



**“BE HAPPY” EMOTIONAL EDUCATION PROGRAM**

# PROGRAM CHARACTERISTICS



"BE HAPPY" EMOTIONAL  
EDUCATION PROGRAM

- **PERIODICAL:** 10 SESSIONS.
- **ENGAGING:** INCLUDES CHARACTERS, EMOJI, STICKERS AND FUN DESIGNS.
- **SIMPLE AND PRACTICAL:** IT MAKES THE CLASSES EASIER TO TEACH BECAUSE IT IS UNDERSTOOD QUICKLY.
- **COMPLEMENTARY AND FLEXIBLE.**
- **VITAL:** THROUGH USING THE TOOLS.

# BOOK COVER



“BE HAPPY” EMOTIONAL  
EDUCATION PROGRAM

# SEARCHING FOR AN ANSWER



## SEARCHING FOR AN ANSWER



My name is Mia. At school, I learn about a lot of things: numbers, languages, technology, etc. I have a lot of other questions about other things in life, and I don't know exactly how or when to ask them! I'll tell you about them! You might be able to help me...



"BE HAPPY" EMOTIONAL  
EDUCATION PROGRAM

# SEARCHING FOR A SOLUTION



## SEARCHING FOR A SOLUTION



I'm Mia's teacher. I have been looking for an emotional education program for some time as I have noticed that my students need it. I found resources and articles on the Internet, but I would like something more...

1. A **complete** and methodical program that will save me hours of online searching.
2. One that is **engaging**, visual and simple; adapted to my students' level!
3. A **flexible** program: that I can give over a term, throughout the entire year or once in a while, depending on other needs and of course, one that is **compatible** with other programs!
4. With a user-friendly **platform** that has a lot of useful extra resources.
5. It has to be **effective and fun**. I want my students to gradually get to know themselves while having fun!
6. I would like it to have a deep and **humanistic perspective** of the person and their emotions.
7. Finally, it would have to be **affordable**.



"BE HAPPY" EMOTIONAL  
EDUCATION PROGRAM





## PROGRAM ELEMENTS

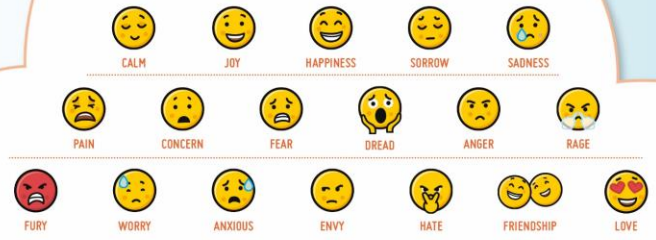
### 1 THE CHARACTERS

Six likeable friends accompany students throughout the program and explain the activities.



### 2 THE EMOTIONARY

In this program, students progressively learn about 18 emotions with fun emojis.



### 3 EMOTION TOOLS

This program focuses on 17 tools. They are practical and fun activities that help students get to know themselves better through understanding their emotions, being able to look at situations from a distance, learning how to control or regulate emotions, and finding meaning and values in their life.



#### SCRAPBOOK OF EMOTIONS - FACES!

With me, you will learn how to read your friends' faces and discover how they feel!



#### SCRAPBOOK OF EMOTIONS - EXPERIENCES!

I will teach you how to listen to what you feel all the time.



#### SCRAPBOOK OF EMOTIONS - SENSATIONS!

With me, you will discover how each emotion affects you. Everybody reacts differently!



#### THE EMOTION-OMETER

Did you know that the same emotion has different intensities? I'll explain it all. It's like a thermometer!



#### THE EMOTION-OMETER - EXPERIENCES!

With me, you will learn that you react with different intensities according to the situation. It'll surprise you.



#### THE MEMORY KIT

I am the medicine that can cure your sad or unpleasant memories. Do you want a check-up?



#### MY DIARY OF EMOTIONS

Tell me how you felt this week! Write your emotions in this book and learn how to get to know yourself!



#### MY WORRY BOX

I am a magic box that stores all your worries. When you open me, you'll feel much better!



#### +ENJOY +IMPROVE

What actions make you feel better? Which ones make you feel worse? I will help you discover them!



