

WORKBOOK

MY JOURNEY INTO THE WORLD OF EMOTIONS



Save the Children

Save the Children believes that every child deserves a future. In the countries of the Northwest Balkans, we work daily to give children a healthy start in life, the opportunity to learn, and protection from harm. When crisis strikes, and children are most vulnerable, we are always among the first to respond and the last to leave. We ensure children's unique needs are met, and their voices are heard. We deliver lasting results for millions of children, including those hardest to reach. We do whatever it takes for children – every day and in times of crisis – to transform their lives and the future we share.

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Authors: Ira Raković & Miroslava Marjanović

Professional support: Nada Šarac & Aida Ivković

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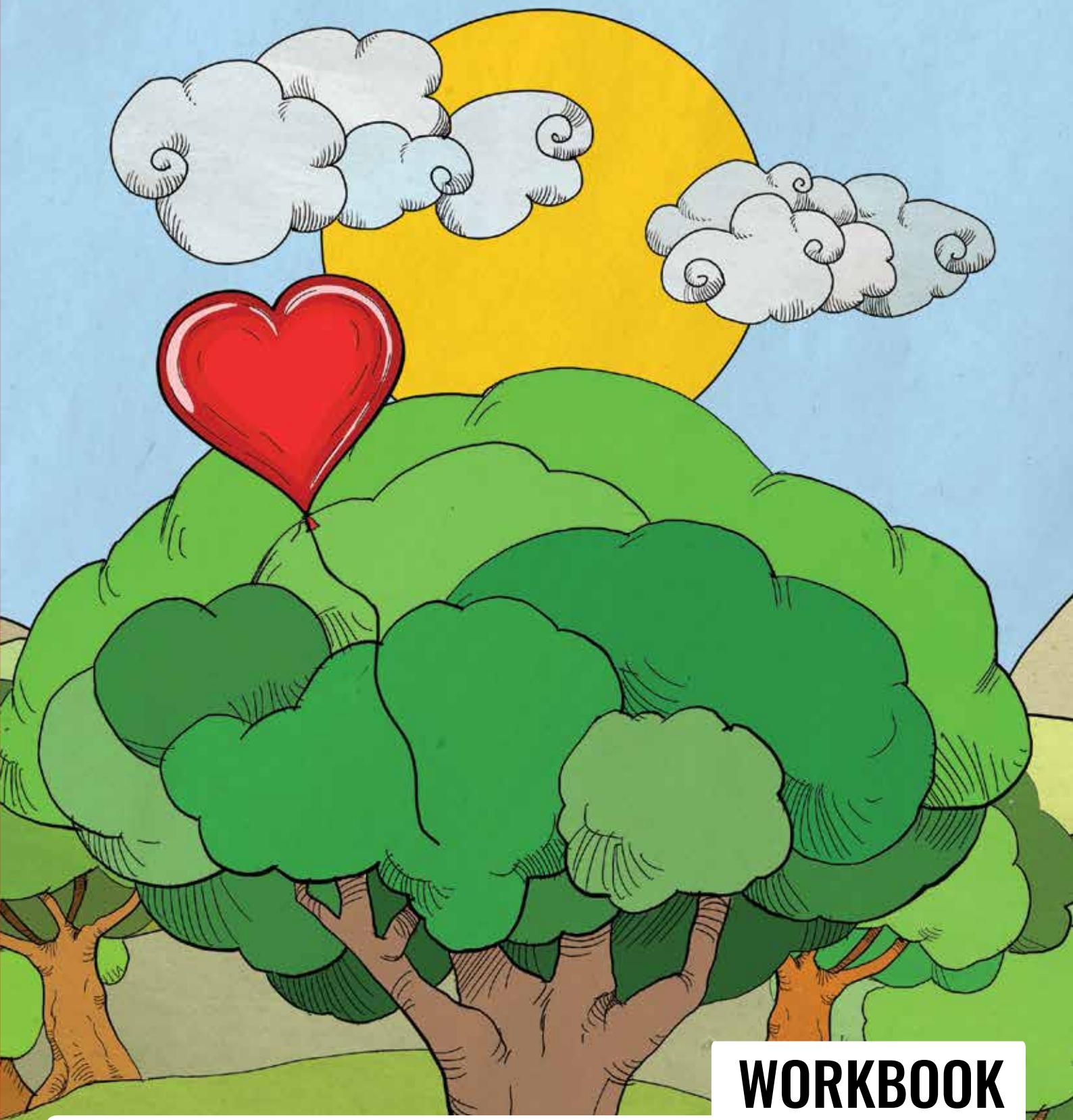
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Together, we can do more.

