THE ROLLER COASTER OF EMOTIONS:

A material package of English oral skills activities on social and emotional competence for upper secondary schools

Katariina Vornanen

Master's Thesis

Department of Language and Communication Studies

University of Jyväskylä

Spring 2023

UNIVERSITY OF JYVÄSKYLÄ

Tiedekunta – Faculty Humanistis-yhteiskuntatieteellinen tiedekunta	Laitos – Department Kieli- ja viestintätieteiden laitos
Tekijä – Author Katariina Vornanen	
Työn nimi – Title The roller coaster of emotions: A material package of English oral skills activities on social and emotional competence for upper secondary schools	
Oppiaine – Subject Englanti	Työn laji – Level Pro gradu -tutkielma
Aika – Month and year Huhtikuu 2023	Sivumäärä – Number of pages 40 + 2 liitettä (48 sivua)

Tiivistelmä – Abstract

Opettajilla on merkittävä rooli oppilaiden oppimisen edistämisessä sekä heidän hyvinvointinsa tukemisessa. Yksi koulutuksen tärkeistä tehtävistä on tukea oppilaiden kasvua niin, että he oppivat elämässä tärkeitä taitoja, jotka auttavat oppilaita kasvamaan hyvinvoiviksi aikuisiksi. Tämän tutkimuksen pääteemana on sosioemotionaalinen kompetenssi, jota on tutkittu monipuolisesti niin oppilaiden hyvinvoinnin kuin myös yleisesti kompetenssiin kuuluvien taitojen tärkeyden näkökulmasta. Kuitenkin tutkimusta kielten oppimisen näkökulmasta on suhteellisen vähän. Sosioemotionaalinen kompetenssi ja sen sisältämät taidot ovat yhteydessä englannin opetukseen lukion opetussuunnitelman laaja-alaisten osaamisalueiden kautta. Laaja-alaisesta osaamisesta erityisesti hyvinvointi- ja vuorovaikutusosaamisen osa-alueet ovat merkittäviä tälle tutkimukselle, sillä ne sisältävät sosioemotionaalisen kompetenssiin kuuluvia taitoja.

Tässä tutkimuksessa kompetenssi määritellään niin yhtenäisenä kokonaisuutena kuin myös kahtena erillisenä käsitteenä, emotionaalisena kompetenssina ja sosiaalisena kompetenssina. Sosioemotionaalinen kompetenssi koostuu eri osa-alueista liittyen tunnetaitoihin ja sosiaalisiin taitoihin. Tutkimuksessa esitellään myös pedagoginen suuntaus, positiivinen pedagogiikka, joka korostaa positiivisen pedagogiikan oppiaineita täydentävää ja hyvinvointia edistävää roolia oppiaineiden opetuksen yhteydessä. Tämän monimuototutkielman tavoitteena on tarjota lukion englannin opettajille materiaalipaketti, joka sisältää englannin oppimateriaalia sosioemotionaalisen kompetenssin sisältämistä teemoista. Teemat keskittyvät tunteiden tunnistamiseen, ymmärtämiseen, hyväksymiseen, tasapainotteluun, säätelyyn, kohtaamiseen, käsittelyyn sekä empatiaan ja myötätuntoisuuteen toisia kohtaan. Jokainen materiaalipaketin viidestä teemasta harjoittaa jotakin sosioemotionaalisen kompetenssin kompetenssialuetta, jotka on muodostettu eri tutkijoiden näkemyksien perusteella. Materiaali keskittyy myös suullisen kielitaidon kehittämiseen, sillä tehtävät painottuvat suullisiin ja vuorovaikutuksellisiin harjoituksiin. Materiaalipaketti ei ole suunniteltu tietylle lukion englannin moduulille, mutta paketin sisällöt ovat parhaiten yhteensopivia englannin moduulien ENA1, ENA2 ja ENA8 kanssa. Materiaalipaketti siis harjoittaa niin laaja-alaista osaamista, sosioemotionaalista kompetenssia kuin englannin suullista kielitaitoa.

Avainsanat – Keywords
social and emotional competence, SEC, emotional skills, well-being, emotions, material package

Säilytyspaikka – Depository University of Jyväskylä

Muita tietoja – Additional information

FIGURES

TABLES

TABLE OF CONTENTS

1   INTRODUCTION

What are some of the most important life skills? If we think about this question and list skills that we consider to be important for everybody, the list should include skills related to social and emotional competence. Suppose we want children and adolescents to grow into responsible, knowledgeable, and caring individuals, who are emotionally and socially intelligent and behave constructively. In that case, we have to teach them skills needed for social and emotional competence (Elias 1997: 5-9). Unfortunately, especially young people increasingly encounter problems such as depression (Lopes and Salovey 2004: 80). Therefore, it is important for adolescents to work on their social and emotional competence to be able to cope with different socially and emotionally demanding situations (Lopes and Salovey 2004: 80).

Social and emotional competence is formed from different skills that are relevant to all ages from childhood to old age, and they are essential for our emotional stability and the way we act and behave. They are needed in education, relationships, working life and everyday situations in our life. These skills include, for example, understanding, regulating and managing emotions, and being able to empathize and socially interact with others (e.g., Avola and Pentikäinen 2019; Leskisenoja and Sandberg 2019; Wiley and Siperstein 2015). Teaching these important skills can lead to substantial benefits for students in school as increased well-being can impact learning with better results (Seligman 2009: 294). Furthermore, these skills benefit students outside of school by promoting their well-being in general and supporting their personal growth and development (Lassander et al. 2016: 244). The primary goal of education is to support the growth of children, so they can learn necessary skills for life, such as empathy, understanding and listening (Trogen 2020: 11). It is important to remember that the responsibility for teaching these skills does not only belong to the parents and students' caretakers but also to the teachers. Consequently, young people need to be able to build their well-being and emotional health as a part of their education (Blake 2007: 11).

Social and emotional competence has been widely studied, but the focus on language learning has been scarce. Skills related to social and emotional competence are part of transversal competence, which forms the general aims of all subjects of general upper secondary education in Finland (Finnish National Agency for Education 2019: 9-10). Therefore, transversal competence must be a part of learning English as well. English is learned widely in Finnish education

all the way starting from primary school and continuing to upper secondary school. In fact, English was the most common language chosen for A-level language in 2020 by 92% of students (SUKOL n.d.). Social and emotional competence should have a space in language learning. It does not require an enormous amount of extra work from teachers, but it is necessary to focus on students' well-being and on the skills promoting it in English classes as well. This thesis also presents the views of a pedagogical approach, positive pedagogy, through which the topics of well-being can also be implemented in language learning. Even though the importance of skills related to social and emotional competence is recognized theoretically, existing English textbooks present relatively few activities promoting the skills.

This thesis aims at providing teachers with a resource to teach social and emotional competence in English classrooms. Therefore, this thesis presents ready-made activities on social and emotional competence to upper secondary school students of English through a material package (appendix 2). The theoretical framework is based on the key concepts that are essential parts of the material package. The most significant concept and the basis of this thesis is social and emotional competence. Firstly, I will discuss the theoretical framework of the thesis. Before introducing, defining and elaborating on the relevant concepts, theories and aspects of social and emotional competence (chapter 3), the role of English in general upper secondary education in Finland will be discussed (chapter 2). It will include basic information about general upper secondary education and learning English in upper secondary school in Finland. In addition, oral skills and transversal competence of the National Core Curriculum for General Upper Secondary Education will be discussed. Secondly, I will introduce the framework of the material package by elaborating on its aims, target group, content and the factors to be considered in planning the material (chapter 4). Finally, I will conclude this thesis by discussing how the aims of the material package were reached (chapter 5).

2 ENGLISH IN UPPER SECONDARY SCHOOL IN FINLAND

In this chapter, I will focus on general upper secondary school as the material package is aimed at that level of education. Firstly, I will introduce general upper secondary education (2.1). Secondly, I will discuss learning English in upper secondary school in Finland, the modules of English and the role of oral skills (2.2). Finally, I will present transversal competence and its relation to the thesis (2.3).

2.1 General upper secondary education

The law on compulsory education (2020/1214) regulates compulsory education applicable to all children permanently living in Finland. Compulsory education in Finland was extended to upper secondary level in 2021 and, therefore, compulsory education extends until the age of 18 (Oppivelvollisuuslaki 2020/1214 § 2). Before the reform, compulsory education extended to the end of basic education after finishing the 9th grade (Ministry of Education and Culture: 2021). According to the reformed law, all students in comprehensive school education today must complete secondary education and they are thus obliged to apply for further education in a joint application procedure (Oppivelvollisuuslaki 2020/1214 §10). The extension aims to improve students' well-being, reduce learning gaps, raise the levels of competence and education, improve non-discrimination and equality, and raise employment possibilities (Ministry of Education and Culture 2021).

Students can continue further studies in compulsory secondary education in either vocational education or in general upper secondary school, which became free of charge due to the extension of compulsory education (Ministry of Education and Culture: 2021). Since the material package of this thesis is designed for general upper secondary schools, the general upper secondary education will be discussed in greater detail in this chapter. In addition to the reform of compulsory education, a new reformed curriculum, The National Core Curriculum for General Upper Secondary Education 2019 (NCC) published by the Finnish National Agency for Education, was introduced to Finnish upper secondary schools in 2021 (Finnish National Agency for Education 2019: 3). The Finnish National Agency is hereafter referred to as FNAE. The reformed curriculum includes new concepts to general upper secondary education, such as transversal competence and study modules (FNAE n.d. b).

General upper secondary school education aims at supporting and growing students to become balanced, civilized, and good members of society (FNAE 2019: 11). Essential parts of education are to emphasize students' general knowledge and advance their independent and critical thinking, development for compassionate and responsible persons as well as future possibilities in higher education (FNAE 2019: 16). Even though upper secondary school education mostly consists of promoting the learning of and the proficiency in the school subjects and their contents, another significant aspect is the development of transversal competence. It will be discussed in greater detail in chapter 2.3.

The Finnish Matriculation Examination is a part of students' education. It is a final examination, which assesses students' accomplishment of the level of maturity compliant with upper secondary education as well as the knowledge of NCC the students have received (Ministry of Education and Culture n.d.). It consists of four tests at the minimum, one of which must be the mother tongue exam. The other three compulsory tests can be taken in mathematics, foreign language, second national language and the humanities and natural sciences. After successfully completing at least four compulsory tests, students receive certificates of general upper secondary education and the Matriculation Examination (Ministry of Education and Culture n.d.).

The examination is one important part of general upper secondary education, especially in terms of further education. It is still important to remember that learning cannot only be focused on completing the exam as the basic goals of the education system at the upper secondary level are important skills for personal development and lifelong learning (FNAE 2019: 16). In addition, the certificate of the examination is only one type of demonstration of the skills learned in upper secondary education (FNAE 2019: 16). Therefore, teachers must ensure that teaching and learning are in accordance with the NCC, its purpose and aims. This means that teachers are responsible for implementing teaching that is not only focused on or aiming at the Matriculation Examination and promoting students' understanding of this as well.

2.2 Learning English in upper secondary school

The basic purpose of learning foreign languages is that students will develop their language skills versatilely (FNAE 2019: 174). There are general aims in the NCC for learning foreign languages, such as English, in upper secondary school. These aims include skills in studying, cultural and linguistic diversity, and in interaction, text interpretation and production (FNAE

2019: 176-177). *Interaction, text interpretation* and *production skills* mean that students will learn to use the language widely and in a versatile manner, become experienced with multiple language use environments and set goals in terms of their competence as well as evaluate and continue their development in the three areas (FNAE 2019: 176-177).

2.2.1 English modules

A-level English in upper secondary schools in Finland consists of six compulsory modules and two optional modules (FNAE 2019: 180-184). FNAE (n.d. b) informed that one key change of the new reformed curriculum was that courses were replaced by study units, which consist of modules. Modules are entities that describe the contents, aims and assessment of the subjects, and they are structured by competence points (FNAE n.d. b). The first three modules of the NCC emphasize developing students' learning skills, learning strategies and interaction strategies, whereas modules 4-6 emphasize language as a means to collect information, summarize essential information and share information (FNAE 2019: 180). This thesis will focus on modules ENA1 "Study skills and building language identity", ENA2 "English as a global language" and ENA8 "Communicate and influence verbally".

Module ENA1 focuses on using the target language as much as possible and aims at enhancing students' well-being skills, language awareness and identity (FNAE 2019: 180). It also aims at encouraging students to develop their language skills, self-assessment skills and peer review. In module ENA2, the focus is on constructive interaction and on interaction situations where English is not necessarily anyone's first language. Module ENA8 promotes students' oral skills versatilely and strengthens the consideration of others as well as the skills of negotiation. The connection between these modules and the material package will be discussed in chapter 4.3.

2.2.2 The role of oral skills in English language learning

This subsection focuses on oral skills since the material package of this thesis contains mainly oral and interactive activities. In addition, oral skills are the context in which the skills of social and emotional competence, such as emotional skills and interaction skills, can be easily practiced. Tergujeff and Kautonen (2019: 12) define oral skills as the learning process of speaking a language in a foreign or a second language teaching. They emphasize that communicativeness is regarded as the most important aim of oral skills, which means that being understood is more important than native-like accuracy of the speech or language (Tergujeff and Kautonen 2019:

17.) According to Laakso (2019: 118), even though understanding speech is an essential part of interaction, the focus is more on speaking when practicing oral skills in a foreign language. Oral skills are required in verbal interaction as interaction frequently happens orally. If one's abilities in languages extended only to written skills, the interaction would be limited.

Tergujeff and Kautonen (2019: 12) state that oral skills do not unfortunately have the same value as other skills of language learning as they are still overlooked. According to the authors, this problem is emphasized more in English than in any other language since English is considered to be a part of Finnish people's everyday lives. Consequently, there is a point of view that learning to speak English happens automatically by listening to it in everyday life situations and at school, and oral skills could be left in the shadows due to a lack of time in teaching (Tergujeff and Kautonen 2019: 12). However, both oral and written skills should be practiced versatilely in all English modules of upper secondary school (FNAE 2019: 180). This means that English teachers are expected to make sure that oral skills are implemented in their teaching. Teachers need to find suitable ways to do that and make sure that students get to practice oral skills versatilely in the classroom. As stated by Tergujeff et al. (2019: 98), practicing oral skills in a language should be at the center of learning during the entire learning journey immediately from the first language lessons at school to adult education.

Tergujeff (2019: 87) states that if teachers follow textbooks closely and use them as the primary source of their teaching, some important parts of oral skills might be even entirely ignored as all textbooks do not promote oral skills as much as they should. This leaves even greater responsibility for teachers. In addition, even though the role of oral skills in language learning should be evident, they have not yet been included in the English test in the Matriculation Examination. This has been a topic of discussion in Finland for a while and reforms have been proposed to include oral examination as a part of the Matriculation Examination (Nurmi 2017). The exam has an enormous impact on students' further education opportunities and if it only focuses on written skills and listening and reading comprehension, it is where students' focus and emphasis also stands.

2.3 Transversal competence

Transversal competence is a part of the National Core Curriculum for General Upper Secondary Education, and it aims at ensuring students' abilities in life management, responsible

involvement as well as developing general knowledge and necessary skills for further educa-
tion and understanding of an environmentally sustainable world (FNAE 2019: 61). It is divided
into six transversal competence areas: *1. well-being competence, 2. interaction competence, 3.*
multidisciplinary and creative competence, 4. societal competence, 5. ethical and environmen-
tal competence and *6. global and cultural competence* (Figure 1) (FNAE n.d. c; FNAE 2019:
60). The competence areas form the general aims of the subjects in upper secondary school,
and they support students' abilities, for instance, in problem-solving, collaboration skills and
lifelong learning (FNAE 2019: 60-61). The most relevant parts of the transversal competence
for this thesis are presented in Figure 1.
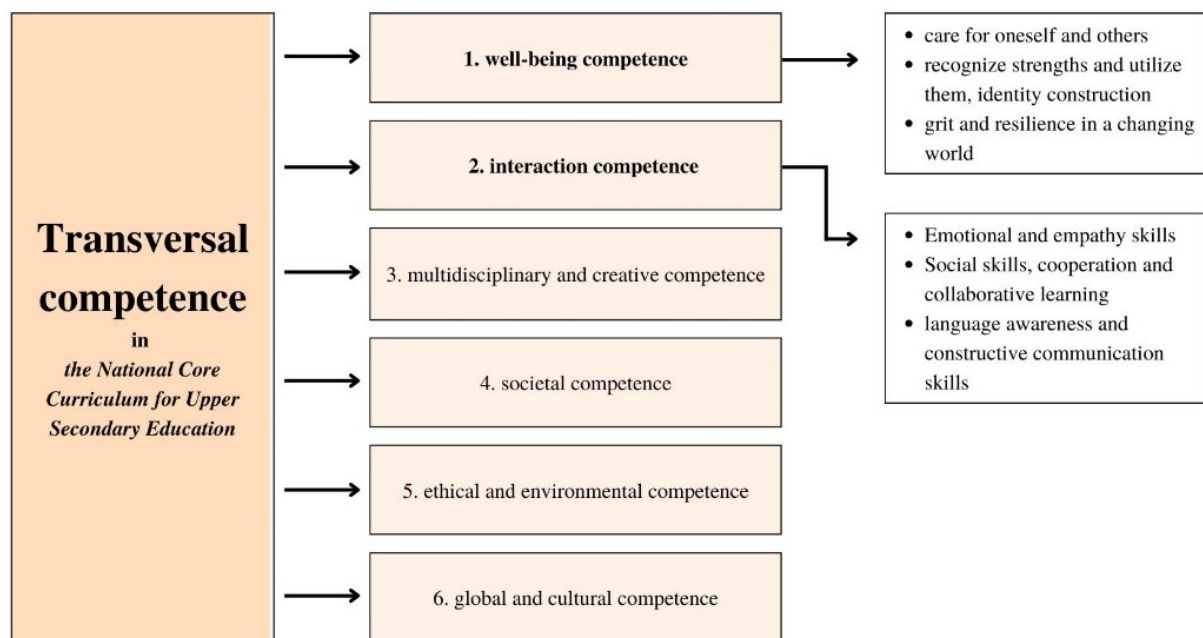
Figure 1. Transversal competence areas of National Core Curriculum for General Upper Secondary Educa-
tion 2019 (FNAE 2019: 60; FNAE n.d. c)

This thesis focuses mostly on the first and second transversal competence areas, well-being
competence and interaction competence. FNAE (2019: 60) states in NCC that *well-being com-*
petence includes caring for oneself and others, recognizing strengths and how to utilize them,
constructing identity and having resilience and grit in a changing world. *Interaction compe-*
tence is described to consist of emotional and empathy skills, social skills, such as cooperation
and collaborative learning, as well as language awareness and constructive communication
skills (FNAE 2019: 60). These two areas are relevant for this thesis as they include skills that
belong to the theme of the thesis, social and emotional competence. These kinds of skills are,

for example, emotional skills, social skills, and other skills related to well-being. Students can enhance the skills of well-being competence by practicing self-knowledge and the understanding of factors influencing their well-being negatively and positively, whereas the skills in interaction competence can be enhanced through the recognition of emotions as well as learning how to regulate and manage them (FNAE 2019: 62). In addition, emotional and empathy skills in the interaction competence do not only facilitate students' understanding and respecting the emotions of other people, but students also learn how they can use their emotions to make the interaction better (FNAE 2019: 62).

