

**Psycho-Educational and Social
Intervention Program for Parents**



Erasmus+

Program 2016-1-RO01-KA204-024504KA2
Cooperation for Innovation and the Exchange of Good Practices
Strategic Partnerships for adult education Development and Innovation

Psycho-Educational Kit

Trainer's Manual & Trainee's Workbook



LUMEN
EDITURA
în elita editurilor românești



**PSYCHO-EDUCATIONAL AND SOCIAL
INTERVENTION PROGRAM FOR
PARENTS**

**PSYCHO-EDUCATIONAL KIT:
TRAINER'S MANUAL AND
TRAINEE'S WORKBOOK**


Coordinator **Aurora Adina COLOMEISCHI**

PSYCHO-EDUCATIONAL AND SOCIAL INTERVENTION PROGRAM FOR PARENTS. PSYCHO-EDUCATIONAL KIT: TRAINER'S MANUAL AND TRAINEE'S WORKBOOK

Coordinator **Aurora Adina COLOMEISCHI**

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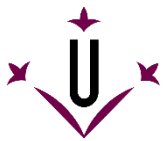
 **Erasmus+** Program 2016-1-RO01-KA204-024504KA2

Cooperation for Innovation and the Exchange of Good Practices Strategic Partnerships for adult education Development and Innovation

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Descrierea CIP a Bibliotecii Naționale a României

Psycho-Educational and Social Intervention Program for Parents

(PESI) : manual for trainers / coord.: Aurora Adina Colomeischi. - Iași :

Lumen, 2018

ISBN 978-973-166-508-5

I. Colomeischi, Aurora Adina (coord.)



EDITOR IN CHIEF:

Sonja Alimović, PhD, asst.prof.

University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia

Contact: sonja.alimovic@erf.hr

EDITORS:

Natalija Lisak*

Ana Wagner Jakab*

Anamarija Žic Ralić*

*University of Zagreb, Faculty of
Education and Rehabilitation
Sciences, Croatia

The template for developing the units of the training programs is elaborated by Mine Gol-Guven, Bogazici University, Istanbul, Turkey.

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PROGRAM UNIT 9 - EMOTIONAL COMPETENCE – SELF AWARENESS

TIME NEEDED FOR UNIT: 2 hours

Maria Augusta Romão da Veiga Branco
Institute Politechnik of Braganca

RATIONALE AND THEORETICAL BACKGROUND

1. **Emotion** – is a complex and genetically acquired activation, which is expressed by arousal in the body as a response to a stimulus.

2. **Emotional Competence (EC)** - *the demonstration of self-efficacy in emotion eliciting social transitions*” (Saarni, 1997: 38) and is intended to mean how people, although they are experiencing an emotional reaction, are able to use the knowledge they have about emotions and their own emotions in parallel in order to relate successfully with others.

3. **Emotional Intelligence (EI)** - *the ability to perceive accurately, to evaluate and to express emotions; the ability to understand and/or generate feelings when they facilitate thinking; the ability to understand emotion and emotional knowledge; and the ability to control emotions in order to promote emotional and intellectual growth*” (Mayer, Salovey & Caruso, 2004).

4. **Self-awareness** - perception of emotional arousal in the body, identifying in which parts of the body and how emotion is expressed