Tell us what you think of our work!

info.nwbalkans@savethechildren.org



WORKBOOK

MY JOURNEY INTO THE WORLD OF EMOTIONS



Save the Children



The proud owner of this book is

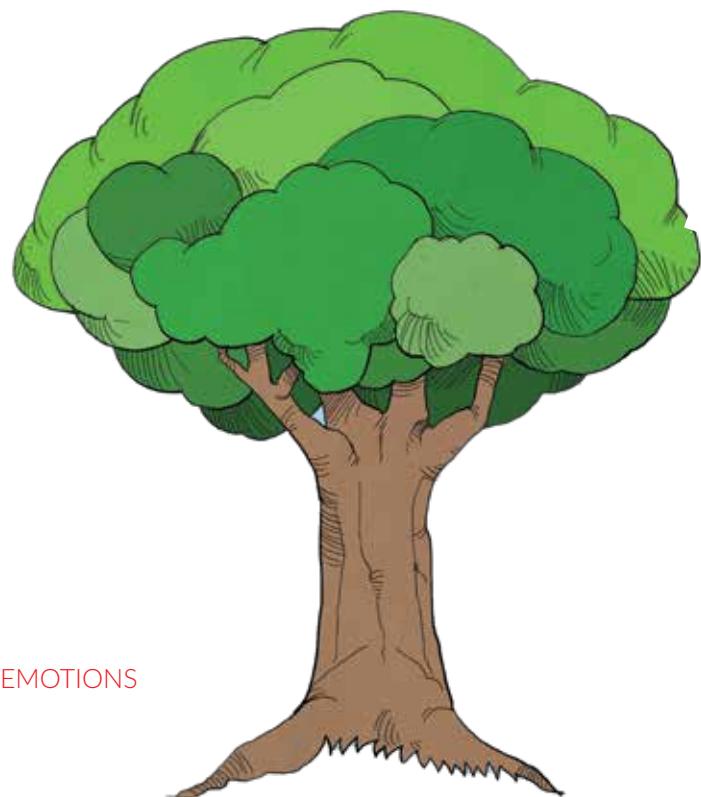
Dear Child,

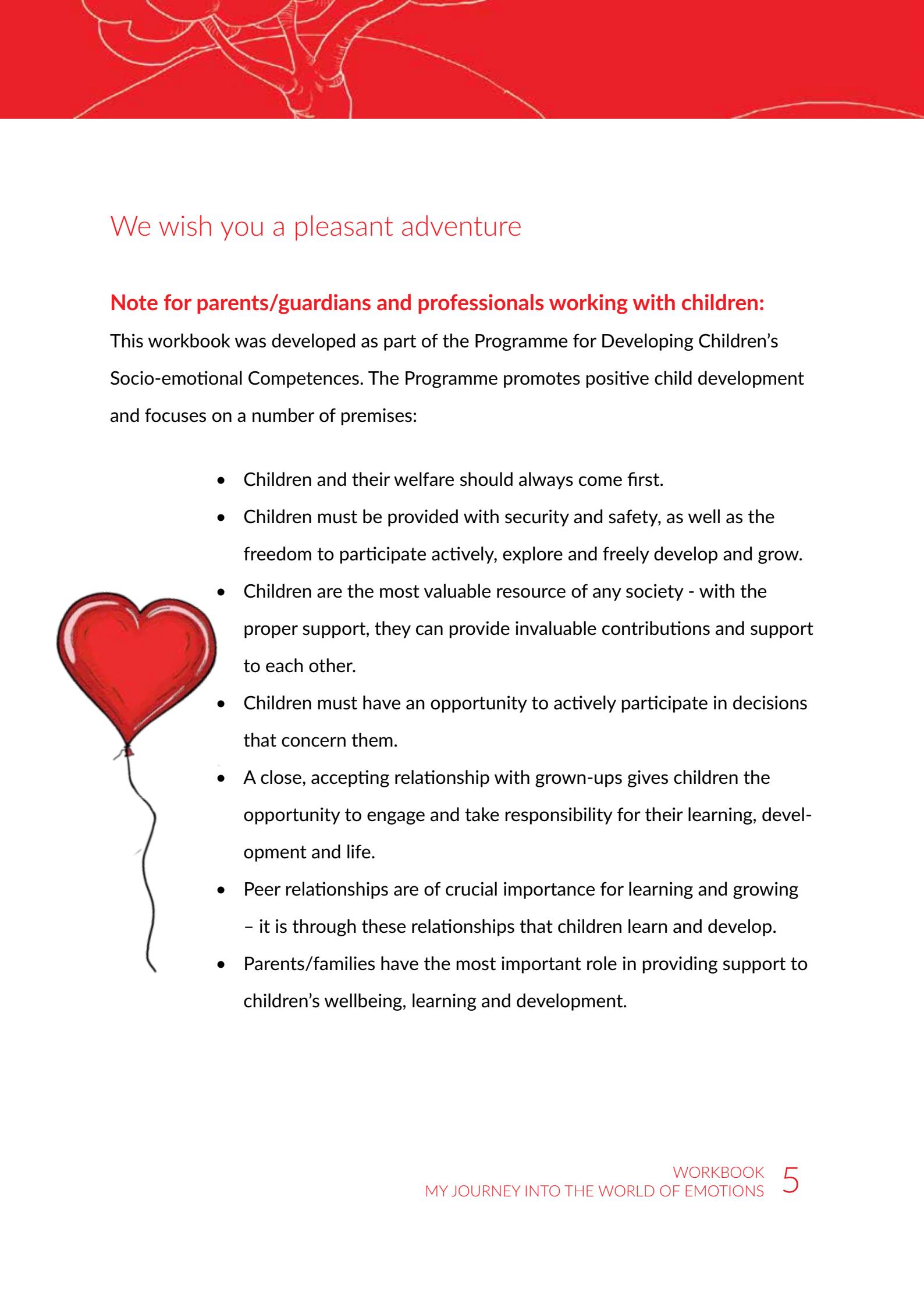
This is a story about you and your emotions. Tell this story together with your friends,
parents and teachers.