As discussed above, transversal competence is a part of all school subjects and their aims, in languages as well. According to FNAE (2019: 174), the areas of transversal competence are evident in languages, where the skills of the areas are recognized, developed, practiced and acquired. In addition, different kinds of attitudes and values are being discussed in languages. Important skills in life in general, such as empathy and constructive interaction, are also practiced in language learning as a part of transversal competence (FNAE 2019: 175). While being encountered in different languages and cultures, there might not always be a general understanding of people from different linguistic and cultural backgrounds. Thus, students need to learn the skills of constructive interaction to be able to find ways to understand and to be understood (FNAE 2019: 175). As transversal competence is now familiar, in the next chapter, I will discuss the main theme of the thesis, social and emotional competence.

3 SOCIAL AND EMOTIONAL COMPETENCE

Social and emotional competence is the main theme of this thesis, and I will focus on it thoroughly in this chapter. This chapter begins with the theory of positive pedagogy, which is a pedagogical approach tied closely to social and emotional competence (3.1). After that, important concepts related to the competence will be defined (3.2). The focus in this chapter is more on emotional competence as the activities of the material package are mainly based on it, but the chapter also covers social competence. At the end of the chapter, I will elaborate on social and emotional learning and competence at school (3.3).

3.1 Positive pedagogy and its role in language education

As our society is constantly changing, it is crucial that schools adjust to that change in education as well. Anxiety and depression have increased, especially among young people (Avola and Pentikäinen 2019: 26; Seligman et al. 2009: 293). According to Helakorpi and Kivimäki (2021: 1), the main results of the nationwide School Health Promotion study 2021 by the Finnish Institute for Health and Welfare indicate that most children and adolescents were satisfied with their lives, even though satisfaction decreased from the year 2019. According to the results, approximately 30% of young girls and 8% of boys reported having moderate or severe anxiety at all levels of education. 32-40% of girls and 17-19% of boys also assessed their state of health as average or poor. This is an example indicating that it is important that schools focus more on students' mental health, skills needed in social relationships and situations and well-being in general (Ahtola 2016: 14; Trogen 2020: 13).

Positive pedagogy is a pedagogical approach to positive psychology, which is a branch of traditional psychology born in the 1990s (Trogen 2022: 25-26). The research of positive pedagogy concentrates on the well-being of school communities and students (Avola and Pentikäinen 2019: 25). According to Avola and Pentikäinen (2019: 30), the aims of the pedagogy include promoting students' well-being and social relationships, but also achieving better learning outcomes. The basic idea of the pedagogy is that learning enables students to express their feelings and experiences, fulfill themselves, socially interact with others as well as have social relationships (Avola and Pentikäinen 2019: 59). The content of positive psychology focuses on well-being, and its goal is to increase flourishing in people (Seligman 2011: chapter 1; Leskisenoja

and Sandberg 2019: 15). On the one hand, *flourishing* can be defined as an aim of positive pedagogy and a concept related to happiness, meaning a long-term positive state of life where well-being, happiness and positivity benefits a person (Avola and Pentikäinen 2019: 46). On the other hand, Trogen (2020: 23) divides flourishing to consist of emotional, social and psychological well-being. She defines emotional well-being as being content with different parts of life, coping with possible setbacks, and having a balanced emotional life. Social well-being includes acceptance of different kinds of persons, the experience of belonging to a group and having positive and meaningful relationships, whereas in psychological well-being people know their strengths, accept themselves and have the courage to fulfill themselves (Trogen 2020: 23).

Positive pedagogy can be integrated into language learning in several ways, and it does not have to be time consuming for teachers or add substantially to their workload. Teachers already use various kinds of topics versatilely in foreign language teaching and therefore, students also learn the topic itself in addition to language (Fresacher 2016: 344). Consequently, the activities in language learning could be just as well related to the themes of well-being and positive pedagogy. This could enhance students' well-being by, for instance, advancing their coping skills and decreasing anxiety (Fresacher 2016: 344). For instance, English language teachers can choose to have writing tasks on subjects related to positive pedagogy (Avola and Pentikäinen 2019: 57). These subjects could be, for example, about students' well-being, happiness, strengths, qualities or more specific to language learning such as strengths as a language learner. Helgesen (2016) also provides example activities on the topic for English as a foreign or second language classrooms. These examples include gratitude list and poem writing, discussion exercises and collaborative work with others to come up with strategies to demanding situations such as how to decrease stress (Helgesen 2016: 305-311).

Even though language teachers are probably already busy with all the responsibilities of their work, taking positive pedagogy tasks as a part of teaching should be regarded as an opportunity rather than as a requirement (Helgesen 2016: 305). This means that it is important to recognize the unique opportunity that the schools have to positively contribute to students' well-being by teaching necessary skills related to it (Leskisenoja and Sandberg 2019: 20). The benefit of students spending a vast part of their days in schools is that the school can and should be promoters of not only academic achievement but also well-being (Seligman et al. 2009: 295). It is

important to view positive pedagogy as a possibility, which only complements subject teaching by promoting well-being (Leskisenoja and Sandberg 2019: 19). Seligman et al. (2009) conducted a study of adolescents, the Positive Psychology Programme, which consisted of language arts classes in a positive psychology curriculum. It was aimed at promoting awareness of students' strengths and how to use them by including discussion, activities and reflection on concepts and skills of positive psychology in the lessons. The program increased students' engagement in school as well as social and emotional skills such as empathy, cooperation and self-control (Seligman et al. 2009: 300-302).

As the results of the health study discussed above indicated, the overall well-being could be considered more at all levels of education. Recently, there have been concerns especially about the well-being and mental health of Finnish upper secondary school students (Mäkinen 2021; Horppu 2022). According to Mäkinen (2021), there are several Finnish general upper secondary school students who are feeling mentally unwell, and positive pedagogy could be the solution to it. In practice, positive pedagogy can be evident in classrooms by encouraging children and adolescents to recognize their emotions, strengths and life experiences (Avola and Pentikäinen 2019: 56). Mäkinen (2021) states that an optional course in positive pedagogy and psychology is already provided in ten Finnish general upper secondary schools. According to Mäkinen (2021), the course aims to support students' well-being, stress and life management skills, awareness of strengths, and tools to cope with problems by providing theory, health surveys and practical and reflective exercises. The course includes health surveys at the beginning and at the end of the course, and the results indicate that students' well-being has increased, and that they are more aware of how to take care of their well-being (Mäkinen 2021). Teachers of different subjects in Finland should take this concern of students' well-being into account in their own teaching, for example, as a part of the well-being area of transversal competence. As promoting well-being is a key topic in positive pedagogy, this pedagogical approach is connected to the concepts and skills related to social and emotional competence. These are presented in the next subsection.

3.2   Definitions of key concepts

As social and emotional competence is the main theme of this thesis, it is important to present the main concepts related to it, define them and make connections between them. Research has discussed social and emotional competence as an entity but also focused on emotional

competence and social competence separately. The skills needed for competence, such as emotional skills and social interaction skills are also often discussed separately. This can sometimes cause confusion when related concepts are discussed in several ways. Therefore, I will first focus on emotional competence and the skills related to it. After that, I will define social competence and its related skills. This enables me to first look at these competences separately until I finally define social and emotional competence as an entity.

3.2.1 Emotional competence and its related concepts

To promote emotional competence in education, it is important first to understand what it means and what emotional skills are. ***Emotional competence*** is defined as the ability to recognize and understand different emotions as well as regulate and manage them appropriately (Leskisenoja and Sandberg 2019: 58; Wiley and Siperstein 2015: 213). An emotionally competent person can also take the emotional state of other people into account and even anticipate their emotional reactions (Leskisenoja and Sandberg 2019: 58). In this thesis, emotional competence is used as an entity of abilities or as an umbrella concept to the skills that the competence consists of. In Figure 2, I have combined the four components of emotional competence, *recognize, understand, regulate* and *manage,* and the four groups of emotional skills related to the competence.
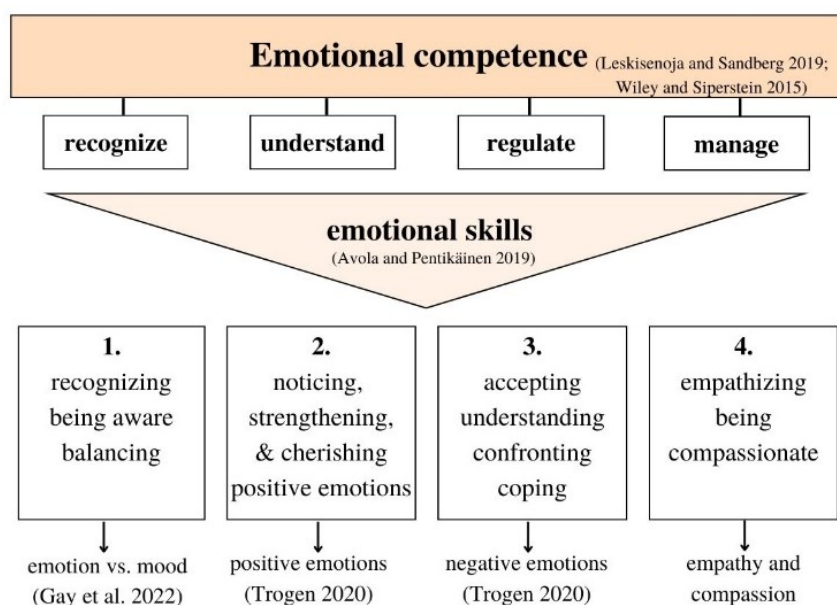

Figure 2. The components of emotional competence and the skills related to it

Everyone needs emotional skills regardless of their age as emotions influence the way humans think, behave and function (Avola and Pentikäinen 2019: 148; Kokkonen 2010: 12; Lopes and Salovey 2004: 86). Avola and Pentikäinen (2019: 150) define *emotional skills* to consist of four groups of important skills. According to the authors, the first group includes the ability to recognize emotions, be aware of them and be in balance with them. They define the second group to consist of noticing the positive emotions one has, and thus strengthening and cherishing them. The third group consists of skills related to accepting, understanding, confronting, and coping with difficult emotions, whereas the final fourth group includes the ability to empathize and be compassionate (Avola and Pentikäinen 2019: 150).

Empathy and compassion often appear in similar contexts, which can confuse the understanding of their differences. Empathy means that one can understand and be sensitive to the feelings of another person in a neutral way, whereas compassion is always taken one step forward with a desire to help the person and alleviate the distress of that person (Leskisenoja and Sandberg 2010: 133-134; Merriam-Webster n.d.). In other words, empathy is the ability to look at something from another person's point of view (Trogen 2020: 225-226). Some researchers, such as Avola and Pentikäinen (2019), consider empathy to be a part of emotional skills. However, for instance, Elliott, Frey and Davies (2015) place it in social skills (see Figure 3). According to Trogen (2020: 97), positive psychology divides emotional skills into positive and negative emotions. However, Trogen emphasizes that these categories do not mean, despite their names, that some emotions are more accepted than others or that there are 'good' or 'bad' emotions. Instead, positive emotions can be described as feelings of pleasure, whereas negative emotions mean emotions that are more difficult to cope with (Trogen 2020: 97-98).

When talking about emotions, it is important to consider various kinds of emotions. For instance, both pleasant and painful emotions are important to be understood and managed as both affect a person's mental and physical health (Gay et al. 2022: 1). Managing emotions can enhance students' capabilities to manage demanding situations, for example, situations that are stressful or cause anxiety (Lopes and Salovey 2004: 87). An exam at school, a job interview or any type of performance could be examples of these kinds of situations in an adolescent's life. Gay et al. (2022: 4) state that to manage emotions, it is necessary to first recognize, identify and understand them. A part of recognizing emotions is to notice the difference between an emotion and a mood. According to Gay et al. (2022: 1), the difference between these concepts

is based on their intensity and duration: moods have a weaker intensity, but their duration is longer, whereas emotions are the opposite.

Sometimes emotions can become overwhelming and regulating and managing them can feel difficult. According to Kokkonen (2010: 19-20), regulating emotions promotes balanced emotional life, which means that emotions arise appropriately at suitable intensity depending on the situation. Regulating emotions can be considered a skill and thus, it means that regulating emotions includes a similar feature to other skills: it is possible to be learned and taught (Kokkonen 2010: 49). On the contrary, there are also differing views that look at regulating emotions as a trait of personality or as a personal tendency (Kokkonen 2010: 33). Avola and Pentikäinen (2019: 148) state that problems common in adolescence, such as depression, eating disorders, substance use and self-harm, can be caused partly by problems in emotion regulation. As for students with high emotion regulation skills and social and emotional skills in general, they are not that likely to participate in substance use, for example (Kokkonen 2010: 105). Therefore, it is important to know how to regulate emotions, to understand how widely emotions affect various aspects of life and how connected emotional skills are with well-being in general.

3.2.2 Social competence and its related concepts

To later understand social and emotional competence as an entity, it is also necessary to first define what is meant by social competence. ***Social competence*** consists of the ability to manage different kinds of social situations, for instance, expressing disagreement with someone and having and maintaining positive relationships (Wiley and Siperstein 2015: 213). In addition, a part of social competence is the ability to understand what expectations these different kinds of situations set and how one needs to behave and act in each situation (Leskisenoja and Sandberg 2019: 58). According to Elliott et al. (2015: 315), social competence provides students with substantial benefits relating to their development of growing emotionally, socially and academically. They also state that socially competent students are healthier and happier as well as more likely to stay connected with others. Thus, social competence is an important ability as it is needed in all interaction situations in everyday life.

In the same way as with emotional competence, I use social competence as an entity of abilities that build social competence. The components of social competence and the relationship between social skills and social interaction skills are illustrated in Figure 3. The figure combines

concepts that will be presented in this section and therefore, it indicates the skills and qualities that form social competence. It views social skills as the essential abilities needed for competence, whereas social interaction skills are presented as a subsection of social skills.
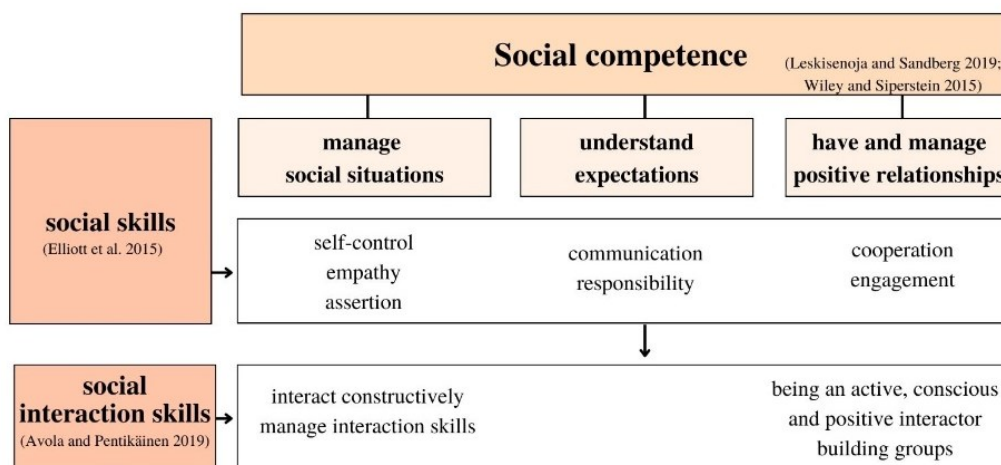

Figure 3. The components of social competence and the skills related to it

According to Elliott et al. (2015: 302), **social skills** can be divided into *communication, cooperation, assertion, engagement, empathy, self-control* and *responsibility.* These classifications relate to the intended development outcomes, which are self-awareness, self-management, social awareness, responsible decision making and relationship management skills. Avola and Pentikäinen (2019: 216) view social interaction skills to consist of four skills. They define these skills as the ability to interact constructively with others, manage good interaction skills, be an active, positive and conscious interactor in different situations and relationships, and be able to be a part of building groups with positive interaction.