#### THE TIME MACHINE

We'll travel to your past and into your future together! What do you want to relive or change from your past? What do you imagine your life will be like in the future?



#### THE LAUGHTER CLUB

Your fears will not have the last word! I'll help you overcome them while having fun.



#### MY LIFE'S SCRIPT

Imagine you could travel to yesterday to make it better. Well, with me you can!



#### MY MUSIC LISTS

I'm the list of successes from your life's actions. I'll help you differentiate between your actions and find the ones you want to add to that list!



#### DOMINO EFFECT

Are you living a continuous domino effect? I'm here to save you from it! I'll help you own your actions in any situation.



#### THERE IS A FRIEND IN YOU

A real friend is hard to come by, but don't worry. I'll tell you how to find them!



#### I WRITE FROM THE HEART

It's time to write an important message for a special person in your life! What will you say?



#### MY TREASURE HUNT

Imagine you are a pirate in search of your greatest treasures! I'll help you find them and keep them locked away.

# DESCRIPTION OF THE PROGRAM



## DESCRIPTION OF THE PROGRAM



Grade 1. Elementary Grade 2. Elementary Grade 3. Elementary Grade 4. Elementary Grade 5. Elementary Grade 6. Elementary

The program has **6 books**, one for each of the elementary grades.

Each book has **10 units**: 8 tools and 2 extras.

Each unit is taught in a **50-minute session**.

The book is taught in **10 sessions**.

The **extras** vary according to the course: it could be a certificate, a final reflection, an interview or a story.

These are the **tools** that are focused on in each course:

TOOLS	GRADES					
	1	2	3	4	5	6
Scrapbook of emotions - Faces!	X	X				
Scrapbook of emotions - Experiences!	X	X				
Scrapbook of emotions - Sensations!				X		
The emotion-ometer			X			
The emotion-ometer - Experiences!				X		
The memory kit				X	X	
My diary of emotions	X	X	X	X	X	X
My worry box	X	X	X			
#Enjoy #Improve					X	X
The time machine			X	X		
The laughter club					X	X
My life's script	X	X	X	X	X	X
My music lists					X	X
Domino effect					X	X
There is a friend in you	X	X	X			X
I write from the heart	X	X	X	X		
My treasure hunt	X	X	X	X	X	X
<b>TOTAL</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>



"BE HAPPY" EMOTIONAL  
EDUCATION PROGRAM

# PRINCIPLES OF EMOTIONAL EDUCATION



## PRINCIPLES OF EMOTIONAL EDUCATION



Each tool is based on a pedagogical principle. The order in which the tools appear in each book is organized into the following principles:

- 1. Principle of recognition or identification:** the tools that are governed by this principle help students become aware of the emotions they feel, and those the people around them feel, so they can then empathize with them.
- 2. Principle of distancing:** these tools are to help students learn how to distance themselves from their personal context to better understand their problems, find solutions and take advantage of new growth opportunities.

**3. Principle of action:** these tools emphasize action, specifically encouraging positive actions and avoiding negative ones. This principle integrates thought, will and affectivity.

**4. Principle of search for meaning:** these tools are used to explore the truly valuable realities of our life and to go deeper into them.

This table classifies the program tools according to the color code used for the previous principles:

TOOLS	PRINCIPLES			
	IDENTIFICATION	DISTANCING	ACTION	MEANING
Scrapbook of emotions - Faces!	X			
Scrapbook of emotions - Experiences!	X			
Scrapbook of emotions - Sensations!	X			
The emotion-ometer	X			
The emotion-ometer - Experiences!	X			
The memory kit	X			
My diary of emotions	X			
My worry box		X		
#Enjoy #Improve		X		
The time machine		X		
The laughter club		X		
My life's script		X		
My music lists			X	
Domino effect			X	
There is a friend in you			X	
I write from the heart			X	
My treasure hunt				X



“BE HAPPY” EMOTIONAL EDUCATION PROGRAM





## ELEMENTS IN THE STUDENT UNIT



And here is one of units you'll find in Student's Book No. 2! Each unit has: an **Intro** activity, a **Quiz**, the **Tool**, the **Game!** and the **Emoji of the month**. I'll explain more below!