Spend as much time with people that make you feel good and loved. Try to make them
feel the same when they are with you.

Dear Parents, dear grown-ups,

This is a story told by children, but it is not complete without your involvement and support. Be part of this unique story together with your child. Share your feelings and find the time and love to share with the child. Your child is unique and is creating his/her unique world where you have a crucial role. Build that world with your child, always be beside him/her - not in front and not behind.





We wish you a pleasant adventure

Note for parents/guardians and professionals working with children:

This workbook was developed as part of the Programme for Developing Children's Socio-emotional Competences. The Programme promotes positive child development and focuses on a number of premises:

- Children and their welfare should always come first.
- Children must be provided with security and safety, as well as the freedom to participate actively, explore and freely develop and grow.
- Children are the most valuable resource of any society - with the proper support, they can provide invaluable contributions and support to each other.
- Children must have an opportunity to actively participate in decisions that concern them.
- A close, accepting relationship with grown-ups gives children the opportunity to engage and take responsibility for their learning, development and life.
- Peer relationships are of crucial importance for learning and growing – it is through these relationships that children learn and develop.
- Parents/families have the most important role in providing support to children's wellbeing, learning and development.

My name is

I am years old

I got this Workbook in (month) (year)

I most like playing

My best friends are

My favourite school subjects are.....

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When I grow up, I want to be a

My favourite superhero is

If I could have a superpower, it would be the ability to

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Draw yourself as a superhero. What is the superhero called?





My Emotions

I feel very happy in moments when

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When I'm very happy, what I like to do is

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I feel sad in moments when

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When I'm very sad, what I like to do is

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Our basic emotions are anger, fear, sadness and happiness, but we have many more.

List the emotions you most often recognise in yourself and others

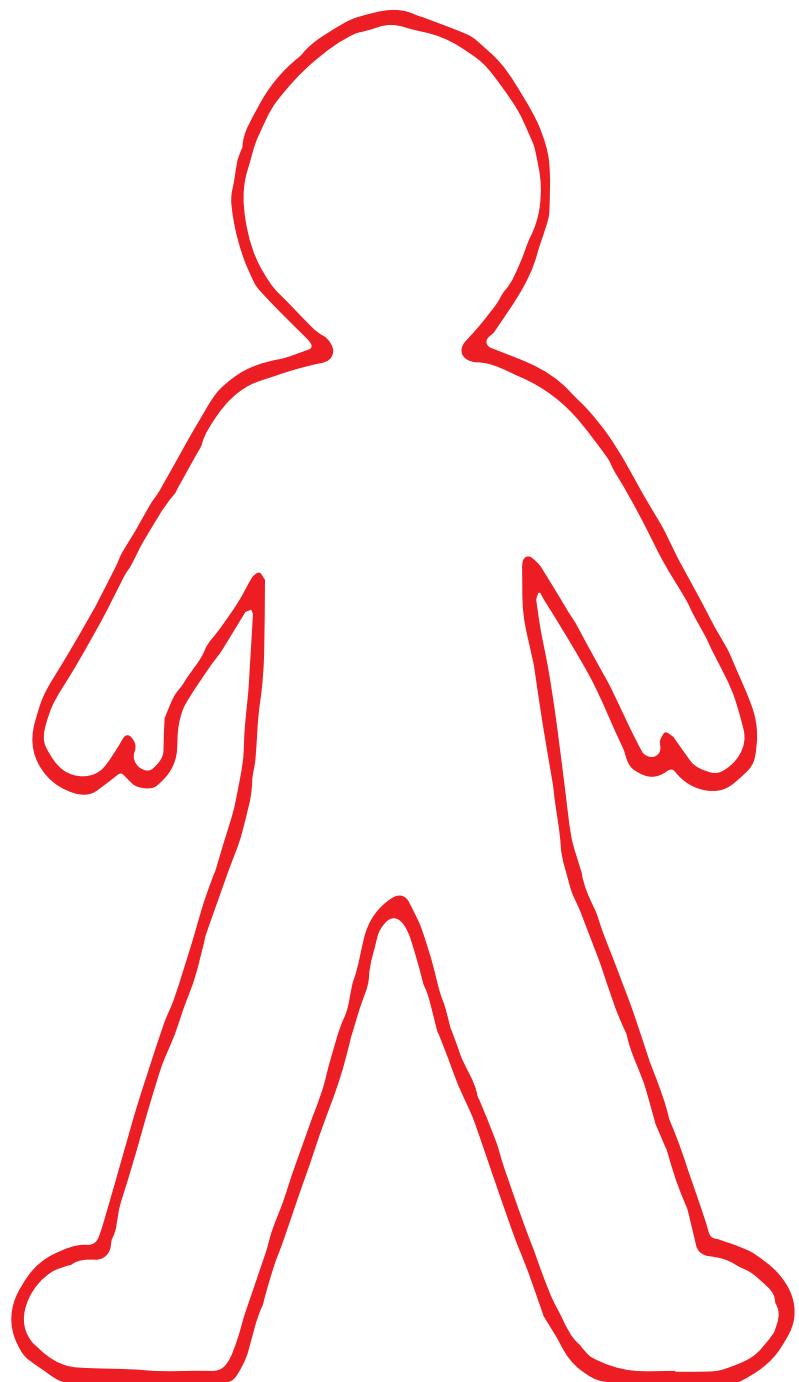
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We can usually tell what someone else is feeling by the expression on their face: if they are frowning, perhaps they are angry, if they are crying, perhaps they are sad, if they are smiling, perhaps they are happy.