3.2.3 Social and emotional competence and social and emotional learning

When emotional competence is combined with social competence, the result provides an understanding of **social and emotional competence (SEC).** It is the most important concept in this thesis and thus, now after discussing the competences separately, it is essential to combine everything and discuss SEC and its connection to social and emotional learning. The definition of SEC has always been an ambiguous concept (Collie 2020: 76). This subsection introduces three definitions and views of SEC, which aim at a thorough understanding of the concept. A non-profit organization called Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEC to consist of five competence areas: *1. self-awareness*, *2. self-*

management, *3. responsible decision-making*, *4. relationship skills* and *5. social awareness* (CASEL n.d. c). The content of these areas is explained in Table 1.

According to Elias (1997: 2), SEC is an ability that consists of understanding, managing and expressing different kinds of social and emotional situations successfully. These situations, such as solving problems and forming and maintaining relationships, require certain skills that relate to cooperation, self-awareness, care for others and impulse control (Elias 1997: 2). Rose-Krasnor and Denham (2009: 164-172) have proposed their model of SEC, which focuses on four aspects: *1. self-regulation, 2. social problem-solving*, *3. social awareness* and *4. prosocial behavior*. The model is a result of an adaptation of Rose-Krasnor's model from 1997. The definitions of the aspects are elaborated on in Table 1 below. As some researchers have studied social competence and emotional competence as separate concepts, others see the two competences as one entity. The reason for this is that even though social competence and emotional competence are seen as separate concepts, they are still connected and partially overlap with each other (Denham et al. 2003: 238). For instance, empathy can be seen both as a part of emotional competence and social competence (see Figure 2 and Figure 3). Table 1 below introduces the common traits of SEC defined by the research discussed above.

Table 1. The common traits found in SEC definitions

The definitions of SEC by CASEL (n.d. c), Elias (1997) and Rose-Krasnor and Denham (2009)				
	common traits	**CASEL (n.d. c)**	**Elias (1997)**	**Rose-Krasnor and Denham (2009)**
The process of SEL	**SELF-AWARENESS**	*self-awareness* understanding emotions, values and thoughts, and their influence on behavior	understanding emotions	
	SELF-MANAGEMENT	*self-management* managing emotions, thoughts & behaviors *responsible decision-making* making constructive choices and solutions to personal problems	management of social and emotional situations control of impulsivity managing and expressing oneself	*self-regulation* emotion regulation behavioral regulation
	RELATIONSHIP SKILLS	*responsible decision-making* making constructive choices and solutions to social problems *relationship skills* establishing and maintaining relationships collaborating	solving everyday problems cooperation skills forming and maintaining relationships caring for others	*social problem solving* strategy repertoire and outcome evaluation response to failure *prosocial orientation* prosocial behavior and reasoning moral reasoning
	SOCIAL AWARENESS	*social awareness* understanding others' perspectives empathizing	understanding social and emotional situations adapting to the demands of growth and development	*social awareness* taking perspective understanding emotions

Table 1 combines three different views of SEC. Thus, it presents an overview of SEC as an entity, while emotional competence and social competence were presented separately above. This table aims to look at SEC as a unified concept instead of two different competence areas. The common traits found are named *self-awareness, self-management, relationship skills* and *social awareness*. From these common traits, I have formed the competence areas of SEC, which are presented later in Table 2. As this table presents a versatile view of the content of SEC and the skills that are essential for SEC, it has been used as a source alongside Figures 2 and 3 presented above to form the themes of the material package.

Social and emotional learning (SEL) is closely tied to SEC. CASEL (n.d. c) defines SEL to consist of learning and acquiring important skills and knowledge relating to students' well-being. These skills include, for example, managing emotions, the capability to empathize with others, responsible decision-making, maintaining positive relationships as well as developing their own identities (CASEL n.d. c). In other words, SEL is the learning process of the competence, meaning that developing necessary and important skills to acquire SEC happens through SEL (Elias 1997: 2). SEL is illustrated in Table 1 above as the learning process of SEC. According to CASEL, SEL has been widely studied and its promotion produces benefits and positive results for students and communities (CASEL n.d. b). It aims at fulfilling the needs of educating young people to be socially and emotionally competent, responsible, caring, positive and contributing members of a society (Weissberg et al. 2015: 4). Weissberg et al. (2015: 6) state that before young people can use their social and emotional skills, the skills have to be taught explicitly, then practiced and applied in different kinds of situations. In other words, SEL is needed to use social and emotional skills.

SEL can contribute to academic success, but it depends on certain factors (Lopes and Salovey 2004). According to Lopes and Salovey (2004: 79), these factors include, firstly, the definition and assessment of academic achievement as their definitions are not that straightforward or universal. Secondly, they state that the connection between SEL and academic success also depends on whether SEL is integrated into learning a subject, such as in the aims of transversal competence in Finland, or if it is a separate SEL program. Thirdly, Lopes and Salovey bring up the extent of promoting SEL as well as the essential goals of education, whether SEC is a part of it. However, there is evidence from some SEL interventions of the benefits of SEL to students. Durlak et al. (2011) present the first large-scale meta-analysis of school-based SEL programs involving over 270 000 students in 213 schools, which aimed at promoting students' social and emotional competence. They studied the impacts of SEL programs, for instance, on social and emotional skills, academic success and positive social behavior. The results indicate that the participants had an improvement in their social and emotional skills, behavior and improvement in academic success by 11% (Durlak et al. 2011: 405-413).

3.3 From theory to practice: SEL and SEC at school

School is the place to help students grow into society and to guide them to be active, critical thinkers with abilities to get along with different people as well as with themselves (Ahtola

2016: 15). With the reform of increasing compulsory education, all students spend twelve years at school at the very least. The time the students spend at school is valuable in terms of what society wants future generations to learn (Ahtola 2016: 14). Lopes and Salovey (2004: 23) state that promoting SEC should be regarded as an important and desired outcome in schools. Thus, when discussing the importance of SEC or well-being in general, schools are an excellent place to look at.

According to Zins et al. (2004: 3), SEC is considered essential for students, and it is a significant part of enhancing not only students' academic success but also their well-being and learning in general. Seligman et al. (2009: 295) state that schools provide a great opportunity to benefit students' well-being and emphasizing the teaching of well-being would produce three kinds of benefits: preventing depression, increasing life satisfaction and facilitating learning and creative thinking. McCombs (2004: 23) shares the same view by stating that teachers should not prioritize and promote students' academic success alone but also maintain a balance between practicing academic abilities and social and emotional skills. These skills are also included in the interaction competence in the National Core Curriculum and thus, they are essential to be taught in every subject in upper secondary schools in Finland (NCC 2019: 61). Consequently, teachers need to focus on improving students' skills needed in their social and emotional competence.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) aims at identifying different educational situations and experiences that promote well-being and personal growth (CASEL n.d. a.). Their focus is to make SEL an integral part of all levels of education by informing about it, evaluating SEL programs and providing academic research to advance the field of SEL. CASEL states that it is important that every child and all young people get opportunities to learn and foster their social, emotional and academic skills in a supportive learning environment. CASEL has presented a model of SEL, *The CASEL 5,* which is presented in Figure 4 (CASEL n.d. c).
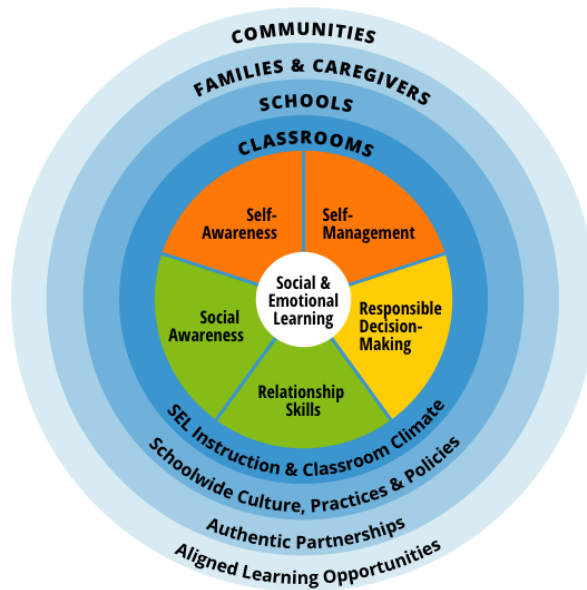
Figure 4. The CASEL framework (CASEL n.d. c)

This CASEL's model can be used to enhance students' skills, knowledge and attitudes in the competence areas of SEL. As illustrated in Figure 4, the competence areas of the CASEL 5 framework are advanced by four different levels: classrooms, schools, families and caregivers, and communities. CASEL (n.d. c) explains that SEC can be evident in teaching through various approaches, such as cooperative learning, projects and explicit integration of SEL into subjects. They also emphasize that the process of SEL should be **s**equenced, **a**ctive, **f**ocused and **e**xplicit **(SAFE)**. This means that teachers should consider these four approaches when implementing SEC in teaching. According to CASEL (n.d. c.), implementing SEC needs to be systematic and coordinated to develop the competence areas in students. In addition, the learning needs to be versatile and active for students, intended and designed intentionally to promote students' skills in SEC as well as target specific skills and knowledge.

Kokkonen (2010: 105) states that even though the development of social and emotional skills is often combined with students' childhood and their safe adult relationships, it is essential not to forget the schools' educational responsibility besides teaching. Schools can provide the learning of social and emotional skills through actual teaching but also more informally through teacher-student relationships that can strengthen the skills the students have learned earlier at home (Kokkonen 2010: 105). Based on the theoretical background presented in this chapter, I designed five themes for my material package, which are introduced in Table 2.

Table 2. The themes of the material package and their theoretical background

The themes of the material package			
Theoretical framework of SEC	**Competence areas of SEC**		**Themes**
CASEL (n.d.), Elias (1997), Rose-Krasnor and Denham (2009), Wiley and Siperstein (2015), Avola and Pentikäinen (2019), Leskisenoja and Sandberg (2019)	self-awareness	→	**Theme 1:** Recognize and be aware
	self-awareness	→	**Theme 2:** Understand and accept
	self-management	→	**Theme 3:** Balance and regulate
	self-management	→	**Theme 4:** Confront and manage
	social awareness and relationship skills	→	**Theme 5:** Empathize and be compassionate

Table 2 above presents the themes of the material package and their connection to the theoretical framework. The competence areas of SEC in the middle column are formed from the theoretical perspectives of SEC. The left column introduces six frameworks that are a part of the definition of SEC in this chapter. The views of Leskisenoja and Sandberg (2019), Wiley and Siperstein (2015), Avola and Pentikäinen (2019), CASEL (n.d.), Elias (1997) and Rose-Krasnor and Denham (2009) led me to form the themes of the material package (see Figure 2, Figure 3 and Table 1). The themes represent competence areas of SEC, which are based on the common traits of Table 1. The themes include activities in which students get to practice the competence areas of SEC presented in Table 2.

4   FRAMEWORK OF THE MATERIAL PACKAGE

In this section, I will introduce and discuss the framework of the material package. As the theory behind SEC is now familiar, this section aims at giving a clear picture of the material, its purpose and usage in relation to the theoretical perspectives. I start by giving a brief description of the package. Chapter 4.1 introduces the aims and target group of the package. The factors to consider in planning the material are described in chapter 4.2 and finally, the structure and content of the package are introduced in detail in chapter 4.3.

The material package, *The roller coaster of emotions*, is based on the concept of social and emotional competence presented in chapter 3. As discussed above, SEC is an important part of promoting students' well-being and personal development (e.g., Zins et al. 2004; Seligman et al. 2009; McCombs 2004; CASEL n.d. a). Practicing the skills of SEC can have positive outcomes even for students' academic success but more importantly, they are needed in everyday life situations communicating with others (e.g., Lopes and Salovey 2004; Durlak et al. 2011; Seligman 2009). SEC is the concept behind all the activities in the material package, so all the activities are designed to promote social and emotional skills, which are the skills needed for the competence. As the theme is a vast competence with various sub-concepts and skills, I have created five subthemes inside of SEC that work as categories of the package. These subthemes are 1. *Recognize and be aware, 2. Understand and accept, 3. Balance and regulate, 4. Confront and manage* and *5. Empathize and be compassionate.*

4.1   Aims and target group

The aim of this material package is to provide English teachers in upper secondary schools with a resource to use for students to improve their social and emotional competence as well as practice their oral skills. As mentioned in the theoretical framework, there have been concerns especially about the well-being and the amount of stress of upper secondary school students (e.g., Mäkinen 2021; Horppu 2022). Consequently, there is a clear need to provide students with means to cope with these situations. Blake (2007: 1) states that emotional well-being and mental health is not a self-evident fact, but they can be developed with the help of adults. Adolescence is a critical stage in life of personal and social development and therefore, it is important that adolescents get to enhance social and emotional skills (Williamson, Modecki

and Guerra 2015: 181). Upper secondary students can also work with more profound and re-flective activities, and they can focus more on oral production and interaction in the target language. These are the reasons for choosing upper secondary students as the intended users of the material package.

The package aims at emphasizing the importance of learning and practicing the skills needed for SEC. For this reason, the material is designed to be used in practicing students' SEC. As social and emotional skills are included in the interaction competence of the transversal competence in the National Core Curriculum, they are expected to be taught in every subject in upper secondary schools (FNAE 2019: 9). This package presents a means to do that in English language classes. The idea is that this package includes complete instructions for teachers on how they can use the material package. The package presents an entity that can be used in English classrooms in diverse ways as teachers can use the materials in ways that suit a certain class, module or study unit. It aims at facilitating teachers' jobs to find resources to practice students' SEC. The basic idea of the package is that the activities are not necessarily meant to be done in a certain order or that every activity must be done. Thus, the materials can be used separately so that teachers can choose which activities they would like to implement in their teaching and when. In addition, the activities can be modified if needed.

All the activities within each theme are designed to be performed orally. Thus, students get to practice oral skills simultaneously with social and emotional skills. Choosing to create only oral skills material was a decision based on the idea that more emphasis on oral skills should be considered in English classes since sometimes they can easily be left with little emphasis in teaching English. In addition, even though Finnish upper secondary schools provide an optional oral module that focuses solely on oral interaction (FNAE 2019: 184), it does not mean that other English modules should not include practicing oral skills consciously as well. Thus, SEC is the content-driven goal of the material package, whereas the package is intended to be used orally and interactively.

4.2   Factors to consider in planning the material

When starting to plan and design learning materials, there are aspects that need to be considered. FNAE (n.d. a) has published quality criteria for e-learning materials, which focus on the peda-gogical aspects and the usability of the materials. Similarly, Howard and Major (2004) have

also focused on important factors in designing teaching materials, especially for English teaching. Table 3 below introduces an overview of some of the factors presented by FNAE (n.d. a) and Howard and Major (2004), which should be considered while planning teaching materials.

Table 3. Factors to consider while planning teaching materials (FNAE n.d. a; Howard and Major 2004)

Planning materials: factors to consider (FNAE n.d. a; Howard and Major 2004: 103-104)	
Factors	**Contents**
1. Learners	• learners' interest, motivation and individual needs • the target group and the level of language skills • being an active learner in a meaningful way • the role of teamwork and cooperation
2. Curriculum and learning principles	• learning materials are always tied and based on learning principles • the pedagogy behind the material needs to be evident
3. Quality and adaptability	• the quality of materials: designed and directed to educational use • materials need to promote and support learning • the adaptability of use • the authenticity, challenge and transparency of materials
4. Resources and time	• realism in designing: understanding the limitations • making the material easy to use for teachers with available resources • designing material is time consuming: share materials to other teachers
5. Teachers' competence	• factors that affect teachers' material development: teachers' teaching experiences, creativity, personal preferences for the decisions in planning the material and the general understanding of the factors in material planning
6. Copyright	• awareness and consideration of copyright restrictions

The factors in Table 3 above include learners, curriculum, learning principles, the quality of the material, adaptability, resources, time, teachers' competence and copyright. These are just some of the relative aspects in planning qualitative material. As stated by FNAE (n.d. a), all learning materials can have features of qualitative material, but the factors can be emphasized differently in the materials. Teachers' personal and pedagogical preferences and experiences affect the materials they are creating and thus, all materials are different in terms of content and extent (FNAE n.d. a). I will discuss the consideration of these factors in my process of planning the material in chapter 5.

4.3 Structure and content

The material package is a thematic package. It includes the cover page, table of contents, foreword, instructions for use and the theme sections with the activities and appendices. The foreword and instructions for use are guides for teachers on how to use the package. In addition, they explain necessary details, such as the definitions of symbols used in the material. The package provides five theme categories of activities, each focusing on a certain aspect of SEC. Table 4 below introduces the themes and their content shortly.

Table 4. The themes of the material package and their content

Theme	The content of the activities
Theme 1: Recognize and be aware	recognition, identification and awareness of emotions
Theme 2: Understand and accept	the understanding of emotions in different situations, the effect of emotions, accepting emotions
Theme 3: Balance and regulate	how to regulate and balance emotions
Theme 4: Confront and manage	how to confront and manage emotions
Theme 5: Empathize and be compassionate	empathy and compassion, how one can empathize and be compassionate

The themes are built in a similar way. The themes start with theme vocabulary which familiarizes students with essential words used in the theme. The first activity in each theme is a warming-up activity, which introduces the topic of the theme. The other activities are main activities. As oral skills play a crucial role in the package, all the activities are interactive exercises done either in pairs or in groups. Some of the activities require extra material or extra preparation, and all these instructions for the teacher are found with the activities. As stated above, the material package is not designed for a certain English module, but it is intended to be used in upper secondary schools. Nevertheless, the package proposes three English modules of the National Core Curriculum for which the themes are most suitable. These modules are ENA1, ENA2 and ENA8 (introduced in chapter 2.2.1). Table 5 below introduces the aims of the modules that relate to the themes of the package.