**TITLE**  
The title refers to the theme of the unit.

**1. INTRO: role play/challenge/activity**  
This activity helps us prepare and understand the previous Tool better.

**EMOTIONARY**  
All the emotions that we will focus on during the course join us as fun emojis.

**STICKERS**  
Each book comes with two sheets of stickers. They are used in these circles.

**2. QUIZ: test**  
There is a question about a different emotion in each unit. Some of them I had never even thought about!

**UNIT 2**

**EMOTIONARY**

**JOY**

**SADNESS**

**FEAR**

**RAGE**

**WORRY**

**ENVI**

**FRIENDSHIP**

**LOVE**

**INTRO**

**SCRAPBOOK OF EMOTIONS - EXPERIENCES!**

My parents gave me a scrapbook filled with photos of my friends. When I go through it, I remember all our adventures together.

IT'S THE BEST SCRAPBOOK IN THE WORLD!

It's your turn! Draw three experiences from your life.

THE HAPPIEST DAY OF MY LIFE

SPOOKY!

I WAS REALLY WORRIED...

THE HOUSE OF TERRORS

Sticker

Sticker

Sticker

**QUIZ**

HOW MANY THINGS MAKE YOU SAD?

0 1 2 3 4 5 6 7 8 9



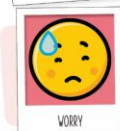
Write two times you felt each of these emotions!

When do I feel like that?



1. On my birthday.

2. \_\_\_\_\_



1. \_\_\_\_\_

2. \_\_\_\_\_



1. \_\_\_\_\_

2. \_\_\_\_\_

**3. TOOL: self-knowledge**  
This is the most important activity in the unit. It helps us to get to know our emotions better in a very fun way!



**Game!** ARE YOU A GOOD DETECTIVE?

Your teammates will act out a situation from the previous exercise. Can you guess what emotion they feel?

**4. GAME: cooperative learning**  
A team activity where we learn more about emotions.

ARE YOU READY? NOW PLAY IN REAL LIFE!

**COLLAGE**

**EMOJI OF THE MONTH: SADNESS**

With characters from movies when they are sad. How would you help them be happy?

**5. EMOJI OF THE MONTH: project**  
A group activity that is always very creative, including murals, interviews, news pieces, etc., about a different emotion each unit.

# EXTRAS: THE STORY AND THE INTERVIEW



“BE HAPPY” EMOTIONAL EDUCATION PROGRAM



## EXTRAS



At the end of each book, there are a **variety** of different **extras** depending on the course: a **course-completion certificate**, a **personal reflection** on what has been learned in each unit, an **interview** with a famous person who has overcome an obstacle or a **story**. The most important extras are the story and the interview!

### STORY

**Purpose:** an interesting story in which the main character learns, by using a tool, how to identify and manage their emotions.

**UNIT 9**

**STORY**

**THE LOST ISLAND**

Many, many years ago, there lived a boy named Max. He was born and raised in Trumbaville, a very peculiar island. That is where our story begins.

Max would have been about 9 years old then. He was a tall and curious, and very adventurous. Like the other inhabitants of Trumbaville, he was given a box at birth. Everybody had their own. They were told to keep any worries they had in it. But why? It was so they wouldn't think about them. As soon as they felt a worry, they quickly put it in their box and this is why the inhabitants of Trumbaville lead such content lives; they were oblivious to problems and worries. One day though, everything changed when Max became very worried about one thing in particular.

That day Max was walking down the street and began to wonder about how much space he had in his box and how many worries he could fit in it. From that one worry, many others arose: "What would happen if I can't fit any more worries in?" "Has that ever happened to someone?" "What would happen if it ever occurred?"

A group of curious people crowded around him. Just then, a police officer stepped through the crowd, grabbed Max by the wrist like a criminal, and said very seriously: "Come with me. We will solve your problem."

The police dispersed the people and took Max to the port, without letting him go the whole way. His box was getting very red.

"We're going to send you to an island where they can repair your box, okay? To get there, you have to take that boat. So relax and, above all, don't worry."

