

RFCDC – LEARNING ACTIVITIES BASED ON THE COVID-19 PANDEMIC

Dealing with emotions during
the Covid-19 pandemic



Target group:
**Learners in primary
schools and lower
secondary schools**

**IMPROVING
WELL-BEING
AT SCHOOL**



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Dealing with emotions during the Covid-19 pandemic

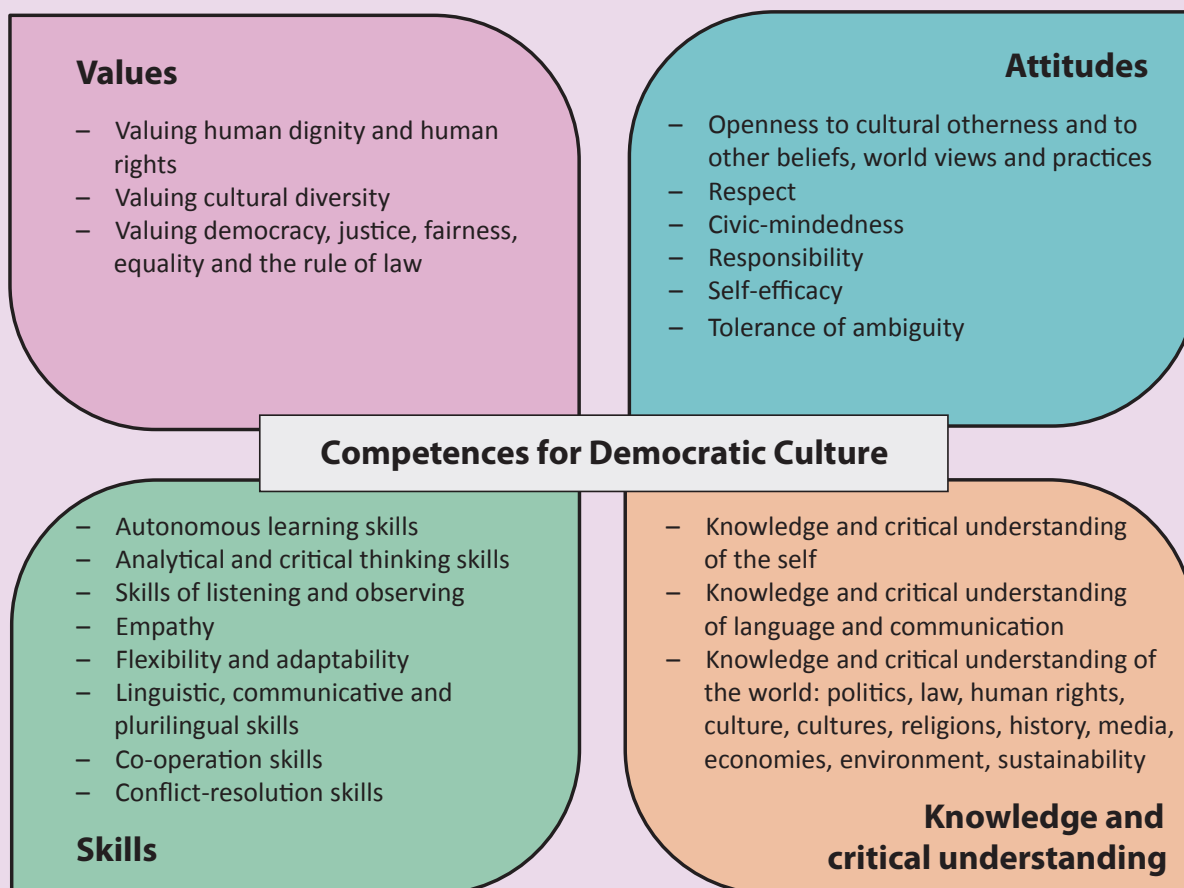
RATIONALE

During the Covid-19 pandemic, many children have felt alone and have missed their friends, classmates and teachers. For all children, dealing with emotions is important and self-reflection plays a crucial role in their life. This activity aims to identify the emotions

and feelings that learners could be experiencing, and to find ways for them to deal with them. It can help to know that negative emotions and feelings exist and to become more aware of one's own feelings and emotions, and eventually being able to address them.



THE RFCDC COMPETENCES



COMPETENCES PROMOTED BY THE ACTIVITY

— Civic-mindedness; Self-efficacy; Analytical and critical thinking skills; Empathy; Knowledge and critical understanding of the self; Knowledge and critical understanding of the world.

LEARNING OUTCOMES

— Completing this activity will help learners to:

- ▶ Reflect on the impact of Covid-19 on human emotions
- ▶ Identify the main feelings and emotions that they have experienced
- ▶ Engage in critical thinking
- ▶ Understand others better by imagining how things look from their perspective



DESCRIPTION OF ACTIVITY

1. Show a short video about emotions and feelings in the learners' own language. The video should show the feelings and emotions through animated pictures and scenes that help children understand feelings better and express them correctly. Make sure that the video is from an official or authoritative source.
2. Brainstorming: Ask the learners to think about an emotion or feeling they have had during the pandemic. The answers should be collected on a whiteboard or using an online tool.
3. Ask the learners to:
 - ▶ identify from the list 3 emotions or feelings they consider to be positive;
 - ▶ identify from the list 3 emotions or feelings they consider to be negative;
 - ▶ think why they assigned the emotions or feelings to the positive or negative category.
4. Instigate a sense-making discussion by providing questions where the learners can process critical events connected to the Covid-19 pandemic at an emotional level. To do this, the following questions may be used, together with any others that are judged to be useful for stimulating the learners' thinking:
 - ▶ How did you feel during the lockdown?
 - ▶ Why did you feel like that?
 - ▶ Have you talked to someone about that?
5. Tell a story about how people come together, find creative solutions to difficult problems, and overcome adversity during the pandemic. Talking about these stories can be healing and reassuring to children and adults alike.
6. Summarise the main ideas of the story about how it is important to keep together and to be responsible in order to keep other people and the community safe and healthy. Explain to the learners that the responses to stressful events are unique and varied, and how other people can help by showing empathy and patience.

MATERIALS OR RESOURCES REQUIRED

- ▶ Videos about emotions and feelings, for example:
 - For primary level learners <https://youtu.be/7uY2HrQ9qQ8>
 - For secondary level learners <https://youtu.be/KYfRzAII7TQ>
- ▶ An online brainstorming tool such as <https://answergarden.ch/> – in the case of young children, the teacher can prepare the poll in advance.
- ▶ A story about how people come together, find creative solutions to difficult problems, and overcome adversity during the epidemic.



REFLECTION ON THE ACTIVITY AND THE LEARNING OUTCOMES THAT HAVE BEEN ACHIEVED

— Hold a debriefing session based on some of the following questions:

- ▶ What kind of experience was it for you to identify the emotions and feelings you experienced during the pandemic? For example, was it easy or difficult? What sorts of things did you think about when you were deciding which one to choose?
- ▶ Has anything changed in your thinking after you found out which emotions and feelings your friends had identified during this activity?
- ▶ What have you learned about yourself as a result of doing this activity?
- ▶ What have you learned about the world as a result of doing this activity?

www.coe.int/education

www.coe.int/en/web/education/covid-19

www.coe.int/free-to-speak-safe-to-learn

www.coe.int/rfcdc



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