We can also guess how others are feeling based on their behaviour: if someone is shouting, balling up their fists, gritting their teeth, perhaps they are angry, if someone is withdrawn, sitting alone with shoulders slumped, perhaps they are sad, if someone is humming, laughing, skipping, perhaps they are happy.

We recognise our own emotions best by the bodily sensations we feel together with an emotion. For example, when we get scared, our heart starts thumping, our breathing quickens, but these same bodily sensations can also appear when we are happy or when we are angry. That is why it's important to learn to recognise emotions based on sensations in the body, but also based on the situation when they happen.

Think back to situations when you were angry, scared, sad and happy. On the body outline below, mark where different emotions appear in your body and colour them with different colours.





Emotions and Words

Try to define the emotions you drew and coloured in. It's not easy, but try. You can also ask someone for help. :)

Try to describe emotions in terms of yourself or a situation when you felt like that.

Happiness is

.....

Fear is

.....

Sadness is

.....

Anger is

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Storytelling

In this section, write a story about when something nice happened to you and you felt happy.

Was it the day you got a good mark in school? A day you spent with friends?



My Notes

Here you can note down your observations, how you feel and how you behave.

You can also use this space to draw if you find it difficult to express yourself in words.



My Parents' Notes



My Teachers' Notes



Ask your friends to write down a few of your good characteristics, something they like about you

My friends say I am...



Dear Child, in this section, we will start with learning skills to help you recognise and understand your emotions and to establish and maintain healthy and nice relationships with your friends and parents/guardians. Remember that there are no positive and negative emotions, only pleasant and unpleasant emotions. Every emotion is useful and helps us cope in moments that are nice and those that are less nice.

Socio-emotional Learning

A process through which children acquire and apply knowledge, skills and attitudes needed to understand and manage their emotions and behaviour, make decisions, set and achieve positive goals, establish and maintain good social relationships.

Skills you can learn:

Self-awareness, meaning that you can:

- name and recognise your own and other people's feelings
- analyse your own feelings and how they influence your own and the behaviour of others
- analyse the feelings of other children and grown-ups and how they influence behaviour
- develop a realistic picture of your own strengths/qualities/abilities, as well as your limitations
- recognise your own interests, needs and wishes
- develop confidence/faith in yourself and in your strengths, abilities and knowledge (self-confidence)



In relation to these skills, set out the goals you want to achieve. For example, your goal may be to develop skills to recognise basic emotions (sadness, happiness, fear, etc.)