Max obeyed and boarded the small boat, inside the captain was waiting for him. Where are they taking me? Max wondered as he put yet another worry into his box. They sailed for a few hours until, in the distance, they saw land. It looked like an almost virgin island, empty. There were no tall buildings. As soon as he set foot on the island, Max felt a strange sensation. Since they had not given him any instructions or told him what to do or where to go, he decided to explore.

The first thing that caught his attention was that the people on the island had no box and seemed to be running around aimlessly. They even ran with flailing arms. They looked very upset.

"Hi. Can you tell me where I am?" He shyly asked the person closest to him.

"In Demond!" the lady replied. She had big dark circles under tired eyes.

"Thanks, Mrs. why are there no houses here? Where will I sleep?"

"We don't build anything in case there are earthquakes that might hurt us," she answered, upset. Then she ran off.

"Excuse me," Max asked another passer-by, "could you tell me why there is no lighting? I can't see any lights."

"Where exactly are you from? There is no lighting because we don't want to start a fire, duh!" The man replied, rightly offended by such a stupid question.

Max thought the island was very strange. The inhabitants were terrified, paralyzed by fear. He decided to try to find someone who seemed more calm. Fifteen minutes later, he saw

**FACTS:**  
Professional singer and songwriter.  
Ed's first studio album, *Beats & Rhymes*, was released in 2011.

#### Questions about the story:

1. Describe what each island does with their worries.
2. Which of the three islands would you prefer to live on? Why?
3. Which island finds a lasting solution for worries and problems? How do they do that?
4. Which of the tools in the book do you think is reflected in this story? Why?

### WHAT DID YOU LEARN WITH...?

WHAT DID YOU LEARN WITH...?

1. THE LEARNING OBJECTIVE
2. MY WORRY BOX
3. THE TOOL PACKING
4. MY LIFE'S STORY
5. THERE IS A FRIEND IN YOU
6. WRITE FROM THE HEART
7. MY TALKING MIND
8. MY STORY OF LEARNING

**Purpose:** This section is for the student to reflect on what they learned with each tool in the book, through self-assessment.



### INTERVIEW

**Purpose:** the fictional interview (based on a compilation of real interviews with a famous person) synthesizes, in an engaging way, how the person being interviewed has learned and overcome issues in their life by using a tool they discovered on their own.

**UNIT 10**

**INTERVIEW**

**ED SHEERAN**

**FACTS:**  
Professional singer and songwriter.  
Ed's first studio album, *Beats & Rhymes*, was released in 2011.

**“Rap helped me stop stuttering”**

Ed Sheeran is thought to be one of the best pop singers of our times. But to get there, he had to overcome many obstacles. In this interview he tells us how an unexpected gift was the definitive “tool” that helped him overcome his stutter.

**TO REFLECT...**

1. What emotions did Ed Sheeran experience during the events he mentioned in the interview? Identify those emotions in the text above and when he felt them.
2. What attitude did Ed Sheeran have towards his stuttering?
3. What “tool” or trick do you think Ed Sheeran used to overcome his situation?
4. Inspired by that “tool”, think of one (or one that could) work in your life and explain how it could help you.





## ELEMENTS IN THE TEACHER UNIT



Teachers have their own book for each course. It is very detailed and easy to follow. I'll explain below what it offers!

**AIM AND COMPETENCIES**  
Guides the intention and focus of each unit.

**INSTRUCTIONS FOR EACH ELEMENT**  
Each activity is explained sequentially and with examples. The purpose of the Teacher's book is to support the teacher during class.

**CONTENT IN THE STUDENT'S BOOK**  
The teacher's manual includes the content from the Student's book.

**PREMISE**  
References to research articles on which each tool and unit is based are included, for those teachers who would like to read further about the issues being covered.

### EMOTION SCRAPBOOK - EXPERIENCES!

The aim is for students to identify what emotions they feel in different situations and circumstances that occur to them throughout the day. The competency that we want to focus on is **Getting to know yourself**, so that students identify, value and accept their own characteristics and emotions, and acknowledge their limitations in order to better themselves.