Table 5. The connection between the themes and the English modules ENA1, ENA2 and ENA8

Module	Aims of the modules that relate to the themes (FNAE 2019: 180–185)	The themes in the material package
ENA1	• encouraging to develop language skills • analyzing and developing the skills of self-assessment and peer review • strengthening social competence	**Theme 1**: Recognize and be aware **Theme 2**: Understand and accept
ENA2	• recognizing ways to develop interaction • developing constructive interaction and problem-solving skills • strengthening interaction skills and linguistic self-esteem	**Theme 3**: Balance and regulate **Theme 4**: Confront and manage
ENA8	• deepening the understanding of factors affecting oral interactions • strengthening oral interaction skills • practicing oral production, dialogue	**Theme 5**: Empathize and be compassionate

As the English modules ENA1, ENA2 and ENA8 were presented in the theoretical background in chapter 2.2.1, now the focus in Table 5 is only on the relevant parts of the modules in terms of the themes of the material package. The themes and their contents are made in consideration with these three modules for them to be suitable for the use of the material package. Consequently, the aims of the modules in the second column include skills and contents that also appear in the five themes of the material package. For instance, the strengthening of social competence and self-analyzing skills are part of the contents of the themes. Since the material package promotes oral language skills and interaction, it is especially suitable for these three modules.

5   DISCUSSION AND CONCLUSION

The aim of the material package was to create English teaching material on the theme of social and competence for upper secondary schools. In this chapter, I will reflect on and evaluate the process of developing the material package. The final product will also be reflected on considering the factors presented in chapter 4.2 (FNAE n.d. a; Howard and Major 2004). Firstly, I will discuss the process of planning and designing the material (5.1). Secondly, I will discuss the accomplishment of the aims (5.2). This also includes reflection on the accordance with the intended target group and the link between theory and the material. Thirdly, I will reflect on the advantages and the usability of the material package (5.3). Fourthly, I will shortly consider the ethical aspects (5.4). Finally, I will conclude this thesis (5.5).

5.1   The process of planning and designing the material

When I started to plan my thesis, I knew immediately that I wanted to create a material package. I have had an enthusiasm for creating teaching materials as long as I have been teaching, and from the first steps in my career, I often found myself designing something different that other teaching materials, such as textbooks, did not provide me. I wanted to create material on a meaningful topic that did not already have a particularly strong role in English textbooks for upper secondary schools. I considered emotional skills as a possible topic as I knew that students' well-being and the amount of stress in upper secondary schools have been a concern in Finland (e.g., Mäkinen 2021; Horppu 2022). The more I researched the topic, the more I thought this topic would provide meaningful and useful resources for English language teachers to affect students' well-being. I also found justifications for the topic from the NCC as one area of transversal competence is dedicated to well-being (FNAE 2019: 60). From this idea and from a thorough familiarization of related theory, I chose my topic to be focused on social and emotional competence.

In my teaching, I emphasize the role of oral skills, the encouragement of speaking and using the target language as much as possible in interaction with others. Often oral skills are not focused on or emphasized enough in English lessons (Tergujeff and Kautonen 2019: 12), whereas I have always considered the lessons at school as valuable opportunities to interact and speak the target language instead of using most of the time with written exercises. These

kinds of personal preferences and experiences affect the process of creating material (Howard and Major 2004: 103-104). Thus, I decided that the package consists mainly of oral skills activities, which promote oral language skills. The concept of SEC joined this area of language learning in the form of interaction and the content of the material package together. As the competence consists of skills that relate strongly to emotions, their understanding and management but also to the understanding of social situations, interaction, collaboration, empathizing and being compassionate towards other people (e.g., Elliott et al. 2015; Leskisenoja and Sandberg 2019; Avola and Pentikäinen 2019), SEC was a suitable main theme for this thesis.

The process of planning the material evolved along with the theoretical framework. I first thoroughly focused on the theory. I started to form a comprehensive understanding of SEC as I first looked at social competence and emotional competence as separate concepts and afterwards as an entity. Therefore, I was able to form the themes of the package from the different theoretical perspectives of the contents of SEC (e.g., Leskisenoja and Sandberg 2019; Wiley and Siperstein 2015; Avola and Pentikäinen 2019). It was important to me to combine the themes with the competence areas of SEC, which were formed from the common traits of SEC definitions (CASEL n.d. c; Elias 1997; Rose-Krasnor and Denham 2009).

After the formation of the five themes, I started planning the entity of the package. I wanted to start with the table of contents because it would give me a better overall view of the final product. The next step was to plan the activity types that the themes would consist of. One of my criteria was that the structure of each theme would be similar as it would create coherence. My first idea was to create five activities in each theme. I started to write down ideas that could be modified into actual activities. It was important to me to ask for feedback as soon as I had at least a couple of potential ideas for each theme. After getting the "green light", I moved forward and more intensively into the planning and designing part. However, I noticed along the way that it was more difficult to develop activities for some themes. In addition, some of my ideas were more extensive than others. Even though I first wanted five activities in each theme, I still decided not to create five of them. The reason for this was that some of the activities were more complex and comprehensive than others. This also led me to focus on the quality of the activities rather than quantity, as I thought that considering factors related to quality and adaptability would give the package more value over the quantity (FNAE n.d. a; Howard and Major 2004: 103). It would have been wise to first start planning the activities and see how

extensive they will be before deciding on the quantity of the activities. After most of the activities were planned, I started to work on them visually in an online graphic design tool, *Canva.*

5.2 The accomplishment of the aims

The aim of the material package was to provide material that English teachers can use in upper secondary schools to promote students' social and emotional competence. In addition, students would get to enhance their oral skills as the material consists of oral skills activities. This means that the activities are designed to be performed orally. The idea was that the material package can be used in English classrooms in a way that is suitable for a certain class, which enables the flexible use of the package (FNAE n.d. a). Thus, teachers can take parts of the material and use them separately if wanted.

5.2.1 The intended target group

The intended target group of the material package is English language teachers in upper secondary schools. The idea was to provide the teachers with material that focuses entirely on promoting their students' SEC, and that students also get to practice their oral skills. There is a section for the teacher in each activity, which includes instructions about the activities and preparation information. The instructions include necessary or helpful information, such as links or materials needed for the activity, whereas preparation information instructs the teacher on the preparation that needs to be done in advance. Even though teachers are the target group of the package, the intended users of the activities are students. As SEC is closely connected with students' well-being by promoting it (e.g., Zins et al. 2004; Seligman 2009), the themes of the material package are relatable for students. Since it is important for adolescents to develop their SEC, the topics of the activities are planned to be suitable and interesting as well as to give them tools to promote their well-being at the same time. The activities are done either in pairs or in groups, which promotes students' interaction, cooperation and teamwork (FNAE n.d. a). Teachers can, for example, present one activity at a time from an interactive whiteboard.

Activities for upper secondary school students can already be more profound and reflective as the intended proficiency level of A-level English to be achieved in upper secondary education is B2.1, whereas the intended level after basic education is B1.1 (FNAE 2019: 177, 377). It is still worth mentioning that even though the material focuses on oral activities, it is important that students would be encouraged to speak the target language without the pressure of

grammatical correctness or immaculate pronunciation. It is also important to acknowledge that students have different proficiency levels of English in upper secondary school. As some of the activities might be more difficult for one than for others, some activities might eventually need modifying or support from the teacher. I knew that modifying the activities to all proficiency levels was impossible for me. For this reason, I divided the activities into three different difficulty levels and thus, teachers can choose suitable ones for students or groups with different skill levels and differentiate, as necessary. This enables teachers to meet the needs of individual students (Howard and Major 2004: 103).

5.2.2 The link between theory and the material

As mentioned in chapter 5.1, it was important to me that the themes of the material package are strongly linked to the theory. The theoretical framework introduces SEC which sets the foundation for my material package. Thus, the package puts the skills needed in the competence into practice in English language lessons. The aim was that the activities would be suitable for the themes and the competence areas of SEC (CASEL n.d. c., Elias 1997, Rose-Krasnor and Denham 2009) that the themes promote. This also means that the themes and the competence areas need to be aligned together. To indicate the link between the theory and the material, I created Table 2 in the theoretical framework to clarify their relation.

In addition to the themes being based on the theoretical views on SEC, they also have a basis in the National Core Curriculum for General Upper Secondary Education. This is important since the curriculum and the learning aims need to be tied with teaching material (FNAE n.d. a; Howard and Major 2004: 103). As mentioned, the material package proposes three English modules where the materials are the most suitable to use. The connection between the themes and the aims of the English modules ENA1, ENA2 and ENA8 was presented in chapter 4.3. These modules include aims such as the strengthening of social competence, self-analyzing skills and developing oral interaction skills that are evident also in the themes (FNAE 2019: 180-185). As the themes are based strongly on the theoretical foundation of SEC and on the core curriculum, the link between theory and the material is clear. The activities in each theme are designed specifically under a certain theme that promotes a certain competence area of SEC. As I have intentionally built the themes and their content in this way, the aim of the link between the theory and the material is achieved.

5.3   The advantages and the usability

When designing materials, it is important to make the material easy to use with available re-sources (Howard and Major 2004: 103). Therefore, I have made the activities simple to use, and I provided all the necessary information about each activity. I wanted to approach the de-signing process from the point of view of a teacher. I tried to consider the aspects that would help teachers to use the materials and to make sure that understanding the activities and in-structions would not require much effort, as suggested by FNAE (n.d. a.) and Howard and Major (2004: 103).

The material package has elements that advances its usability. These elements are created for teachers that use the package to help guide them in the package. After the cover page and the table of contents, the package starts with a foreword for the teacher. It introduces the package and gives necessary information about it concisely. The next two pages include more detailed instructions on how the package functions. Instructions introduce the themes, their activities and the competence areas of SEC that the themes promote. I created ten different symbols that are used thoroughly in the material. These symbols present different activity types, theme vo-cabulary at the beginning of each theme, suggested time for an activity, preparation information, teacher's instructions on each activity and whether the activities are done in pairs or in groups. These symbols inform what is needed for the activities and how the activities can be conducted in a classroom.

One main advantage of the package is its clarity, which is formed through the coherent use of symbols and the overall structure of the package. The themes start with a cover page, which includes the aims of the themes. At the beginning of each theme, there is a short theme vocab-ulary. At the end of each activity, there is a colored box designed only for the teacher. This box includes instructions for the specific activity. This structure recurs throughout the package, and it is therefore simple and consistent to use. Another advantage of the package is its adaptability. As the activities are divided into three different difficulty levels, the package provides options from which to choose the most suitable activities for different groups of students. In addition, the package could also be adapted to other levels of education. Since the activities are designed for the upper secondary level and sometimes require extensively the production of free speech, they would not be suitable as such for a lower level. However, it is possible to take the basic

idea of the activities and modify them to other levels of education, which brings adaptability to the package (FNAE n.d. a). It is possible to modify the material to other languages as well.

5.4 The consideration of ethical aspects

For this thesis to be ethically acceptable, it is important that this thesis considers ethical aspects as well. As the topic of this thesis is SEC, which includes important skills, such as regulating and managing emotions, empathy and compassion, the thesis emphasizes the importance of developing education to taking students' well-being more into consideration. Therefore, the topic of the thesis itself is ethically important and guided by an important principle. The ethical aspects are considered in the theoretical views and throughout the process of designing the material package. The references to all the theoretical views are done appropriately, in a systematic way and according to the principles of good academic practice. Some topics of the activities are quite personal, and therefore, it is essential that the activities emphasize that students can share their opinions and experiences at the level they are comfortable with.

I have given Canva all the necessary credits for the visual aspects I used in the material. I have used multiple images in the activities. All these images are either from Canva itself or from *Pixabay* or *Unsplash*. Pixabay provides royalty-free images released under the Pixabay License. Unsplash also provides free images without the requirement of attribution under the Unsplash License. Even though both these photo platforms do not require crediting the photos, I still wanted to give attribution to the photographers. Considering copyright restrictions is a part of creating qualitative materials (Howard and Major 2004: 104), and therefore, all the references used are found in the reference section of the material package. Especially one activity of the material required special ethical consideration. I wanted to find comic strips that I could use for one activity in the material. After a thorough search, I found a couple of interesting possibilities from the website of *Andrews McMeel Universal.* I contacted Andrews McMeel Universal by email, which manages the licensing rights of the comics, asking for permission to use some comic strips in their archive. My email was referred to the permission manager of Andrews McMeel Universal. After discussing the purpose of the use of the cartoons, my thesis in general, and its publication in the Depository of University of Jyväskylä, I received permission to use the cartoons at no charge and a gratis use letter as proof of it (appendix 1).

5.5 Conclusion

This thesis aims at providing English upper secondary school teachers with a resource that promotes students' social and emotional competence. In addition, students get to advance their oral skills. This material package offers a way to include the learning of important skills related to students' well-being into English classrooms. I am happy with the result of the material package, as it corresponds to the theoretical framework and provides materials on an important topic. The activities in the package form a versatile entity, which focuses on five themes with clear and specific aims. Even though the material package has advantages, some improvements could have been made. If there had been a possibility and a suitable time frame, the material package could have been tested in a classroom setting. This would have given the material package even more importance. In future, the topic of SEC could be studied more in detail focusing on, for instance, only one competence area. Materials could also be created more profoundly focusing on a more limited number of skills related to the competence. The materials could be tested as well. To conclude, the skills related to students' social and emotional competence should be viewed as an opportunity to invest in students' well-being, future and personal development.

REFERENCES

Ahtola, A. (2016). Koulu hyvinvoinnin rakentajana. In A. Ahtola (eds.), Psyykkinen hyvinvointi ja oppiminen. PS-kustannus, 12–20

Avola, P. and Pentikäinen, V. (2019). Kukoistava kasvatus: Positiivisen pedagogiikan ja laaja-alaisen hyvinvointiopetuksen käsikirja. BEEhappy Publishing.

Blake, S. (2007). Promoting emotional and social development in schools: A practical guide. Paul Chapman.

Collaborative for Academic, Social, and Emotional Learning. (n.d. a). About CASEL: Our Mission and Work [online] https://casel.org/about-us/our-mission-work/ (2 December, 2022)

Collaborative for Academic, Social and Emotional Learning (n.d. b). Fundamentals of SEL: What Does the Research Say? [online] https://casel.org/fundamentals-of-sel/what-does-the-research-say/ (2, December, 2022)

Collaborative for Academic, Social, and Emotional Learning. (n.d. c). Fundamentals of SEL: What Is the CASEL Framework? [online] https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/ (2 December, 2022)

Collie, R. J. (2020). The development of social and emotional competence at school: An integrated model. International Journal of Behavioral Development, 44(1), 76–87. https://doi.org/10.1177/0165025419851864

Denham, S. A., Blair, K. A., DeMulder, E., Levitas, J., Sawyer, K., Auerbach-Major, S., & Queenan, P. (2003). Preschool Emotional Competence: Pathway to Social Competence? Child Development, 74(1), 238–256. https://doi.org/10.1111/1467-8624.00533

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., and Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child development, 82, 405–432.

Elias, M. J. (1997). Promoting social and emotional learning: Guidelines for educators. Association for Supervision and Curriculum Development.

Elliott, S. N., Frey, J. R. and Davies, M. (2015). Systems for assessing and improving students' social skills to achieve academic competence. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg and T. P. Gullotta (eds.), Handbook of social and emotional learning: Research and practice. New York: The Guilford Press, 301–319

Finnish National Agency for Education. (2019). *Lukion opetussuunnitelman perusteet 2019.* [online] https://www.oph.fi/sites/default/files/documents/lukion_opetussuunnitelman_perusteet_2019.pdf (9 November, 2022)

Finnish National Agency for Education. (n.d. a). E-oppimateriaalin laatukriteerit. [online] https://www.oph.fi/fi/julkaisut/e-oppimateriaalin-laatukriteerit#ecbced69 (3 February, 2023)

Finnish National Agency for Education. (n.d. b). Tietoa lukion opetussuunnitelman perusteiden uudistumisesta. [online] https://www.oph.fi/fi/koulutus-ja-tutkinnot/tietoa-lukion-opetussuunnitelman-perusteiden-uudistumisesta (30 November, 2022)

Finnish National Agency for Education (n.d. c). Transversal competences in Finnish general upper secondary education. [online] https://www.oph.fi/en/education-and-qualifications/transversal-competences-finnish-general-upper-secondary-education (27 February, 2023)

Fresacher, C. (2016). Why and How to Use Positive Psychology Activities in the Second Language Classroom. In P.D. MacIntyre, T. Gregersen and S. Mercer (eds.), Positive Psychology in SLA. Bristol, UK: Multilingual Matters, 344–358

Gay, P., Pogranova, S., Mauroux, L., Trisconi, E., Rankin, E., and Shankland, R. (2022). Developing Students' Emotional Competencies in English Language Classes: Reciprocal Benefits and Practical Implications. International Journal of Environmental Research and Public Health, 19(11), 6469. https://doi.org/10.3390/ijerph19116469

Helakorpi, S. and Kivimäki, H. (2021). Well-being of children and young people - School Health Promotion study 2021: Large share of children and young people satisfied with their lives - a sense of loneliness has become more common. Finnish Institute for Health and Welfare. Statistical report 42/2021 Published 25.11.2021 [online] https://www.julkari.fi/handle/10024/143418 (13 December, 2022)

Helgesen, M. (2016). Happiness in ESL/EFL: Bringing Positive Psychology to the Classroom. In P.D. MacIntyre, T. Gregersen and S. Mercer (eds.), Positive Psychology in SLA. Bristol, UK: Multilingual Matters, 305–323.