My goals:

My goal is to learn:

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I will learn this by:

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The following people can help me with this:

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My goal is to learn:

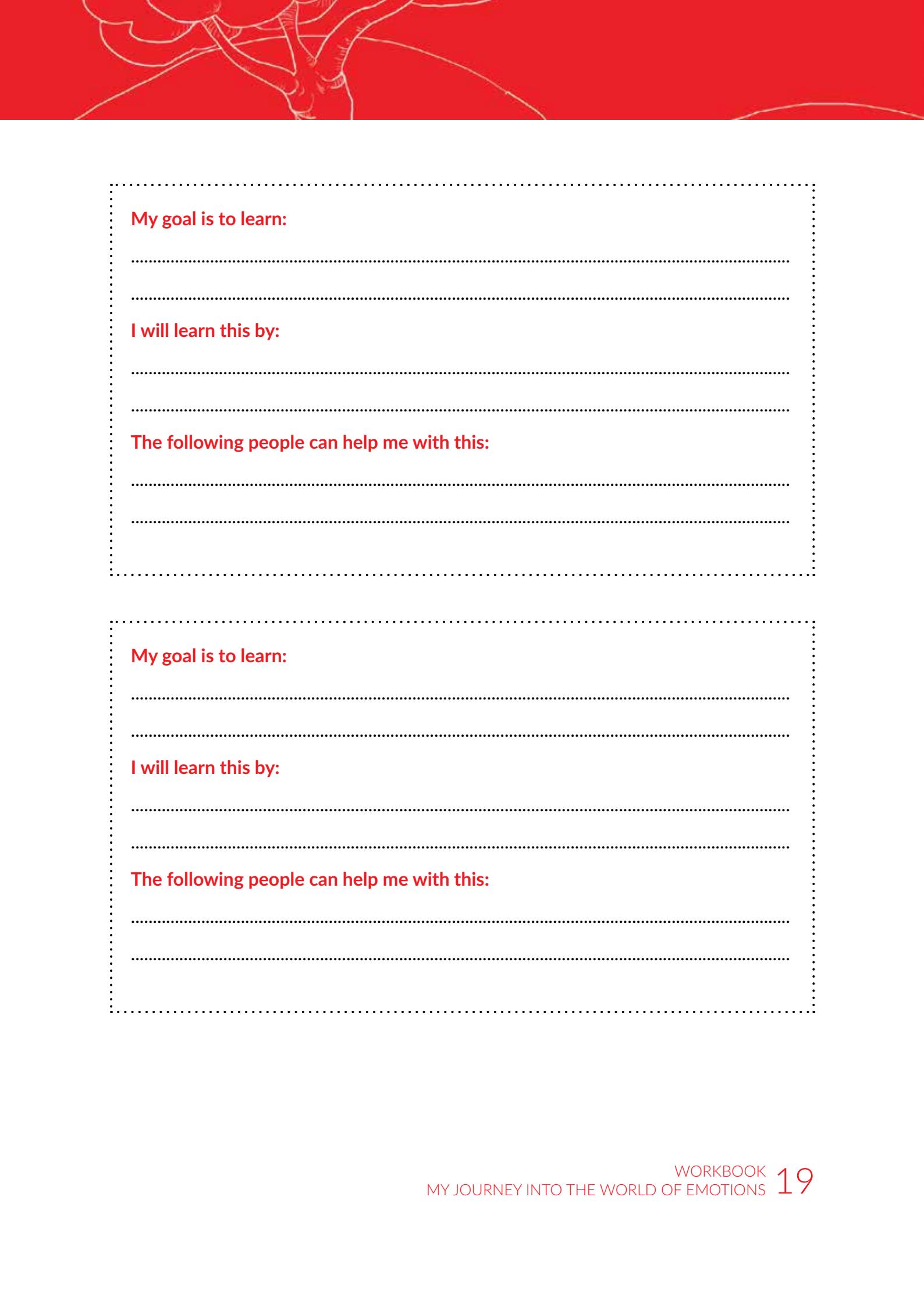
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The following people can help me with this:

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My goal is to learn:

I will learn this by:

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My goal is to learn:

I will learn this by:

The following people can help me with this:



My achievements (here you can list your achievements and what you have learned through this Programme and give yourself a star for each achievement)

I have learned

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I am proud of myself because

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This is why I am giving myself a star

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Teacher observes:

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Gives a star

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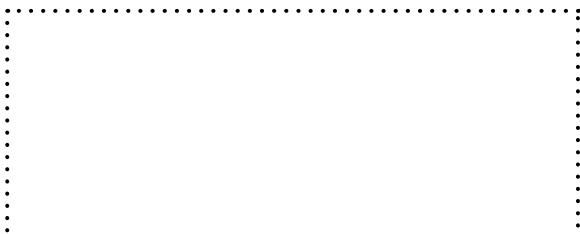
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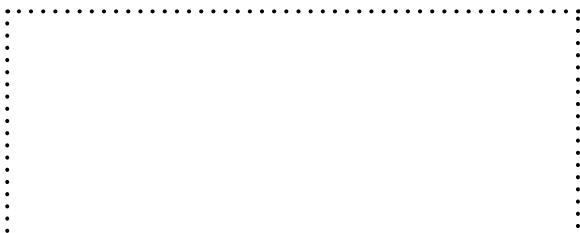
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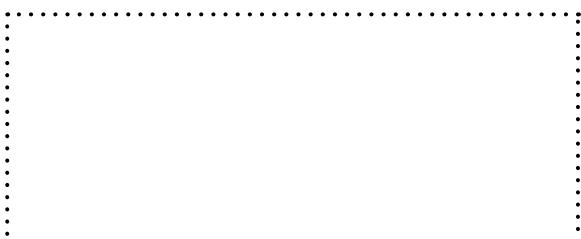


