustrated texts and heart maps facilitated the proposal and the children understood well what they had to do.

Contents: the children have been able to explore their feelings and those of others, learning how difficult it can be to decode thoughts and to find the best way to express them.

The work they did helped them to understand each other and to be more tolerant of people around them.

Methodology: the children worked both individually and in groups, sharing their work and trying to find the best words to explain themselves. By sharing and observing the work of others, children can make adjustments to their work through the re-design activity.

Testing carried out on 17/ 23 March 2021 and 5 May 2021



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).