Horppu, A. (2022). "On alettu pitää normaalina sitä, että jo 16-vuotiaat ovat todella väsyneitä" - Asiantuntijat kertovat, mitä lukiolaisten laskeneelle hyvinvoinnille pitäisi tehdä. Yle. https://yle.fi/aihe/a/20-10001857 (8 March, 2023)

Howard, J. and Major, J. (2004). Guidelines for designing effective English language teaching materias. [online] https://www.researchgate.net/publication/237476568_Guidelines_for_Designing_Effective_English_Language_Teaching_Materials (10 February, 2023)

Kokkonen, M. (2010). Ihastuttavat, vihastuttavat tunteet. Opi tunteiden säätelyn taito (2 ed.). Jyväskylä: PS-kustannus

Laakso, S. (2019). Puheen ymmärtäminen osana suullista kielitaitoa. In E. Tergujeff and M. Kautonen (eds.), Suullinen kielitaito ja sen tärkeys: Opi, opeta, arvioi (1. edition). Kustannusosakeyhtiö Otava, 118–132

Lassander, M., Fagerlund, Å., Markkanen, S. and Volanen, S. (2016), Tietoinen läsnäolo - voimavaroja ja hyvinvointia kouluun. In A. Ahtola (eds.), Psyykkinen hyvintointi ja oppiminen. PS-kustannus, 243–263

Leskisenoja, E., & Sandberg, E. (2019). Positiivinen pedagogiikka ja nuorten hyvinvointi. PS-kustannus.

Lopes, P. N. and Salovey, P. (2004). Toward a broader education: social, emotional, and practical skills. In J. E. Zins and D. Goleman (eds.), Building academic success on social and emotional learning: What does the research say? New York: Teachers College Press, 79–93

McCombs, B. L. (2004). The learner-centered psychological principles: a framework for balancing academic achievement and social-emotional learning outcomes. In J. E. Zins and D. Goleman (eds.), Building academic success on social and emotional learning: What does the research say? New York: Teachers College Press, 23–39

Merriam-Webster. (n.d.). Empathy. In Merriam-Webster.com dictionary. https://www.merriam-webster.com/dictionary/empathy (14 December, 2022)

Ministry of Education and Culture (2021). The Government has decided to raise the leaving age in compulsory education from the start of autumn term 2021. [online] https://julkaisut.valtioneuvosto.fi/handle/10024/162875 (8 December, 2022)

Ministry of Education and Culture (n.d.). Finnish matriculation examination. [online] https://okm.fi/en/finnish-matriculation-examination (14 November, 2022)

Mäkinen, C. (2021). Positive pedagogy enhances well-being in general upper secondary schools. University of Helsinki. https://www.helsinki.fi/en/news/education/positive-pedagogy-enhances-wellbeing-general-upper-secondary-schools (3 February, 2023)

Nurmi, L. (2017). Yo-kokeeseen mullistus: Kielten suulliset kokeet osaksi tutkintoa - saksasta voi puhua laudaturin. Aamulehti. https://www.aamulehti.fi/uutiset/art-2000007276999.html (2 February, 2023)

Oppivelvollisuuslaki 1214/2020. https://finlex.fi/fi/laki/alkup/2020/20201214 (8 December, 2022)

Rose-Krasnor, L. and Denham, S. (2009). Social-emotional competence in early childhood. In: Rubin, K.H., Bukowski, W.M., Laursen, B. (Eds.), Handbook of Peer Interactions, Relationships, and Groups. Guilford Press, New York, pp. 162–179

SUKOL (Suomen kieltenopettajien liitto SUKOL ry). (n.d.) Tilastotietoa ainevalinnoista. [online] https://www.sukol.fi/liitto/tilastot/tilastotietoa_kielivalinnoista (9 November, 2022)

Tergujeff, E. (2019). Materiaalit suullisen kielitaidon opetuksessa. In E. Tergujeff and M. Kautonen (eds.), Suullinen kielitaito: Opi, opeta, arvioi (1. edition.). Kustannusosakeyhtiö Otava, 85–95

Tergujeff, E., Heinonen, H., Ilola, M., Salo, O. and Kara, H. (2019). Suullisen kielitaidon opetus käytännössä. In E. Tergujeff and M. Kautonen (eds.), Suullinen kielitaito: Opi, opeta arvioi (1. edition.). Kustannusosakeyhtiö Otava, 96–117

Tergujeff, E. and Kautonen, M. (2019). Suullinen kielitaito ja sen tärkeys. In E. Tergujeff and M. Kautonen (eds.), Suullinen kielitaito: Opi, opeta, arvioi (1. edition.). Kustannusosakeyhtiö Otava, 12–21

Trogen, T. (2020). Positiivinen kasvatus. PS-kustannus.

Weissberg, R. P., Durlak, J. A., Domitrovich, C. E. and Gullotta, T. P. (2015). In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg and T. P. Gullotta (eds.), Handbook of social and emotional learning: Research and practice. New York: The Guilford Press, 3–19

Wiley, A. L. and Siperstein, G. N. (2015). SEL for students with high-incidence disabilities. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg and T. P. Gullotta (eds.), Handbook of social and emotional learning: Research and practice. New York: The Guilford Press, 213–228

Williamson, A. A., Modecki, K. L. and Guerra, N. G. (2015). SEL programs in high school. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg and T. P. Gullotta (eds.), *Handbook of social and emotional learning: Research and practice.* New York: The Guilford Press, 181–196

Zins, J. W., Bloodworth, M. R., Weissberg, R. P. and Walberg, H. J. (2004). The scientific base linking social and emotional learning to school success. In J. E. Zins and D. Goleman (eds.), Building academic success on social and emotional learning: What does the research say? New York: Teachers College Press, 3–22

APPENDICES

APPENDIX 1: Gratis letter of Andrews McMeel Syndication

Andrews McMeel
SYNDICATION™

Gratis # 44886
March 1, 2023

Katariina Vornanen

Dear Katariina:

Thank you for your letter requesting permission to reprint:

• (2) STONE SOUP, (1) FAMILY TREE, (1) BABY BLUES cartoons in your Master's Thesis and then published in the Depository of University of Jyväskylä.

We extend to you our gratis permission to reprint this cartoon/text feature on a one-time only basis.

We do require that you use this copyright line with each cartoon/text feature:

• STONE SOUP © 1990 Jan Eliot. Reprinted with permission of ANDREWS MCMEEL SYNDICATION. All rights reserved.

• FAMILY TREE © 2008 Signe Wilkinson. Reprinted by permission of ANDREWS MCMEEL SYNDICATION for UFS. All rights reserved.

• STONE SOUP © 1995 Jan Eliot. Reprinted with permission of ANDREWS MCMEEL SYNDICATION. All rights reserved.

• BABY BLUES © 1997 Baby Blues Bros LLC. Dist. By ANDREWS MCMEEL SYNDICATION. Reprinted with permission. All rights reserved.

There can be no additions, deletions or substitutions of any kind to the cartoon or text. All cartoons must be reprinted in their entirety. Portions of cartoons or characters cannot be used.

We appreciate your interest in Andrews McMeel Syndication and our features.
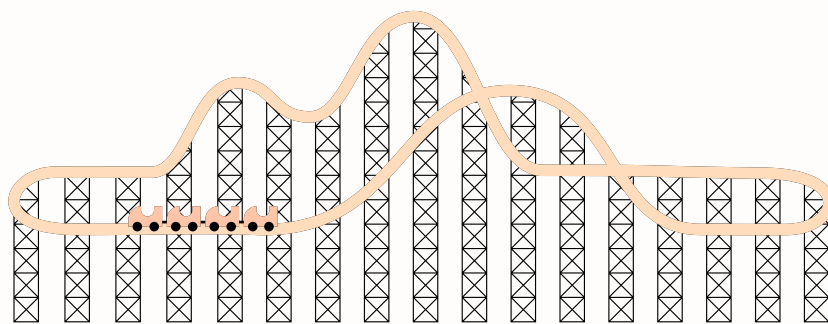
Sincerely,

Raegan Carmona
Permissions Manager

1130 Walnut Street, Kansas City, MO 64106-2109 Tel 816-581-7500
http://licensing.andrewsmcmeel.com

APPENDIX 2: MATERIAL PACKAGE

THE ROLLER COASTER OF EMOTIONS

A material package for upper secondary schools on social and emotional competence

Katariina Vornanen

2023

TABLE OF CONTENTS

FOREWORD

Dear reader,

Welcome to a material package on social and emotional competence!

This material package, *The roller coaster of emotions*, provides material on social and emotional competence for English teachers in upper secondary schools.

The material aims at promoting students' different skills related to social and emotional competence. The idea for creating a material package was born from my enthusiasm and passion for creating teaching materials on my own. During my early experiences with teaching, I often found myself creating material when I had an idea of how to make my teaching more engaged, versatile, action-based or communicative. The topic of the material, social and emotional competence, emerged from the concerns towards the emotional well-being, health and stress of upper secondary school students, which has recently been a topic of discussion in Finland. As a teacher, I believe that in addition to teaching and educating, I can positively affect students' well-being and support their development of important skills in life. Social and emotional skills are important skills for children, adolescents and adults, and they are part of social and emotional competence. These skills are also part of transversal competence in the National Core Curriculum for General Upper Secondary Education 2019.

Thus, *The roller coaster of emotions* is a result of the view that it is significant to emphasize the development and practice of social and emotional competence. The package includes five themes related to social and emotional competence, each focusing on a specific aspect of the competence. All the activities in the themes are oral activities and therefore, one aim of the material is for students to enhance their oral skills in addition to the skills of social and emotional competence. The package is not designed for a specific course in the national core curriculum but instead, the idea is that this package presents an entity of activities that can be used separately or together in English classrooms. The activities are not necessarily meant to be used in a certain order. This enables teachers to choose which activities they want to use in which class, module or study unit. However, the material package is connected to the modules ENA1, ENA2 and ENA8 in the National Core Curriculum for General Upper Secondary Education 2019. The following page provides further instructions on using the material package.

I hope you will find this package helpful and meaningful!

Sincerely,
Katariina Vornanen

INSTRUCTIONS FOR USE

The following table presents the five themes based on social and emotional competence, the aims of the themes, the competence area of each theme and the overview of the activities.

	AIMS	COMPETENCE AREA OF SEC	ACTIVITIES (A)
THEME 1: Recognize and be aware	• to practice recognizing, identifying and being aware of different emotions • to practice self-awareness	self-awareness	A1 - What do you already know? A2 - Identify emotions A3 - Categorized emotions
THEME 2: Understand and accept	• to practice understanding which emotions can occur in different situations • to practice how different emotions can affect oneself and how one can accept different emotions • to practice self-awareness	self-awareness	A1 - Tools to understand and accept emotions A2 - Where can I use the tools? A3 - Agree or disagree?
THEME 3: Balance and regulate	• to understand what regulating emotions and a balanced emotional life mean • to practice how one can regulate their emotions to keep a balance • to practice self-management	self-management	A1 - TED-Ed video A2 - Different effects of emotions A3 - Do I have a balanced emotional life? A4 - Ways of regulating
THEME 4: Confront and manage	• to practice confronting different kinds of emotions and how to manage them • to practice self-management	self-management	A1 - Emotion management mind map A2 - Recall an emotion A3 - Emotion cards
THEME 5: Empathize and be compassionate	• to understand what empathy and compassion mean and how one can empathize and be compassionate • to understand the individual needs in different emotional situations • to practice social awareness and relationship skills	social awareness and relationship skills	A1 - What are empathy and compassion? A2 - Finish the sentences! A3 - Encounter individually A4 - Board game of emotions

As seen in the table above, each theme has three to four activities. The activities are done either in pairs or in groups. **Activity 1** in each theme is a warming-up activity, which familiarizes students with the topic and the vocabulary. **Activity 2, 3** and **4** are main activities, which are more comprehensive. Even though all the activities are oral activities, some of them also require writing or some extra materials. The competence areas of SEC are shown in the theme cover pages and in the upper-right corner of the first activity page of each theme. As some activities include discussions on personal experiences, it is a good idea for a teacher to remind students that they can always share their experiences at the level they are comfortable with. To make the themes and their activities clearer, multiple symbols are used to represent a certain kind of activity or other important parts of the theme. The symbols are presented on the next page.

Symbols used in the material package

The following symbols are used in this package to describe the content of the activities and how they are implemented and to give instructions for teachers. Often more than one symbol appears in an activity. If an activity requires extra materials or preparation from teachers, it is shown with the preparation symbol. All necessary extra materials are given in the appendices.

warming-up activity
Activity 1 in each theme familiarizes students with the topic and the vocabulary.

main activity
Activities 2, 3 and *4* in each theme are more comprehensive tasks

game
game activity requires some extra material provided for teachers in the appendices.

discussion
discussion symbol is associated with all the activities

time for an activity
suggested time marked for an activity

theme vocabulary
theme vocabulary is presented at the beginning of each theme. It can be used as a help for the activities.

teacher's instructions
instructions about the activities and other useful tips

preparation
information about materials that need to be prepared for the activities beforehand

work in pairs
the activity is meant to done in pairs

work in groups
the activity is meant to done in groups

The difficulty levels of the activities

There are activities in three difficulty levels in this material package. The levels for the activities are created as a help for the teacher to decide which activities are suitable for which classes or individuals.

LEVEL 1 *- easy*
Level 1 activities are the easiest activities. They include simple activities that do not require a lot of producing free speech.

LEVEL 2 *- average*
Level 2 activities are average activities. They are more extensive than level 1 activities.
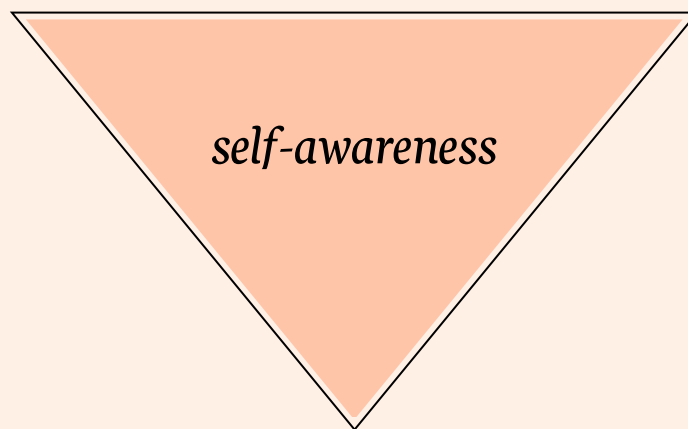
LEVEL 3 *- challenging*
Level 3 activities are the most challenging. They require producing free speech the most and the ability to discuss the topic and reflect on it.

THEME 1

Recognize and be aware

self-awareness

Aims

- *to practice recognizing, identifying and being aware of different emotions*

- *to practice self-awareness*

THEME 1
Recognize and be aware

emotion [i'moʊʃən] = tunne	**situation** ['sɪtʃʊˌeɪʃən] = tilanne
recognize ['rekəgˌnaɪz] = tunnistaa	**identify** [aɪ'dentəfaɪ] = tunnistaa
be aware [bi ə'weər] = olla tietoinen	**negotiate** [nə'goʊʃiˌeɪt] = neuvotella

ACTIVITY 1
What do you already know?

⭐☆☆

What emotions do you already know? Take five minutes and write down all the emotions you can name in English. You can use the pictures below as an inspiration. You can also first think about the emotions in Finnish if that helps you. Try to write as many emotions as possible.

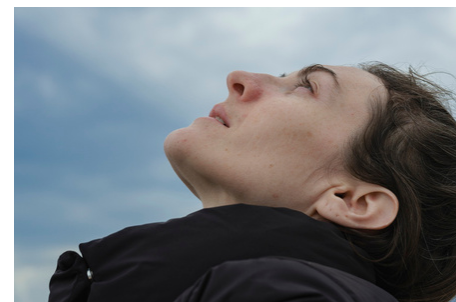Photo by Samsung UK on Unsplash

Photo by Elisa Ventur on Unsplash

Photo: Engin Akyurt / Pixabay. CC0.

After writing, read your lists of emotions aloud in English in pairs and translate them orally into Finnish. You can use a dictionary if needed.

Compare the lists by discussing the following questions:

1. Which emotions did you write but your partner did not?
2. Was it difficult to come up with emotions in English? Why? Why not?
3. Did the pictures help you? Which emotions occur in the pictures in your opinion? Do you agree or disagree with each other?
4. Can you notice differences in what kind of emotions you and your partner wrote (such as what kind of emotions)?
5. Can you see any similarities between the emotions in your list? For example, could some emotions appear in the same situation? What could these situations be?

🕐 20 minutes

ℹ️ **Materials needed:** note-taking supplies

Instructions: The discussion questions can also be translated into Finnish in pairs or with the whole class if necessary.

This activity has two steps.

STEP 1 There are three different types of extracts; a piece of text, photos and comic strips. In your small group, choose an extract for each student. **Work with your extract accordingly:**

student A: read the piece of text

student B: take a close look at the photos, their surroundings and the people in them

student C: read the comics and look at the pictures of them

Write down notes on your extract. The questions below can be used as help to write notes if needed. The notes will help you to describe your extract and to participate in the discussion in step 2.

- What happens in the text/photos/comics?
- Who are the people in the text/photos/comics?
- Which emotions can you recognize in the text/photos/comics? How do you recognize them?

STUDENT A

August Hayes has been a private investigator for his whole life, continuing her father's and grandfather's work.

"Sir, it's for you. I-It's someone from Warlington. They'd like a word with you, sir", says August's assistant Esther, quietly trying not to be heard on the other side of the landline. August turns around quickly, his face telling more than his words ever could. He is distinctly surprised to hear the name Warlington. August grabbed the phone and listened attentively.

"Sir? They insisted you take the case, didn't they?" the assistant asks.

"They said it is imperative. Something happened i-in the old factory of Warlington", August says slowly.

"It must be peculiar to go back. How many years has it been, sir?" she continues.