Teacher observes:

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Gives a star

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My Teachers' Notes



Further skills you can learn:

Self-regulation:

- to adapt your thoughts, feelings and their expression to different situations
- to take initiative and persevere when you estimate that the risks do not pose a danger to your own or the safety of others
- in a risky or challenging situation, to be able to provide self-support and persevere (with a clear “can do” attitude) or give up (with a clear attitude of “I cannot, must not, don’t know how to do this, I won’t do it because it is not safe, not useful, not good...”) and to provide support that others can count on when needed.

In relation to these skills, set out the goals you want to achieve. For example, your goal may be to learn how to deal with being teased by peers, how to say NO when you don’t want to do something, how to express your emotions, etc.

My goals:

My goal is to learn:

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I will learn this by:

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The following people can help me with this:

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My goal is to learn:

I will learn this by:

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My Teachers' Notes



Skills you can learn:

Awareness of others:

- understanding that everyone has similar needs and feelings
- carefully listening and being able to accept a difference in opinion
- being able to guess what another person is experiencing and feeling
- caring for others, respecting other people's property and things

In relation to these skills, set out the goals you want to achieve. For example, your goal may be to learn how to recognise other people's emotions and how to show that you care about them.

My goals:

My goal is to learn:

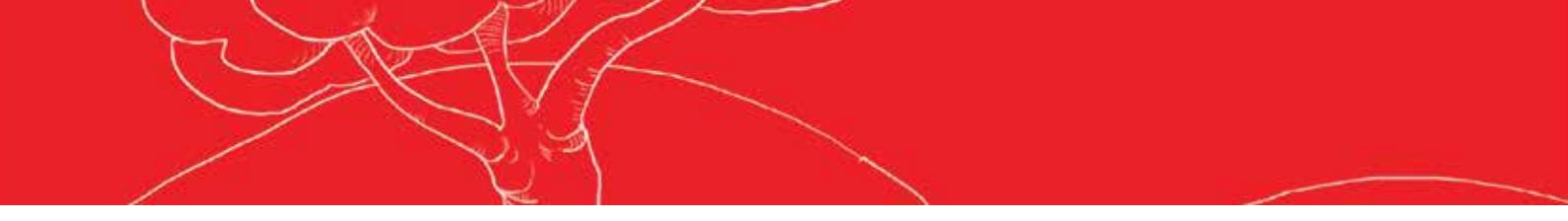
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The learning methods I will be using:

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The following people can help me with this:

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My goal is to learn:

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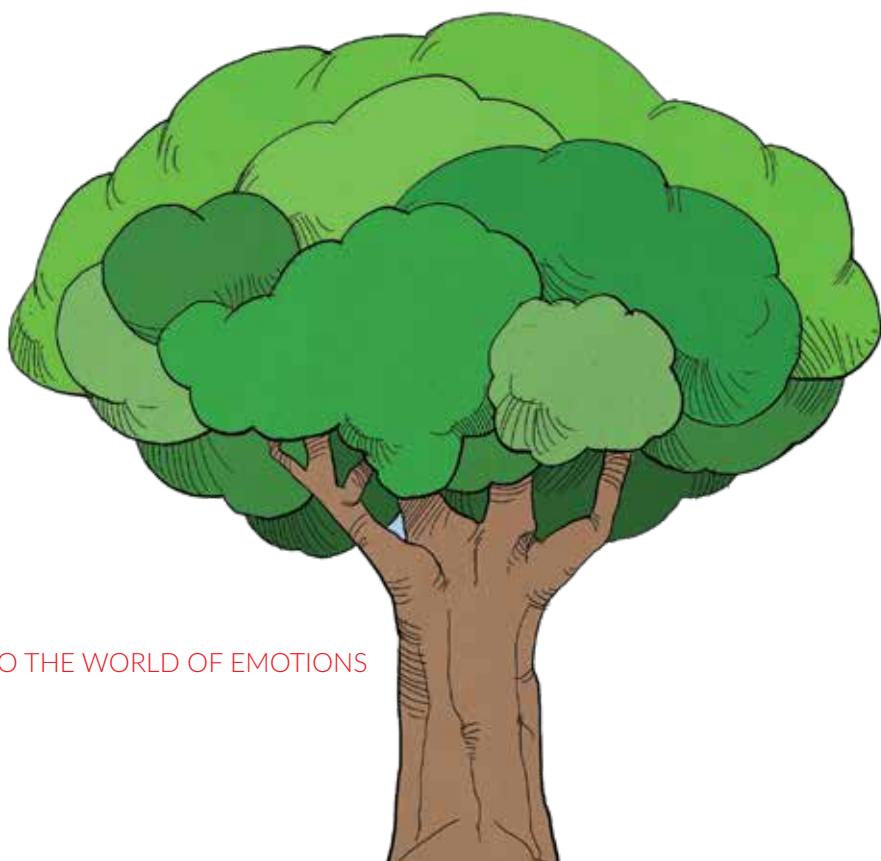
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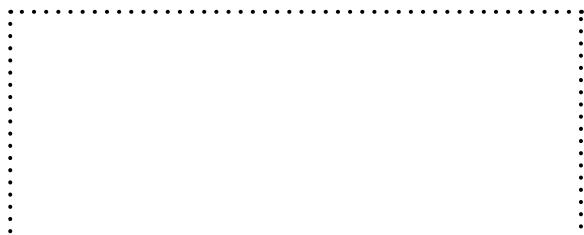
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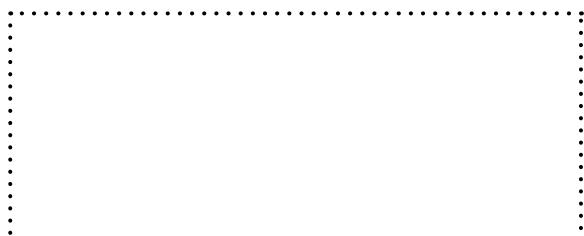
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My Teachers' Notes