**PREMISE**  
"Emotional recognition test", this test evaluates the ability to recognize emotions in others. Fourteen photographs validated through Ekman and Friesen's The Facial Action Coding System (2003) were used to develop the test. These photographs collected five of the six basic emotions identified by research in the area: joy, sadness, anger, fear and surprise (Ekman, Friesen and Ellsworth, 1982). (...) In this test, the respondent is shown each photograph and is asked to choose what emotion the person is feeling from five possible answers (joy, sadness, surprise, anger or fear) (...)."  
"Research into human communication has often found that more than 90% of emotional messages are nonverbal in nature, and that communication manifests in aspects such as voice inflection, facial expression and gestures among others. Following this, we can assume that the key to reading other people's emotions lies in the ability to capture nonverbal messages. Furthermore, several studies have shown that children who have developed this skill show higher academic performance than averages, even if their IQs are equal to or lower than other less empathic children."

1. Original text translated into English: Amorós Berrio, T., López-Pérez, B., and Marquet-González, M. (2014). Eficacia de un programa de educación emocional breve para incrementar la competencia emocional de niños de educación primaria. *Revista Española de Orientación y Psicopedagogía* (REOP), 23(1), 39.  
2. Original text translated into English: Galimani, D. (2008). *Inteligencia emocional* (20th ed). Barcelona, Spain.

## UNIT 2

### SEQUENCE

#### 1. INTRO

- Students must identify and **draw three experiences from their lives**: a joyful one, one when they were very afraid and another one when they worried about something. Three examples are given.
- Each student sticks the sticker that they think best reflects the emotion of each vignette in the place for **stickers**.
- When they have finished their drawings, we suggest dividing the students into pairs where they can **show their drawings** to each-other and explain them.

#### 2. QUIZ

Here, students should respond sincerely and personally to the **question** about the emotion that is focused on with this month's Emoji: **sadness**. To do this, they have to circle a number.

#### 3. TOOL

Students think about and write two experiences or **situations in their lives** in which they **have felt** (or feel) **joy, worry and rage**. There are more examples of emotions on the platform to continue with this activity. **Comments:** 1. An example is given to further clarify this activity. 2. They could write about a memory, such as: "I was very happy when my little brother was born", or a situation that is ongoing, such as: "I'm very worried about poor children". 3. Students should not share their answers, because they will be asked to act them out in the Let's play a game! section. If you have decided not to do this section, you can divide the students into pairs or groups of three to share their answers.

#### 4. GAME!

- Divide students into **groups of four**.
- Each student in the group **acts** (using mime) **one of the experiences or situations** they wrote about in the Tool section. The rest of the group must guess what situation they are acting out and, more importantly, the emotion the student feels in that situation.
- When the four students in the group have all acted out a situation, they can **play again** using other answers emotion they wrote in the Tool section.

**Comments:** 1. If maintaining your students' attention in groups is difficult, do this activity with the whole class together. 2. The aim of the activity is to correctly **guess the emotion** represented, not the situation. 3. If students have already shared their answers to the Tool section with other students, try separating those students into different groups or pairs. 4. Explain to your students that they can play this game in real life, by guessing the emotions on the faces of the people they live with, or a more challenging activity is to guess how they will feel in a specific situation. They can then stick a "Got it!" sticker in its spot and if they like, tell their classmates about their experience.

#### 5. EMOJI OF THE MONTH: COLLAGE ABOUT SADNESS

This activity consists of making a group collage about sadness, with the aim of ending it on a **positive note**. On this basis, you can explain that it is normal to feel sad sometimes in life, but emphasize that most of these situations can be resolved or at least get better with time, with love or, sometimes, with specific actions.

**Instructions:**

- Before this session, collect **children's magazines or movie comics to take to class** for the collage.
- Write the title of the collage on a **large poster**: Sadness. The platform has a printable copy.
- Draw or paste a **large sadness emoji** in the middle of the collage. The platform has a printable copy of the emoji you can print out.
- Place students into **groups of three or four** and hand out the magazines and comics. Students choose and **cut out images of characters** from the magazines and comics.
- Students must **stick the images of the characters** onto the collage.
- Each group then discusses, thinks and **writes out advice** for those characters and **helps them resolve their sadness and become happier**. They can write their advice on paper or directly on the poster, next to the character in question.