"Twenty-two years next month", he replies.

"I dearly hope you'll get some closure, sir. That place haunted your father until the day he...", Esther continues but does not finish the sentence. August did not reply. He has not been to Warlington, let alone to the old factory since the death of his father. There must be something in this case that does not make him refuse. His assistant immediately understood not to ask any more questions and left the room.

© Katariina Vornanen

STUDENT B

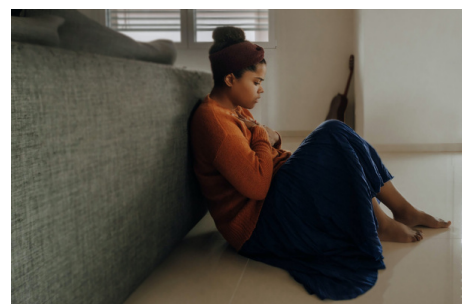Photo by Edrece Stansberry on Unsplash

Photo: LuckyLife11 / Pixabay. CC0.

Photo by Joice Kelly on Unsplash

BABY BLUES © 1997 Baby Blues Bros LLC. Dist. By ANDREWS MCMEEL SYNDICATION. Reprinted with permission. All rights reserved.

FAMILY TREE © 2008 Signe Wilkinson. Reprinted by permission of ANDREWS MCMEEL SYNDICATION for UFS. All rights reserved.

STEP 2 Tell your group what happened in your extract. Try to describe the text/photos/comics in as much detail as possible in your own words with the help of your notes.

You can describe for example:
- What happens in the text/photos/comics?
- Where do you think the situation takes place?
- What might have happened before the situation in the text/photos/comics?

Discuss the following questions:

1. What kind of emotions can you identify in your extracts?

2. How did you manage to identify the emotions? What clues or examples did the text/photos/comics provide you?

3. Was it easy or difficult to identify them? Why/Why not?

4. Do you think that there is only one correct answer to question number one? Do you think it is possible that different people recognize emotions in different ways?

🕐 30 minutes

ℹ️ **Materials needed:** note-taking supplies, Appendix 1 (Extracts: a piece of text, photos, comic strips)

Instructions: Appendix 1 has sections A, B and C in it. The instructions of the activities can be shown from a smartboard. If it is easier to read the text and look at the pictures and cartoons on a separate handout, appendix 1 can be shared to each group. Writing notes is meant to help students in step 2. Notes can also be written in Finnish and they can be translated into English afterwards.

✂️ **Preparation**: Print appendix 1 to each group (groups of three persons). The first page of the appendix includes the text and the pictures. It can be cut into half so that each group member takes their chosen section.

ACTIVITY 3
Categorized emotions

This activity has three steps.

STEP 1 Look at the list of emotions below. Read the list and think about what does the words mean in Finnish with your partner. Make sure you understand all of them. You can use a dictionary if needed.

annoyance	happiness	tension	excitement	serenity
content	anxiety	dread	irritation	loneliness
panic	bewilderment	nervousness	gratitude	calmness
delight	joy	fury	disappointment	jealousy
confusion	exhilaration	anguish	rage	agony
terror	grief	amazement	astonishment	despair
revulsion	admiration	bitterness	hopelessness	melancholy
humiliation	hatred	confidence	lust	frustration
shock	embarrassment	fright	relief	
guilt	distress	reluctance	bliss	

STEP 2

- Discuss with your partner and organize the emotion cards into suitable categories.
- If you have differing opinions, negotiate and try to reach an agreement.
- Choose five emotions that were the most difficult ones to categorize.
- Think about the reasons for your categorization decisions **for the five emotions**. You can first think about the reasons in Finnish. You can also write notes in Finnish or in English. You need to explain these reasons in step 3.

STEP 3

In your joined groups, present your tables with your original partner.

Explain at least...

... which emotions did you put in which categories.

... whether you had disagreements while categorizing.

... the reasons for your decisions on the five emotions that were difficult to categorize.

After presenting, compare your tables in a group and discuss the following questions:

- What differences are there between the tables?
- Can you understand why the other pair had categorized the emotion/emotions differently?
- Do you think there is only one correct category for each emotion? Why/Why not? Are there some emotions that could be in more than one category?
- What aspects do you think might affect your categorization?

🕐 30 minutes

ⓘ **Materials needed:** Appendix 2 (Categorization tables), Appendix 3 (Emotion cards), Appendix 4 (Translations for teacher)
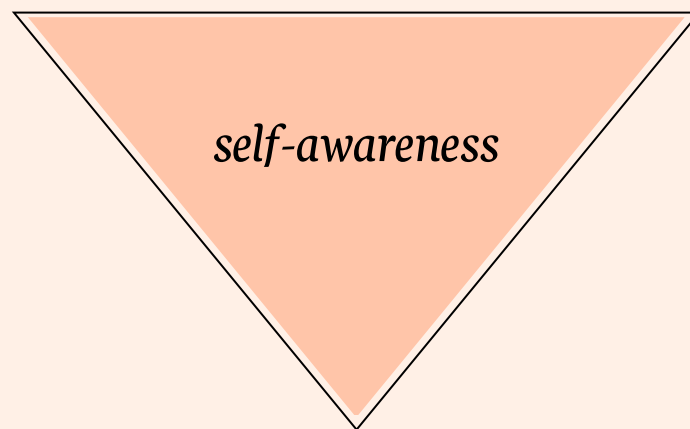**Instructions:** After step 2, join two pairs into a group of four. Step 3 will be done in groups of four.

✂ **Preparation**: Print the Appendix 2 and Appendix 3 to each pair. Cut the emotion cards (Appendix 3). The cards can also be laminated if wanted. Appendix 4 is only for the teacher.

THEME 2
Understand and accept

self-awareness

Aims

- *to practice understanding which emotions can occur in different situations*

- *to practice understanding how different emotions can affect oneself and accepting the emotions that one experiences*

- *to practice self-awareness*

THEME 2
Understand and accept

abc

permanent [ˈpərmənənt] = pysyvä	**jealousy** [dʒeləsi] = mustasukkaisuus
indicate [ˈindəˌkeit] = osoittaa	**judgment** [dʒʌdʒmənt] = arvostelukyky
tolerate [ˈtaləˌreɪt] = sietää	**irritable** [ɪrətəbəl] =ärtyisä
hatred [heɪtrəd] = viha, inho	**subside** [səbˈsaɪd] = tyyntyä

ACTIVITY 1
Tools to understand and accept emotions

★ ☆ ☆

This activity is a basis for activity 2.

Sometimes, especially with difficult or strong emotions, it is not that easy to understand the way you are feeling or accept the emotions that you have. Different tools can be used as a help in these kinds of situations.

In the box, there are six tools presented that can be helpful in understanding and accepting different kinds of emotions.

- In pairs, read the tools and translate them orally into Finnish.
- Go through the points 2-5 and consider them through the following emotions.
  - *anxiety*
  - *rage*
  - *panic*
  - *jealousy*
  - *embarrassment*

Tools that can help in understanding and accepting emotions:

⚀ = Remind yourself that emotions are not permanent. Imagine that your emotions are guests who arrive at your house: you still have control over your house even though they would stay a bit longer than you would like.

⚁ = Focus on the emotion on your body. Where in your body do you feel the emotion? What changes in your body when you are feeling this way?

⚂ = Name your emotion and try to recognize what is the purpose of the emotion: why does this emotion appear in this situation?

⚃ = What bothers me about feeling this way? Why would I not want to feel this way?

⚄ = What would happen if I let go of this feeling?

⚅ = Remind yourself that you are not your emotions. You have them but they don't own you.

(adapted from: Jääskinen 2017 and Kurland 2021)

🕐 15 minutes

ℹ️ **Instructions:** This activity is designed to be done before activity 2. However, this activity also works on its own. If wanted, the teacher can first present the tools to the whole group and afterwards, students can think about their translations. The tools in the box can also be translated into Finnish with the whole group.

This is a follow-up activity to activity 1.

In activity 1, you familiarized yourselves with tools that can help understanding different emotions and accepting them.

1 **Take turns and throw the dice.** The number of the dice indicates a tool presented in the box above. When both of you have thrown the dice and have your number of tool, move on to step 2.

2 **Make up an example situation** in which you would or could use the tool the dice indicated. You can think of the situation first in Finnish. Make some notes in English by using the beginnings of the sentences in the box on the right. You can use these notes in the next step.

3 **Explain the situation in English** to your group as well as you can. Try to explain why this tool could be used for this situation. Do another round so that both of you have made up at least two situations. If you get the same tool twice, throw the dice again.

> The situation I came up with is.... /
> My situation is....
>
> In this situation, you might feel... /
> This situation includes emotions such as....
>
> The reason why this tool can be used in this situation is.... /
> This tool is suitable for this situation because....

Discuss the questions below with your partner:

1. Have you had any situations where it has been difficult to understand your emotions? Do you think it is easy to accept all kinds of emotions you might be experiencing?
2. Which of the tools have you heard of before? Where have you heard about them?
3. Have you used any of these tools in your own life? Which?
4. If you had a difficult time with your emotions, which of these tools could you consider to use? Why?
5. Do you think that these kinds of tools actually help in understanding and accepting emotions?

30 minutes

Materials needed: a dice to each pair, note-taking supplies

Instructions: This activity is a follow-up activity to activity 1 because the activity uses the tool box presented in activity 1. If activity 1 is not done before this activity, make sure that students still get to first familiarize themselves with the tool box on page 10.

There are twelve statements below. Read them aloud one by one taking turns with your partner and answer the following questions for each argument.

1. Do you agree or disagree with the statement? Why?/Why not? Give reasons for your answer.

2. If you disagree with the statement, how would you change it?

3. Why do you think people might have differing opinions about statements like these?

1. Accepting a negative or a difficult emotion means that you have to just try to tolerate the emotion.

2. It is possible to develop skills in understanding emotions.

3. There are no such things as positive or negative emotions.

4. All emotions are equally acceptable, whether it is hatred, jealousy or confidence.

5. It is okay for students to be tired or irritable at school.

6. It is okay for teachers to be tired or irritable at school.

7. My emotions guide the decisions I make and the way I behave.

8. I am good at understanding my emotions and the effect they have on my behavior.

9. Everyone understands and feels emotions in the same way.

10. My emotions can easily cloud my judgment.

11. Focusing too much on analyzing my emotions will just make me feel worse.

12. It is good that emotions come in waves: they become more intense and they eventually subside at some point.

15 minutes

Instructions:
- Variation idea for the activity: the activity can also be done with the whole group by adding movement to the activity. Teacher can read statements aloud one by one. One side of the classroom is *agree* and the other side is *disagree*. Teacher guides students to move to a side according to their opinion. After each statement, the question can be discussed with the nearest person.

THEME 3
Balance and regulate
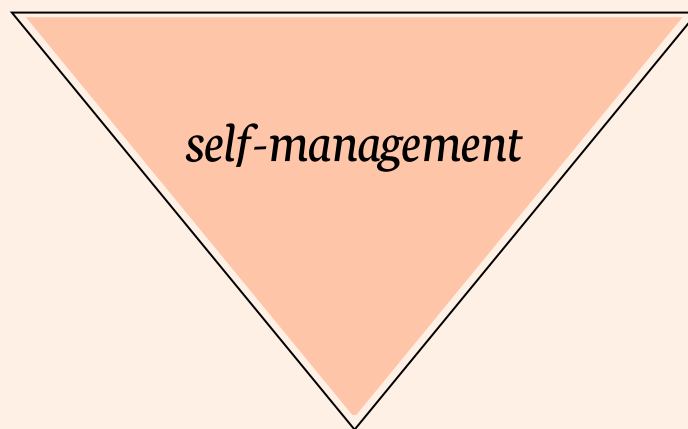
self-management

Aims

- *to understand what regulating emotions and a balanced emotional life mean*
- *to practice how one can regulate their emotions to keep a balance*
- *to practice self-management*

THEME 3
Balance and regulate

abc

balance [bæləns] = pitää tasapainossa, tasapainoitella

regulate ['regjə,leɪt] = säädellä

vast [væst] = valtava

beneficial [ˌbenə'fɪʃəl] = hyödyllinen

overwhelming [ˌoʊvər'weəlmɪŋ] = hämmentävä, ylivoimainen

intensity [ɪn'tensəti] = voimakkuus

suppress [sə'pres] = tukahduttaa

achieve [ə'tʃiv] = saavuttaa

ACTIVITY 1
Ted-Ed video

⭐ ☆ ☆

TED-Ed video "*How to manage your emotions*" introduces a framework called the Process Model, which helps identifying, understanding and regulating emotions. The video first presents the steps of how our emotions are formed. These steps offer us opportunities to change our emotions and intervene in them. **Watch the video** and answer the question on the left. Afterwards, discuss the questions on the right in a group.

The video introduces an imagined situation, a party, where there are people you would not want to see.

What five strategies of regulating emotions in this situation are mentioned in the video?
Write them down.

ARE YOU EMOTIONALLY MATURE?
4.51
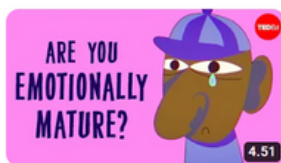
(source: TED-Ed 2023)

Discuss the questions:

1. The video mentioned **emotional response**. What does it mean and in which contexts did it appear in the video?

2. Do you think the regulation strategies presented are effective? Why/Why not?

3. The video proposed a question *"Should you use different emotion regulation techniques to constantly maintain a good mood?"*. What do you think about this?

4. What do you think *"Each person has to find their own balance."* means? Explain the sentence and try to give some examples.

🕐 20 minutes

ⓘ **Materials needed:** Ted-Ed video "*How to manage your emotions*" (16.2.2023 Directed by Daniel Stankler) https://www.youtube.com/watch?v=Uew5BbvmLks, note-taking supplies

Instructions: The video is meant to be watched twice, first without pauses and second time with pauses. It can be watched with the whole group. The video can be paused after each strategy. Students can write the strategies during the pauses. Discussion is meant to be done last.

Pauses for the video:
1st pause *(after strategy 1)* → **1:47**
2nd pause *(after strategy 2)* → **1:55**
3rd pause *(after strategy 3)* → **2:04**
4th pause *(after strategy 4)* → **2:15**
5th pause *(after strategy 5)* → **3:00**

ACTIVITY 2
Different effects of emotions

Some emotions are necessary for certain situations, and without them, it might be difficult to survive. As emotions have a vast effect on the way people behave, some emotions can be harmful in a certain situation, whereas others can be beneficial.

Read the three questions in the box. Think about the possible situations. You can also write down notes to help you explain the situations. Share the situations you came up with and explain them to your partner.

Can you think of any situation where...

1.... some emotion would be necessary?
2.... some emotion would be harmful?
3.... some emotion would be beneficial?

Explain the situation and
the emotion related to it.

ACTIVITY 3
Do I have a balanced emotional life?

Read the info boxes below and discuss the questions afterwards. As some of the questions are more personal, remember that you can share your opinions and experiences at the level you want.

Different ways of regulating emotions can be used depending on the intensity of an emotion and a specific situation.

If an emotion gets too overwhelming, it affects a person's behavior and ability to think clearly.

The purpose of regulating emotions is not to get rid of difficult or negative emotions. Regulating them helps to achieve a balanced emotional life.

(source: Mielenterveystalo n.d. a and b)

1. Do you think that pushing emotions away or suppressing them is ever a good choice in any situation? Why?

2. Do you think that you have a balanced emotional life? Do you sometimes wish to be more balanced?

3. Have you encountered situations where your emotions control you in an unwanted way?

4. Can you name any ways by which you can regulate your emotions? Try to think about your past experiences. What has helped you, for example, to calm down in a certain situation?

5. Even small things in your everyday life can affect your emotional balance. Can you think of any examples of what aspects of your everyday life, such as routines, can positively affect your emotional balance and well-being?

Activity 2: 15 minutes
Activity 3: 20 minutes

Materials needed for Activity 2: note-taking supplies
Instructions for Activity 2: Writing notes is not a compulsory part of the activity but the notes can help explaining the situation.
Instructions for Activity 3: The boxes are meant to be read first. If wanted, they can be translated into Finnish with the whole group. Teacher can also make sure that everybody understands the discussion questions on the right.

- Read the box below on ways to regulate and balance emotions.
- Next, read the box which introduces situations A-C.
- Discuss the questions below. Use the ways to regulate and balance emotions presented in the box in your answers. Remember that you can have your own opinions as there is no one correct way how regulating emotions should or could be done.

What would you do…

…. in situation A? Why?

…. in situation B? Why?

…. in situation C? Why?

Example ways to regulate and balance emotions:

- exercise: go for a walk, work out, go jogging
- listen to music or a podcast
- do breathing exercises or mindfulness exercises
- focus on something you like to do: read a book, watch a tv series or a movie, draw, write
- count to ten
- do something concrete with your hands: knit, crochet, paint
- take a break or a nap
- try to guide your thoughts into the opposite way: give yourself a distraction

---

A You have an important job interview coming up, but you are so nervous and anxious that you are afraid of failing because of it.

B You have not slept well, and you feel like you are in a bad mood first thing in the morning. You are going to your friend's birthday party, but you don't know how you are going to survive a social situation with this feeling.