THE IMAGES

a. Related to the Program



Objectives



Resources



Preparation



Contents



Time



Notes

b. Groupings



Individual



Pairs



Small Group














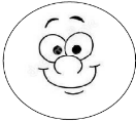











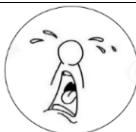

Large Group





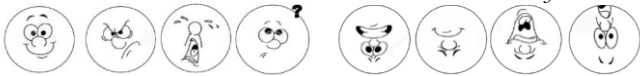
Lecture



OBJECTIVES	
	<ol style="list-style-type: none"> 1. To know elementary and concepts of emotional intelligence (EI) and emotional competence (EC) 2. To recognize the existence of emotion and different types of emotions. 3. To reflect about the subjectivity of the emotions and recognize that before the same stimulus different people experience different emotions and construct different emotional feelings. 4. To share emotions with others through the reporting of emotional experiences. 5. To recognize emotions of the others - facial and body expression..
RESOURCES	
	<ul style="list-style-type: none"> - Room with 15 tables and respective chairs - Multimedia - simple text and image exposure in PPT - Paper, pencil and eraser
PREPARATION	
	<p>Select contents and dynamics according to:</p> <ul style="list-style-type: none"> - Established objectives and contents to learn - Find resources to the selected dynamics
CONTENTS	
	<ol style="list-style-type: none"> 1. Schematic concepts of EI and EC 2. The concept of emotion and different types of emotions. 3. The subjectivity of the emotions (neuro psychological branch), (expressive branch) and (phenomenal branch) 4. Sharing and reporting emotions with others through life experiences 5. Recognizing emotions of the others
NOTE TO THE TRAINER	
	<ul style="list-style-type: none"> - Open PPT “<i>Emotions take the word</i>” and distribute Table in Attach Explain them that this is a tool to observe and recognize emotions in faces of others
	<p>ICE BREAKER</p> <ul style="list-style-type: none"> - Open PPT “Emotions take the word” and distribute Table in Attach: <i>in this lesson trainees only see the slides (11 basic emotions).</i> - Show parents the images. - Ask progressively what the emotion represented by the person in the picture - Let the parents talk to each other ... - Give them a few minutes to look at the pictures and reflect between them. - Let the parents identify in big group and talking to each other, what is the emotion in each picture
1. INTRODUCTION	
2. GROUP WORK	
Experience - Pairs and Individual Emoticon’s Dynamic - Recognize Feelings and Emotions	
	<p>Activity 1 - Each emotion has its own expressive grammar. Identify each of them by relating the words to the pictures</p> <ul style="list-style-type: none"> - Fill and complete ...

<p>60 minutes</p>  		<p>When I live ...</p> <p>... I feel positive surprise</p>	
		<p>When I live ...</p> <p>... I feel open joy</p>	
		<p>When I live ...</p> <p>... I feel impotence and rage</p>	
		<p>When I live ...</p> <p>... I feel controled contempt</p>	
		<p>When I live ...</p> <p>... I feel aversion and disgust</p>	
		<p>When I live ...</p> <p>... I feel deep disdain</p>	
		<p>When I live ...</p> <p>... I feel fear</p>	
		<p>When I live ...</p> <p>... I feel shame</p>	

3. ENDING

<p>10 minutes</p>  	<p>Finally, the trainer proposed the following reflection:</p> <p><i>“Now I understand... there is a thermometer of emotions!”</i></p>  <p>and today I feel</p>
--	---



4. KEY NOTE	
 10 minutes 	<p>TAKE HOME MESSAGE</p> <p>1. Reflective Questions based on the activities Individually developed work at home.</p> <ul style="list-style-type: none"> - <i>What have I learned about myself?</i> - <i>How do I feel emotions in the body?</i> - <i>What kind of emotions have I been experiencing most often in the past month?</i> - <i>What kind of emotional feelings have I been living?</i> - <i>Can I change these feelings and emotions in my body?</i> - <i>Is this training useful in my life?</i> - <i>... with my family? ... with my partner?</i> <p>- Parents are invited to reflect about the questions and to find some time in home to reflect about it.</p>
SUGGESTIONS	
ATTACHMENTS	
<p>Table 1 – Dimensions, actions and skills in Emotional Competence Model (Veiga-Branco, 2005)</p> <p>- PPT – “Emotions take the word” – <i>this PPT, considering that it is a document with 82 MB will be sent in separate Attachment File, here is only the first slide.</i></p>	