**SOLUTIONS**  
Most of the activities are flexible, but a solution is often suggested.



## DIGITAL PLATFORM

**Teachers** are also given access to teacher and student content on the **BlinkLearning digital platform**. There you will find:

- **Student and teacher book units:** each unit is available in a PDF format so it can be projected in class and so the teacher can access the content from anywhere and at any time.
- **Extra resources:** videos, activities and annexes that can be freely used in class and/or at home, or to support each unit.

1- Emotional education program (Teacher's Book)

0. Introduction

1. Scrapbook of emotions - Faces!

2. Scrapbook of emotions - Experiences!

3. My worry box

4. My life's script

5. There is a friend in you

6. I write from the heart

7. My treasure hunt

8. My diary of emotions

9. Story

10. What did you learn? and Certificate

EmotionART

### 1. Scrapbook of emotions - Faces!

Contendos de la unidad

Teacher's Book

Student's Book

Material de apoyo

Extra: Intro

Extra: Tool

Extra: Game!

Extra: Emoji of the month



### EmotionArt

Our platform offers additional resources that **focus on emotions through art**: music (modern and classical), cinema (short fragments), paintings, sculptures, photographs, etc.





## STICKERS

Each book comes with two pages jam-packed with **emoji stickers and messages!** The emotion is matched to a situation or image in each activity. This way, students become familiar with facial expressions while they play. It's a lot of fun!





EMOTIONARY

 JOY  
 SADNESS  
 FEAR  
 RAGE  
 WORRY  
 ENVY  
 FRIENDSHIP  
 LOVE


## SCRAPBOOK OF EMOTIONS - FACES!



I love playing the game with my brother where we imitate each-other's faces.



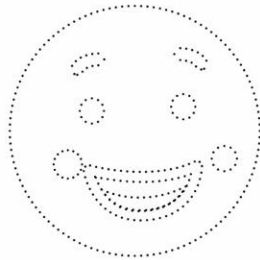
IT'S THE MIRROR GAME!

Give it a go now with a partner!

WHAT EMOTION DO I FEEL? JOIN THE DOTS AND COLOR IT IN!


Sticker


Sticker

### QUIZ

HOW MANY PEOPLE HAVE YOU SMILED AT TODAY?

0 1 2 3 4 5 6 7 8 9 MORE THAN 9



GUESS WHICH EMOTION THEY ARE FEELING  
WRITE THE EMOTION  
UNDER EACH IMAGE!



FEAR  
SADNESS  
WORRY  
RAGE  
JOY



Game!

BECOME A FACE EXPERT!

Each teammate will express an emotion.  
Can you guess them all?

YOU ARE READY! NOW PLAY IN REAL LIFE!

EMOJI OF THE MONTH:

JOY



COLLAGE

With cheerful photos of your family! Paste your best memories here.

**EMOTIONARY**

- CALM
- JOY
- HAPPINESS
- SORROW
- SADNESS
- PAIN
- CONCERN
- FEAR
- DREAD
- RAGE
- WORRY
- ENVY
- FRIENDSHIP
- LOVE

## THE EMOTION-METER

Look at my new experiment: **The Metersaurus!** It sorts emotions into how much we feel them. **Do you want to see how it works? I'll show you how with a story!**

**INTRO**

**A STORY ABOUT: Fear**

Did I just see a spider...?

Aah! It's huge! It'll eat me for lunch!!

Pfff! It isn't that big... But it had better stay away!!

CONCERN DREAD FEAR

Did you notice that I felt more or less fear throughout the story? Now you do it! Choose an emotion and draw a real or imaginary story about it.

**A STORY ABOUT:**

Sticker

**QUIZ** HOW MANY TIMES HAVE YOU MADE A PERSON WHO WAS SAD SMILE THIS WEEK?

0 1 2 3 4 5 6 7 8 9 MORE THAN 9

**TOOL**

## BECOME AN IRO METERSAURUS EXPERT!

WRITE THE NAME OF THE **EMOTION** UNDER EACH **EMOJI**

THE HIGHER ON THE SCALE, THE STRONGER THE EMOTION, AND IT LOSES INTENSITY AS YOU GO DOWN THE SCALE

HAPPINESS - FEAR - PAIN - SORROW - CALM - DREAD - SADNESS - CONCERN - JOY

↑ INTENSITY ↓


**Game!** HOW MUCH LIKE SHERLOCK HOLMES ARE YOU?

Can you identify what emotion your teammates are feeling and how much they feel it? But watch out! If you get it wrong, you lose your turn!