C You are angry because it is always you who suggests spending time with your friend. You wouldn't always want to be the one that maintains the friendship. Your friend has told you that she is just really busy and it's not because of you.
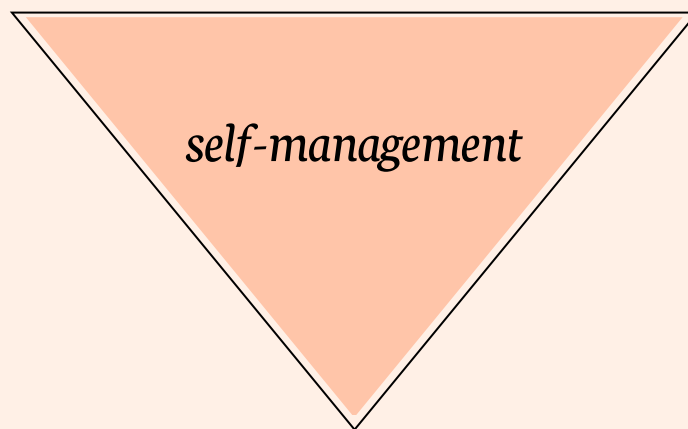
---

15 minutes

Instructions: The two boxes in the activity can be read with the whole group, if wanted. If there is something unclear in situations A-C, they can be translated into Finnish with the whole group or in pairs.

THEME 4
Confront and manage

self-management

Aims

- *to practice confronting different kinds of emotions and how to manage them*

- *to practice self-management*

THEME 4
Confront and manage

confront [kənˈfrʌnt] = kohdata

manage [mænədʒ] = käsitellä

constructive [kənˈstrʌktɪv] = rakentava

ACTIVITY 1
Emotion management mind map

In the previous themes the focus has been on recognizing, being aware, understanding, accepting, balancing and regulating emotions. This theme includes a lot of similar aspects to the earlier themes.

1. Read the ways how to confront and manage emotions on the right.

Recognize the emotion and name it. Naming emotions can make you feel better, and it helps you to accept the emotion.

Tell yourself that it is okay to feel this way. Let yourself accept the emotion, and don't think that it would be wrong to feel this way.

Try to calm yourself down, for example, with breathing exercises.

Focus on the situation that caused the emotion. Give it some space and think about what happened and what was it really about.

Look forward. Give yourself permission to continue past the emotion. Whatever the situation and emotion were, they are in the past.

(adapted from Avola and Pentikäinen 2019: 160-161)

2. Discuss and continue the mind map of confronting and managing emotions in pairs. You already have a beginning in your mind map.

You can use the questions on the right as a help.

1. What constructive ways to confront and manage emotions can you think of?

1. What about the ways that are not constructive? You can think of examples from your own life, for example, how you might act when you are angry or annoyed.

20 minutes

Materials needed: Appendix 5 (Mind map)

Instructions: Share one mind map to each pair. The mind map has already a title and some example points. Students need to continue the mind map.

**Preparation**: Print the Appendix 5 to each pair.

Recall a situation when you encountered an unpleasant emotion. It can be, for example, anger, rage, sadness, embarrassment or anxiety.

- Write notes on this situation. You can describe the situation, its formation and the emotion that appears in it.

- Read the questions below. You can write notes shortly or make a small mind map, which can later help you in discussion.

- Discuss the following questions by taking turns in your group.
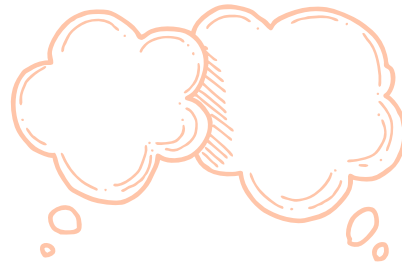
1 Did you confront or manage the emotion in the situation in some way?

2 Can you name any ways that might help managing the emotion?

3 Did you notice how the emotion affected you, your thoughts, decisions or behavior?

4 What advice would you give to another person in the same situation? Remember that everyone copes with emotions in different ways. You can still think of ways that could help someone else.

20 minutes

Materials needed: note-taking supplies

Instructions: Teacher can also give students an opportunity to make up a a fake situation that they could have encountered. By making up a fake situation, students do not have to talk about their personal experiences if they prefer not to. If students wish to do this, they also have to make up answers to questions 1-4. If students want to use their own experiences, it is a good idea to remind students to talk about them at the level they are comfortable with.

One of you is A and the other one is B. **Student A takes emotion cards (A)** and **student B takes emotion cards (B)**. Place your own cards on the table upside down. Take cards only from your own deck. Do not show your cards to your partner.

- Each card has either a photo or a written description of a certain situation. All the situations relate to managing emotions.
- **Student A starts** by taking the first card from the deck.

If the card has a photo:	**If the card has a written description:**
1. Explain the situation in the photo without revealing the emotion that is written below the photo.	1. Read the description aloud without mentioning the emotion that is written below the description.
2. Your partner starts to guess the emotion based on your explanation and with the help of the emotion list.	2. Your partner starts to guess the emotion based on the description and with the help of the emotion list.
3. After the emotion has been guessed correctly, ask the question written on the card. Your partner answers the question. There is no right or wrong answer as the answers are based on personal opinions and thoughts.	3. After the emotion has been guessed correctly, ask the question written on the card. Your partner answers the question. There is no right or wrong answer as the answers are based on personal opinions and thoughts.
4. After answering the question, the turn changes.	4. After answering the question, the turn changes.

🕐 20 minutes

ℹ **Materials needed:** Appendix 6 (A/B cards), Appendix 7 (Emotion list)
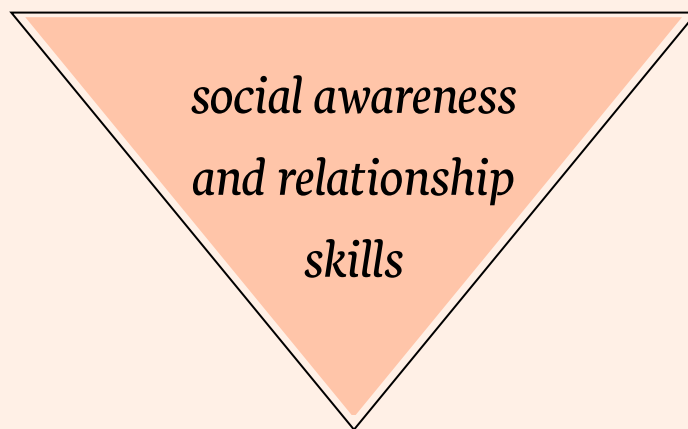
Instructions: Give 20 cards (A/B cards) to each pair (10 A-cards and 10 B-cards). Students must choose who is A and who is B.

✂ **Preparation**: Print the Appendix 6 and Appendix 7 to each pair. Cut the cards (Appendix 6). The cards can also be laminated if wanted.

THEME 5
Empathize and
be compassionate

*social awareness
and relationship
skills*

Aims

- *to understand what empathy and compassion mean and how one can empathize and be compassionate*

- *to understand the individual needs in different emotional situations*

- *to practice social awareness and relationship skills*

THEME 5
Empathize and be compassionate

social awareness and relationship skills

empathize [ˈempəθəɪz]= tuntea empatiaa jotakuta kohtaan

empathy [ˈempəθi] = empatia

alleviate [əˈlivɪeɪt] = lievittää, helpottaa

distress [dɪsˈtres] = hätä, ahdistus

compassionate [kəmpæʃənət] = myötätuntoinen

compassion [kəmˈpæʃən] = myötätunto

intensity [ɪnˈtensəti] = voimakkuus

mature [mæˈtʊər] = kypsä

ACTIVITY 1
What are empathy and compassion?

Read two definitions below in pairs. Both definitions are connected to the distress of another person. Discuss the questions.

Definition 1

This concept means the ability to understand and be sensitive to other people's feelings and experiences. This means that one can understand or imagine how another person is feeling. It can be thought of as putting yourself into another person's shoes.

compassion

empathy

Definition 2

This concept means that one is conscious of the distress of someone else and wants to alleviate it. This concept always includes the desire to help.

Sources: Merriam-Webster (n.d. a), Merriam-Webster (n.d. b)

1. Which definition belongs to which concept?
2. What do these two concepts have in common?
3. Do you think it is difficult to understand their difference?
4. Recall a situation in which you empathized with someone. Explain the situation to your partner.
5. When was the last time you were compassionate towards someone? Explain the situation to your partner.

15 minutes

Instructions: The definitions can be read aloud with the whole class if wanted. This activity also works as a discussion activity for the whole class. In this case, students can first discuss in pairs, and then participate in a whole class discussion.

There are ten beginnings of sentences below. Take turns with your partner and read them aloud. Continue the sentences orally according to your own thoughts and opinions.

> Being able to empathize requires...

> Compassion starts from...

> Another person might feel differently about something than me because...

> People's emotions and behavior might be affected by...

> Compassion and empathy are important qualities because...

> Listening and being present for a friend is important because...

> It is easier to be compassionate when...

> I can show that I am listening by...

> I can comfort someone by...

> A good friend is...

🕐 15 minutes

ⓘ **Instructions:** The beginnings of the sentences can be translated into Finnish with the whole class if needed. Students can also first continue the sentences in written and then read them to a partner.

- Variation idea for the activity: After going through the statements with a partner, the whole class can make posters of these sentences. There would be 10 posters, each with one beginning of a sentence as the title of the poster. The students would take turns and write one thought (or more) on each poster.

When talking about people's emotions and experiences, it is important to remember that everybody does not feel or experience them in the same way. People also react to and process emotions and situations differently. Even if two people would feel nervous, miserable or excited at the same time, they might not feel it the same way. This means that we need to be conscious of the individuality of each person also in relation to their feelings and experiences of different situations.

This activity has three steps.

STEP 1   In pairs, answer the question in each case (A-D).

> **What could you say or do when...**
>
> **A** ...your friend failed an exam?
>
> **B** ... your friend succeeded in a sports competition?
>
> **C** ... you hear your friend is being bullied?
>
> **D** ... you notice your friend is feeling down and anxious?

STEP 2   Imagine a situation where you are talking to your friend about your week. Your week has been difficult and stressful. You had a fight with another friend, and you have had a difficult time also at home. Lately, you have not been sleeping well and it is sometimes hard for you to stay awake during lessons at school.

Your friend tries to support you. Read the following supporting sentences from this friend. In pairs, rate these sentences on the scale below based on **how the sentence would make you feel in the situation** and give reasons for your answer.

1 = Very bad	2 = Bad	3 = Okay	4 = Good	5 = Very good

"I can just try to imagine how hard this has been for you."   *"It sounds so stressful."*

"I can't even imagine how you must be feeling."   *"Your week has been really awful."*

"I can totally understand why you have been so tired."   *"What a week you have had."*

"I can't believe how well you are holding up with all the stress you have."   *"You will have a better next week."*

STEP 3   Discuss the questions:

- When you are having a difficult time or a moment, how would you want someone to treat you in this circumstance?

- Do you have certain expectations from other people when you are, for example, nervous, scared or crying? Is there something that you would absolutely not want to be asked or told in either of these situations? Why?

- Why do you think different people hope to get a different kind of response or behavior in the same situation? What do you think it means?

- Do you ever feel that it is difficult to know how to encounter a person dealing with a difficult time in their life?

- How do you think people could practice being more considerate?

30 minutes

Instructions: Steps 1, 2 and 3 are meant to done in this order. In step 2, the description of an imagined situation can be translated into Finnish if needed. The discussion questions in step 3 can also be translated first into Finnish, for example, with the whole class.

ACTIVITY 4

Board game of emotions

Play the board game in groups. Throw the dice and read the question indicated by the game board aloud to your group. Answer the questions according to your knowledge and opinion.

1. Name five emotions in English.
2. What benefits could come from understanding your own emotions?
3. True or false: managing negative or difficult emotions strengthens well-being? Justify your opinion.
4. Name at least three emotions that you have had during this week.
5. Do you think it is easy to recognize other people's emotions? Why/Why not?
6. When I think about positive emotions, the first th... emotions that come to my mind are...
7. What emotions do you usually have when you a... ...do they affect your behavior?
8. When I think about negative emotions, the fir... ...y mind are...
9. Where do you feel joy or fear in your body?
10. Some schools have courses on emotional a...
11. What do you usually do when you are an...
12. What would you do in a situation whe...
13. True or false: People experience emo...
    differently.
14. Do you think that there is such a th...
15. Explain the difference between re...
16. Finish the sentence: Recognizin...
17. Do you think that your emotio...
18. Think about three different...
19. Which way of calming you...
20. Do you think you can aff...
21. Mention three different...
22. What emotion would...
23. Do you think that, fo...
24. Explain the differe...
25. Where do you fir...

START | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | **FINISH**

🕐 20 minutes

ℹ️ **Materials needed:** Appendix 8 (Game board), Appendix 9 (Question handout), a dice to each group, chips

Instructions: This activity is meant to be done after all the five emotions are familiar at least in some way as this activity includes topics of previous themes as well. Share one game board and questions handout to each group. The squares of the game board have numbers that indicate a question on the question handout. Students take turns, throw the dice and answer the question.

✂️ **Preparation**: Print the Appendix 8 and Appendix 9 to each group.

REFERENCES

Layout:

- Canva: Free Desing Tool: Presentations, Social Media + More [online]. (n.d.) https://www.canva.com/ (1 February, 2023)
  - All fonts, colors, symbols, and the template have been created by Canva or Canva creators.
- *The cover picture:* Sketchify Education via canva.com
- *The cover page background images:*
  - Canva
  - Anugraha Design via canva.com
  - Olena Mats via canva.com
- *The shape of the activity boxes:* Kristine Valberg Design / Kristine Valberg Design via canva.com

Phonetic transcriptions:

Rekiaro, I., and Robinson, D. (2005). Suomi-englanti-suomi-sanakirja (4. laaj. ja uud. laitos, 1. p.). Gummerus.

Symbols:

- *warming-up*: Alina Galochkina via canva.com
- *main activity*: Sketchify / sketchify via canva.com
- *game:* OpenClipart-Vectors / pixabay via canva.com
- *discussion:* iconsy via canva.com
- *time for an activity*: Fahmi Cedric's Images via canva.com
- *theme vocabulary:* Clker-Free-Vector_Images / pixabay via canva.com
- *teacher's instructions*: Clker-Free-Vector-Images / pixabay via canva.com
- *preparation*: Lena Nikolaeva via canva.com
- *pair work*: SuperMerrily / pixabay via canva.com
- *group work*: iconsy via canva.com
- *symbol backgrounds***:** Canva Layouts
- *symbol frames*: sparklestroke via canva.com
- *difficulty level stars:* Canva Layouts

Theme 1:

- *Photos*:
  - Photo by Samsung UK on Unsplash
  - Photo by Elisa Ventur on Unsplash
  - Photo: Engin Akyurt / Pixabay. CC0.
  - Photo by Edrece Stansberry on Unsplash
  - Photo by LuckyLife11 / Pixabay. CC0.
  - Photo by Joice Kelly on Unsplash
- *Comics*:
  - BABY BLUES © 1997 Baby Blues Bros LLC. Dist. By ANDREWS MCMEEL SYNDICATION. Reprinted with permission. All rights reserved.
  - FAMILY TREE © 2008 Signe Wilkinson. Reprinted by permission of ANDREWS MCMEEL SYNDICATION for UFS. All rights reserved.

Theme 2:

- *Dice images:* Clker-Free-Vector-Images / pixabay
- Jääskinen, A. (2017). Vaikeiden tunteiden hyväksyminen nopeuttaa olosi kohenemista. [online] https://www.tunnejataida.fi/vaikeiden-tunteiden-hyvaksyminen-nopeuttaa-olosi-kohenemista (26 February, 2023)
- Kurland, B. (2021). 5 Questions to Ask Yourself When Difficult Emotions Arise. [online] https://www.psychologytoday.com/us/blog/the-well-being-toolkit/202109/5-questions-ask-yourself-when-difficult-emotions-arise (26 February, 2023)
- *Number icons:* Canva

Theme 3:

- TED-Ed. (2023, February 16). How to manage emotions [Video]. Youtube https://www.youtube.com/watch?v=Uew5BbvmLks
- Mielenterveystalo. (n.d. a). Epävakauden omahoito-ohjelma: 2. työkaluja: Taidot tunnesäätelyn apuna. [online] https://www.mielenterveystalo.fi/fi/omahoito/epavakauden-omahoito-ohjelma/taidot-tunnesaatelyn-apuna (27 February, 2023)
- Mielenterveystalo. (n.d. b). Epävakauden omahoito-ohjelma: 2. työkaluja: Tunnesäätelytaidot. [online] https://www.mielenterveystalo.fi/fi/omahoito/epavakauden-omahoito-ohjelma/9-tunnesaatelytaidot (27 February, 2023)
- *Letter icons:* Canva

Theme 4:

- Avola, P. and Pentikäinen, V. (2019). Kukoistava kasvatus: Positiivisen pedagogiikan ja laaja-alaisen hyvinvointiopetuksen käsikirja. BEEhappy Publishing.
- *Bubble image:* Macrovector via canva.com
- *Number icons:* Canva

Theme 5:

- Merriam-Webster. (n.d. a). Empathy. In Merriam-Webster.com dictionary. Retrieved February 26, 2023, from https://www.merriam-webster.com/dictionary/empathy
- Merriam-Webster. (n.d. b). Compassion. In Merriam-Webster.com dictionary. Retrieved February 26, 2023, from https://www.merriam-webster.com/dictionary/compassion
- *Letter icons:* Canva
- *Emoji icons:*
  - inspire-studio / pixabay via canva.com
  - Twemoji via canva.com
- *Dice image:* OpenClipart-Vectors / pixabay via canva.com

Appendix 1:

- *A piece of text:* © Katariina Vornanen
- *Photos*:
  - Photo by Edrece Stansberry on Unsplash
  - Photo by LuckyLife11 / Pixabay. CC0.
  - Photo by Joice Kelly on Unsplash
- *Comics*:
  - BABY BLUES © 1997 Baby Blues Bros LLC. Dist. By ANDREWS MCMEEL SYNDICATION. Reprinted with permission. All rights reserved.
  - FAMILY TREE © 2008 Signe Wilkinson. Reprinted by permission of ANDREWS MCMEEL SYNDICATION for UFS. All rights reserved.