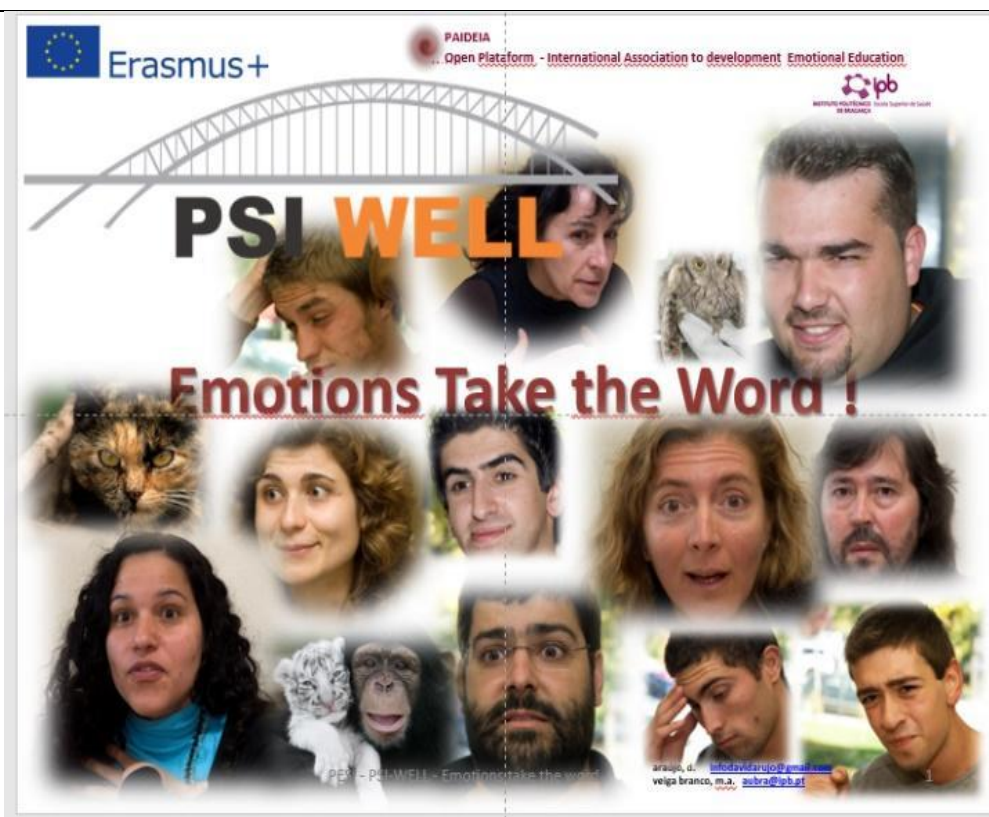
Table 1 – Dimensions, actions/behaviors/skills in Emotional Competence Model (Veiga-Branco, 2005)

Dimension	What does it mean in daily life?	Development of Skills
Self-awareness <i>(self-knowledge)</i>	The ability to recognize and understand one's own and others' emotions.	Emotional awareness. Self-confidence. Realistic self-evaluation.
Self-emotional regulation <i>(Manage Emotions)</i>	The ability to control or redirect impulses and moods. To think before acting. To resist temptation. To delay gratification.	Self-control. Adaptability. Integrity/congruence. Assertiveness Conscientiousness/ attention to detail. Innovation.
Self-Motivation	To persist despite everything. Deep motivation to work for reasons that go beyond money. To set goals and persist.	Impulse / achievement motivation. Organizational commitment. Initiative. Optimism (also in failure).
Empaty	Ability to understand and to treat others according to their emotional reactions.	Understanding others. The ability to recognize and promote talent. Intercultural sensitivity.
Social emotional skills <i>(Management emotions in groups)</i>	The ability to establish and maintain successful social networks and interpersonal relationships.	The ability to influence. Communication skills. Leadership. Teamwork.

Table prepared by author, from Bennet, Anna Soldevila. (2009). *Emocionate*. Programa de educación. Madrid. Psicología Pirámide. P54

PPT – PSI-WELL – PESI Program – Emotions take the Word!

– Pedagogical tool for learning emotional expression and for developing Self-awareness, Emotional Regulation, Empathy and Emotional Social Competence



Reference - Veiga-Branco, A. & Araújo, D. F. (2010). Las emociones toman la palabra. VII Jornades d'Educació Emocional.«L'educació emocional en els mitjans de comunicació» ISBN 978-84-694-3767-4. 11:51830 <http://hdl.handle.net/10198/5469>