**YOU ARE READY! NOW PLAY IN REAL LIFE!**

**EMOJI OF THE MONTH:** **SADNESS**

**SONG** Bring out your inner artist and make up a song about me that has a happy ending!



EMOTIONARY

- CALM
- JOY
- HAPPINESS
- SORROW
- SADNESS
- PAIN
- CONCERN
- FEAR
- DREAD
- RAGE
- WORRY
- ENVY
- FRIENDSHIP
- LOVE



## MY WORRY BOX



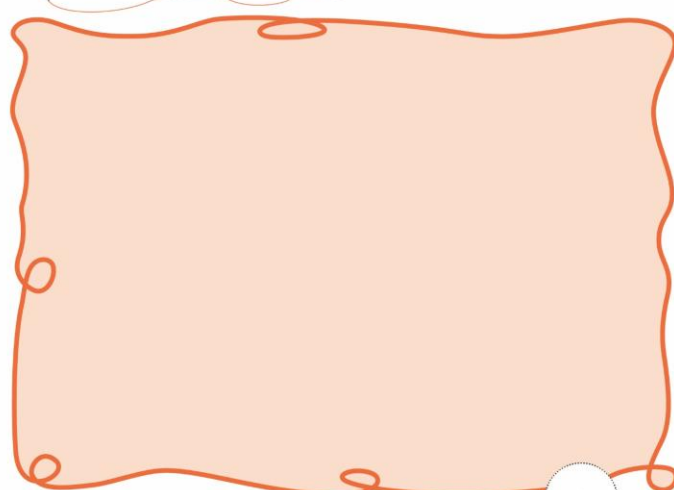
INTRO

This is my

### WORRY BOX!

This is where I store everything that makes me anxious or worried. I open the box once every day and think about the things that worry me. It's fantastic, right?

DRAW AND COLOR IN YOUR OWN WORRY BOX!



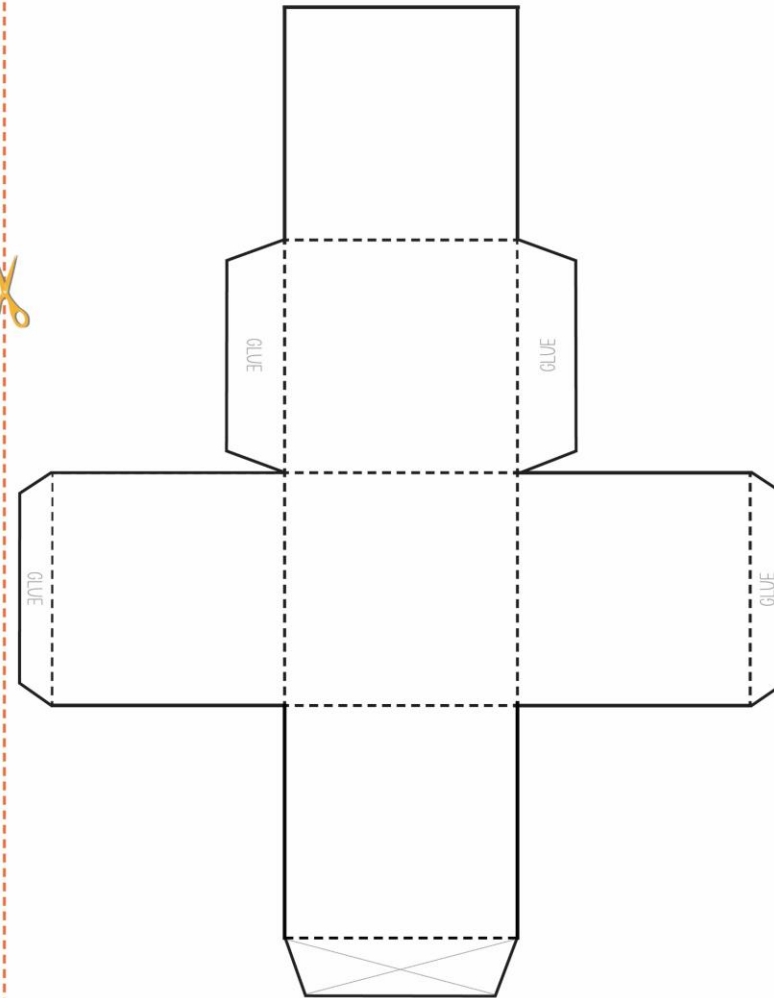
Sticker

### QUIZ

HOW MANY WORRIES HAVE YOU SOLVED THIS WEEK?