Appendix 6:

- *Letter icons:* Canva
- *Photos*:
  - Timur Weber / Pexels via canva.com
  - cottonbro / Pexels via canva.com
  - Liza Summer / Pexels via canva.com
  - Anna Shvets / Pexels via canva.com
  - Mikhail Nilov / Pexels via canva.com
  - Keira Burton / Pexels via canva.com
  - Anna Shvets / Pexels via canva.com
  - Andrea Piacquadio / Pexels via canva.com
  - MART PRODUCTION / Pexels via canva.com
  - Gustavo Fring / Pexels via canva.com
- *Written descriptions*: © Katariina Vornanen

Appendix 8:

- *Dice image:* OpenClipart-Vectors / pixabay via canva.com

APPENDICES

THEME 1:

- appendix 1: *Extracts (a piece of text, photos, comic strips)*
- appendix 2: *Categorization tables*
- appendix 3: *Emotion cards*
- appendix 4: *Translations for teacher*
-

THEME 4:

- appendix 5: *Mind map*

THEME 5:

- appendix 6: *A/B cards*
- appendix 7: *Emotion list*
- appendix 8: *Game board*
- appendix 9: *Question handout*

Appendix 1: Extracts (a piece of text, photos, comic strips)

August Hayes has been a private investigator for his whole life, continuing her father's and grandfather's work.

　　"Sir, it's for you. I-It's someone from Warlington. They'd like a word with you, sir", says August's assistant Esther, quietly trying not to be heard on the other side of the landline. August turns around quickly, his face telling more than his words ever could. He is distinctly surprised to hear the name Warlington. August grabbed the phone and listened attentively.

　　"Sir? They insisted you take the case, didn't they?" the assistant asks.

　　"They said it is imperative. Something happened i-in the old factory of Warlington", August says slowly.

　　"It must be peculiar to go back. How many years has it been, sir?" she continues.

　　"Twenty-two years next month", he replies.

　　"I dearly hope you'll get some closure, sir. That place haunted your father until the day he…", Esther continues but does not finish the sentence. August did not reply. He has not been to Warlington, let alone to the old factory since the death of his father. There must be something in this case that does not make him refuse. His assistant immediately understood not to ask any more questions and left the room.

© Katariina Vornanen

STUDENT B

Photo by Edrece Stansberry on Unsplash

Photo: LuckyLife11 / Pixabay. CC0.

Photo by Joice Kelly on Unsplash

Surprise	Enjoyment	Disgust
Surprise	Enjoyment	Disgust

Anger	Sadness	Fear
Anger	Sadness	Fear

annoyance	admiration	gratitude
content	hatred	disappointment
panic	embarrassment	rage
delight	distress	astonishment
confusion	tension	hopelessness
terror	dread	lust
revulsion	nervousness	relief
humiliation	fury	bliss
shock	anguish	serenity
guilt	amazement	loneliness
happiness	bitterness	calmness
anxiety	confidence	jealousy
bewilderment	fright	agony
joy	reluctance	despair
exhilaration	excitement	melancholy
grief	irritation	frustration

ärtymys, suuttumus	ihailu	kiitollisuus
tyytyväisyys	viha, inho	pettymys
paniikki	nolostuminen, häpeä	raivo
ilo	ahdistus, hätä	hämmästys, yllätys
hämmennys, sekaannus	jännitys	toivottomuus
kauhu	pelko, kauhu	himo
vastenmielisyys	hermostuneisuus	helpotus
nöyryytys	raivo	autuus
järkytys	tuska, ahdistus	tyyneys
syyllisyys	hämmästys, ällistys	yksinäisyys
onni	katkeruus	rauhallisuus, tyyneys
ahdistus	itsevarmuus	kateus
hämmennys	pelko, kauhu	tuska, kärsimys
ilo	haluttomuus, vastahakoisuus	epätoivo
ilo, innostus	innostus	melankolia, synkkyys
suru	ärtymys	turhautuneisuus

Look forward

Recognize the emotion & name it

Confronting and managing emotions

Give the emotion some space

Let yourself feel this way

Calm yourself down

A
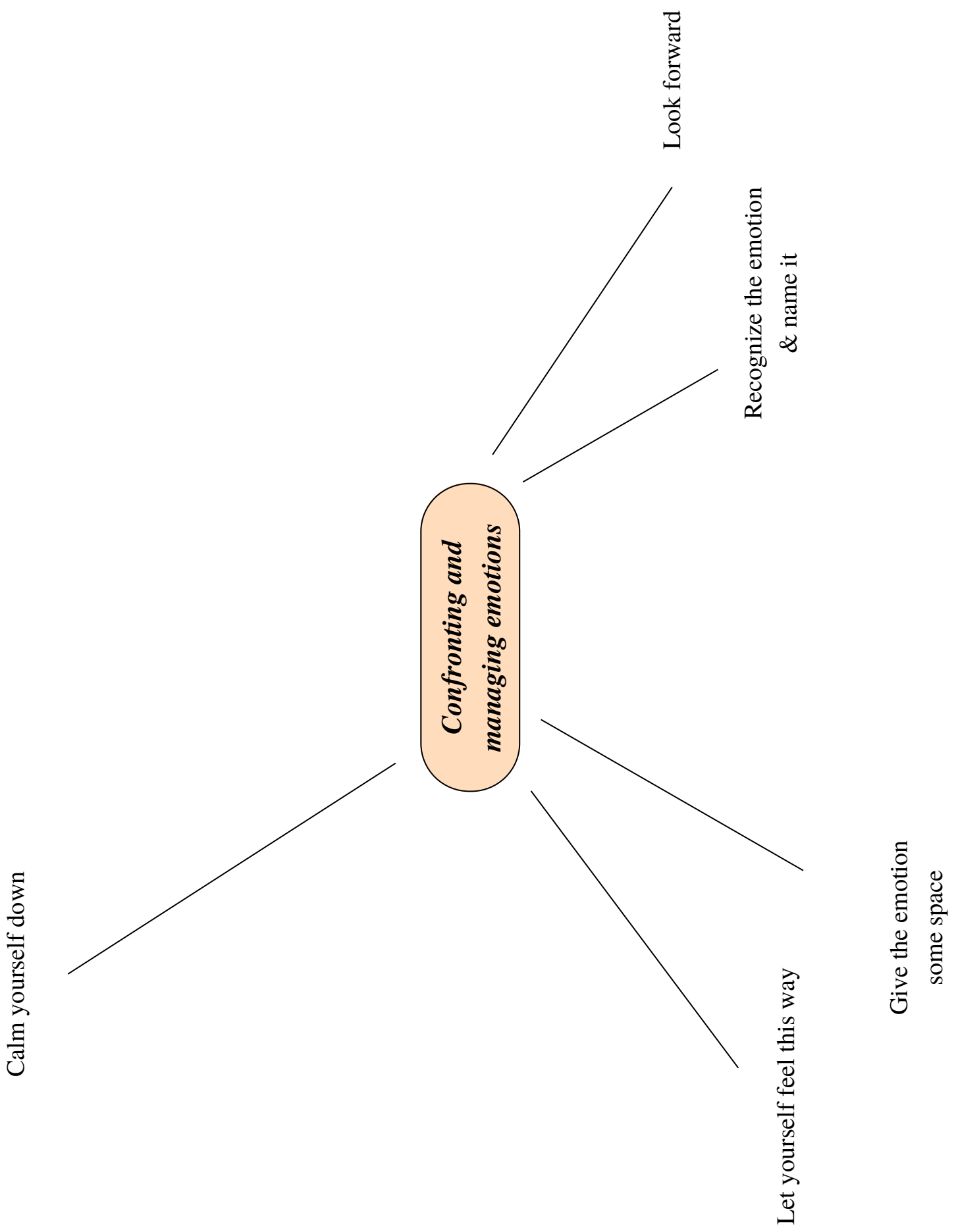
irritation

How would you manage this emotion?

photo by: Timur Weber / Pexels via canva.com

A

grief

How would you manage this emotion?

photo by: cottonbro/ Pexels via canva.com

A

annoyance

How would you manage this emotion?

photo by: Liza Summer/ Pexels via canva.com

A

despair

How would you manage this emotion?

photo by: Anna Shvets/ Pexels via canva.com

loneliness

How would you manage this emotion?

Jane is having a bad day and she has been in a bad mood the whole day. She is driving a car. Some other car drives recklessly causing a dangerous situation. Jane gets a scare, starts shouting at the driver and gives them the finger.

rage / fury

How would you manage this situation?

Jane has been studying more and being more active during the English course than her friend. Her friend still gets a higher grade from the course than Jane. Jane feels that she would have deserved a better grade than her friend.

bitterness

How would you manage this situation?

Thomas has agreed to meet his friend, who suddenly lets him know they can't make it. Thomas tries to ask why, but they refuse to tell him the reason.

confusion / bewilderment

How would you manage this situation?

Thomas was going to Italy on his summer vacation. He had booked the flights six months ago, and he has been waiting for the vacation ever since. The airline informs Thomas that the flight has been cancelled for that day. The vacation has to be postponed to fall break because Thomas is working for the rest of the summer.

disappointment

How would you manage this situation?

Thomas and his group of friends are organizing a cabin weekend. They have agreed to share the costs of the weekend equally. One of the friends doesn't want to pay after all even though everyone agreed earlier on the payment.

reluctance

How would you manage this situation?

humiliation

How would you manage this emotion?

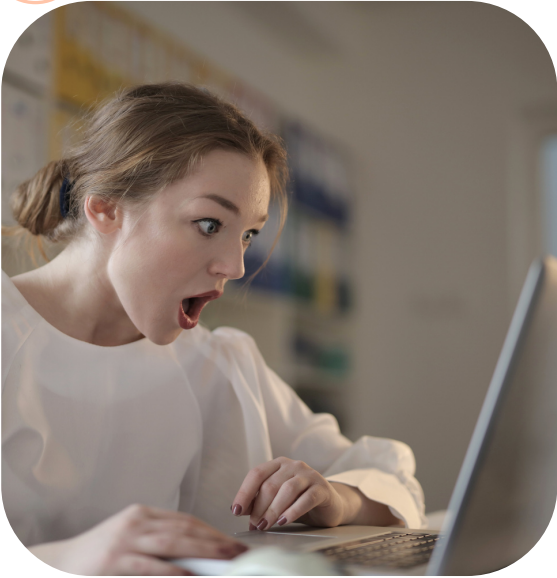photo by: Keira Burton/ Pexels via canva.com

hopelessness

How would you manage this emotion?

photo by: Anna Shvets/ Pexels via canva.com

shock

How would you manage this emotion?

photo by Andrea Piacquadio / Pexels via canva.com

anxiety

How would you manage this emotion?

photo by: MART PRODUCTION / Pexels via canva.com

fright / terror / dread

How would you manage this emotion?

photo by: Gustavo Fring / Pexels via canva.com

Sarah lied to her friend that she is sick and can't go to the movies. Sarah wasn't really sick but she just wanted to spend time with her other friends and did not want to invite her to join.

guilt

How would you manage this situation?

B

Sarah was the lead singer in the school choir. She had a solo. She forgot the lyrics in the middle of the song. She did not have the lyrics on paper and she could not continue singing.

embarrassment

How would you manage this situation?

B

John sends a message to his friend because he has something important to ask. John's friend has read the message hours ago but hasn't replied.

frustration

How would you manage this situation?

B

John has an important performance in front of the whole school in a few minutes. He doesn't feel ready for it, but there is no more time to rehearse. He wants to escape the situation.

panic

How would you manage this situation?

B

Sarah's friend was invited to a party where Sarah wasn't. Sarah really wanted to get invited as well. Now she can just imagine how fun it must be at the party.

jealousy

How would you manage this situation?

annoyance	admiration	gratitude
content	hatred	disappointment
panic	embarrassment	rage
delight	distress	astonishment
confusion	tension	hopelessness
terror	dread	lust
revulsion	nervousness	relief
humiliation	fury	bliss
shock	anguish	serenity
guilt	amazement	loneliness
happiness	bitterness	calmness
anxiety	confidence	jealousy
bewilderment	fright	agony
joy	reluctance	despair
exhilaration	excitement	melancholy
grief	irritation	frustration

Appendix 8: Game board
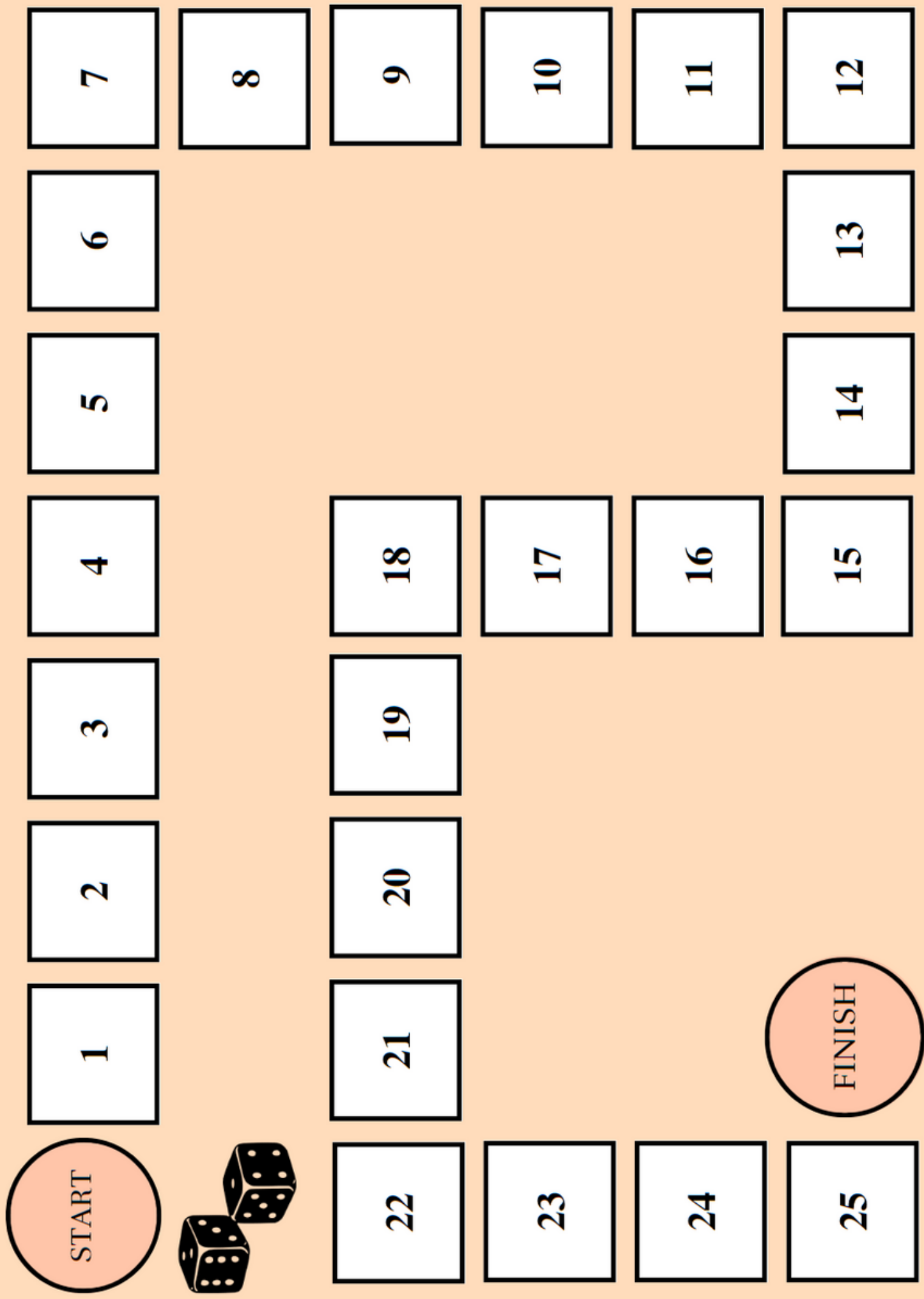
7	8	9	10	11	12
6					13
5					14
4		18	17	16	15
3		19			
2		20			
1		21			FINISH
START		22	23	24	25

1. Name five emotions in English.

2. What benefits could come from understanding your own emotions?

3. True or false: managing negative or difficult emotions strengthens well-being. Justify your opinion.

4. Name at least three emotions that you have had during this week.

5. Do you think it is easy to recognize other people's emotions? Why/Why not?

6. When I think about positive emotions, the first three emotions that come to my mind are...

7. What emotions do you usually have when you are extra tired? How do they affect your behavior?

8. When I think about negative emotions, the first three emotions that come to my mind are...

9. Where do you feel joy or fear in your body?

10. Some schools have courses on emotional and social skills. Would you want one as well? Why/Why not?

11. What do you usually do when you are angry? Do you have some ways to cope with anger?

12. What would you do in a situation where you see that your friend is crying?

13. True or false: People experience emotions in different ways and they might also define them differently. Justify your opinion.

14. Do you think that there is such a thing as being emotionally mature? Why/Why not?

15. Explain the difference between regulating emotions and managing emotions.

16. Finish the sentence: Recognizing emotions is important because...

17. Do you think that your emotions can protect you in some way? Why/Why not?

18. Think about three different ways you can try to calm yourself down with.

19. Which way of calming yourself down would you prefer: doing breathing exercises or going for a jog?

20. Do you think you can affect the intensity or duration of an emotion? Justify your opinion.

21. Mention three different situations that easily make you angry.

22. What emotion would you wish to feel more often?

23. Do you think that, for example, a song can affect your mood? Justify your opinion.

24. Explain the difference between empathy and compassion.

25. Where do you first recognize that you are in a bad mood?