Skills you can learn:

Building relationships:

- building relationships with others by respecting differences
- making friends and socialising with peers
- asking for help when needed, including from grown-ups, and recognising when others need help and stepping up
- using non-violent ways to resolve conflicts
- cooperating with others and agreeing on common goals

In relation to these skills, set out the goals you want to achieve. For example, your goal may be to learn why it is important to listen carefully to others, how to contribute to solving problems together, etc.

My goals:

My goal is to learn:

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The learning methods I will be using:

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The following people can help me with this:

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My goal is to learn:

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My Teachers' Notes



Skills you can learn:

Responsible Decision Making

- before reacting, analysing the situation and recognising which behaviours may cause problems
- thinking about how your behaviour is seen and experienced by others
- independently solving problems in relationships with peers
- negotiating with peers in order to reach a joint solution that is acceptable to all

In relation to these skills, set out the goals you want to achieve. For example, you may want to learn what to take into account about how your behaviour might impact others, or how to say you're sorry when you make a mistake, etc.

My goals:

My goal is to learn:

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The learning methods I will be using:

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The following people can help me with this:

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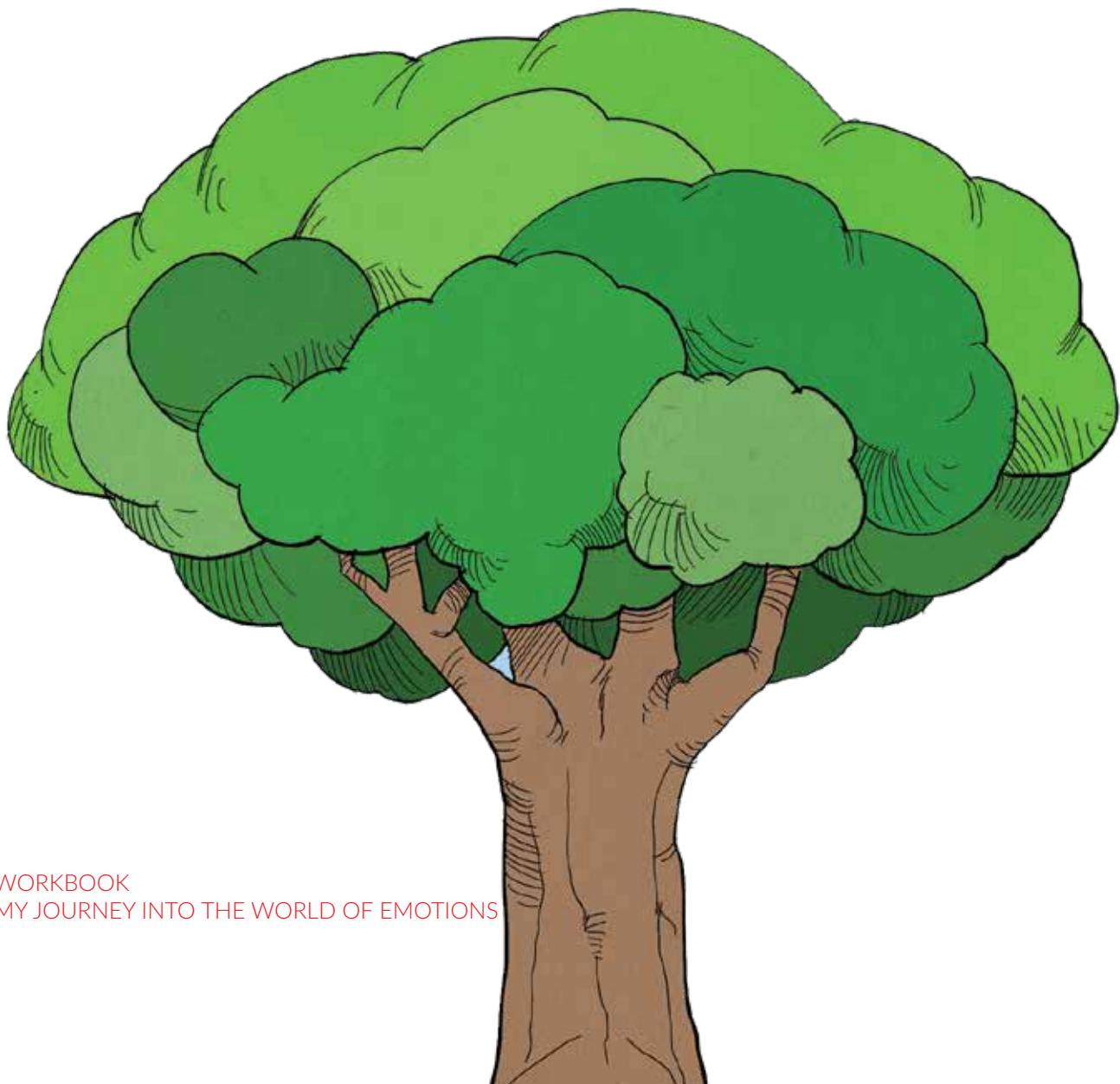
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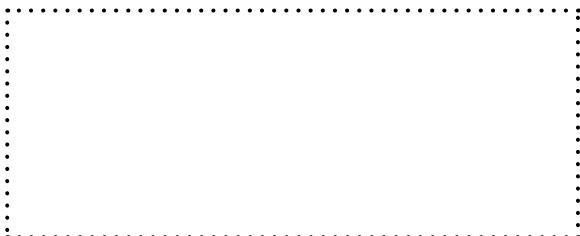
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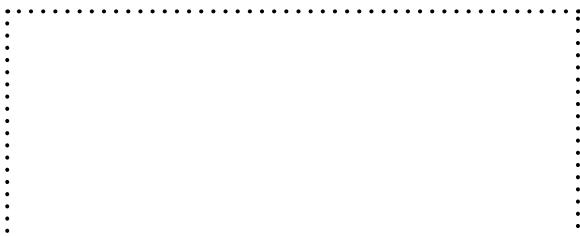
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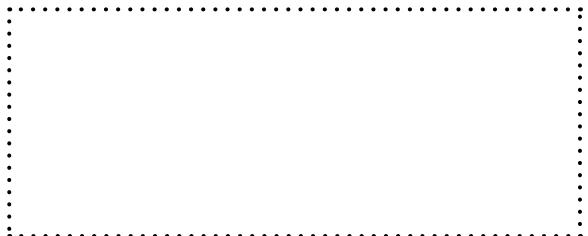
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My Teachers' Notes

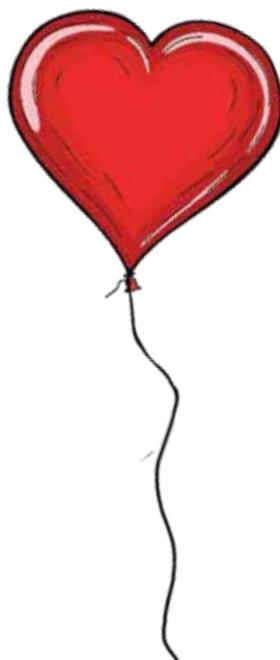


It is worth remembering:

Children are different – we need to take into account that as developing human beings, children feel, think, judge life situations, make decisions and behave differently than adults.

The child is the holder of his/her rights – every child has the right to a happy childhood, good quality education, and active participation. Every child has the right to respect for differences in terms of personal, cultural, linguistic and family identity.

THANK YOU ALL FOR PARTICIPATING!





SAVE THE CHILDREN ZA SJEVEROZAPADNI BALKAN
SAVE THE CHILDREN IN NORTH WEST BALKANS

Ljubljanska 16, Sarajevo, Bosnia and Herzegovina
Tel.: +387 (0) 33 290 671
Fax: +387 (0) 33 290 675
info.nwbalkans@savethechildren.org
<http://nwb.savethechildren.net>

**Terenska kancelarija u Srbiji i
Centar za raseljenost i
migracije na Balkanu**

Field Office Serbia and Balkans Migration
and Displacement Hub

Simina 18, Belgrade, Serbia
Tel.: + 381 (11) 41 222 61
+ 381 (11) 41 222 62
bmdh.sci@savethechildren.org
serbia.office@savethechildren.org

Save the Children in
North West Balkans 

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