- 0 1 2 3 4 5 6 7 8 9 MORE THAN 9

COLOR IN THE BOX! THEN CUT IT OUT AND GLUE IT TOGETHER.



- EMOTIONARY
- CALM
  - JOY
  - HAPPINESS
  - SORROW
  - SADNESS
  - PAIN
  - CONCERN
  - FEAR
  - DREAD
  - ANGER
  - RAGE
  - FURY
  - WORRY
  - ANXIOUS
  - ENVY
  - HATE
  - FRIENDSHIP
  - LOVE



## THE MEMORY KIT



If I could cure one pain, I would invent a medicine to cure a stomach ache. I would call it *Stomadol*. Can you make one up?

NAME: *Stomadol*.  
 INGREDIENTS: Chocolate, a dandelion, a drop of dew and a ray of sun.  
 WHAT IT CURES: Stomach ache.  
 WHEN TO TAKE IT: Whenever your stomach hurts.  
 WARNINGS: Don't take too much. It's addictive!

WHAT ILLNESS WOULD YOU LIKE TO CURE? INVENT YOUR OWN MEDICINE!

NAME: \_\_\_\_\_  
 INGREDIENTS: \_\_\_\_\_  
 WHAT IT CURES: \_\_\_\_\_  
 WHEN TO TAKE IT: \_\_\_\_\_  
 WARNING: \_\_\_\_\_

WHAT OTHER THINGS WOULD YOU LIKE TO HEAL IN OTHERS AND/OR IN THE WORLD?

\_\_\_\_\_ Sticker

**QUIZ** HOW MANY THINGS ARE YOU WORRYING ABOUT TODAY?

0 1 2 3 4 5 6 7 8 9 MORE THAN 9



HEAL SOME MEMORIES WITH YOUR KIT!

WRITE THREE SAD OR UNPLEASANT MEMORIES AND MATCH THEM WITH THE OBJECTS IN THE KIT YOU THINK WOULD CURE THAT MEMORY.

SAD OR UNPLEASANT MEMORIES

I have had nightmares since a dog bit me.

Sticker

MEMORY KIT

- EYE WASH  
Cry.
- MOUTHWASH  
Tell that memory to a friend.
- SUPERHERO BAND-AID  
Laugh.
- ASPIRIN  
No more going over and over that memory.
- STITCHES  
Forgive or apologize to the people involved.
- RASH CREAM  
Accept that memory.

Game!

### LET'S PRETEND TO BE DOCTORS!

Your teacher will give you a case that you and your team have to cure. Can you find the best treatment?

Patient: \_\_\_\_\_ Symptoms: \_\_\_\_\_ Diagnosis: \_\_\_\_\_ Treatment: \_\_\_\_\_

YOU ARE READY! NOW PLAY IN REAL LIFE!



Got It!

EMOJI OF THE MONTH:

WORRY



### INTERVIEW

Would you like to know why I'm always worried? Interview me and I'll tell you everything.



- EMOTIONARY
- CALM
  - JOY
  - HAPPINESS
  - SORROW
  - SADNESS
  - PAIN
  - CONCERN
  - FEAR
  - DREAD
  - ANGER
  - RAGE
  - FURY
  - WORRY
  - ANXIOUS
  - ENVY
  - HATE
  - FRIENDSHIP
  - LOVE



## #ENJOY #IMPROVE



I invented a **code with stickers!**  
Each one means something different.  
This is so much fun!

INTRO

- = I enjoy doing it and it helps me be a better person.
- = I enjoy doing it, but it doesn't help me be a better person.
- = I don't enjoy doing it, but it helps me be a better person.
- = I don't enjoy doing it and it doesn't help me be a better person.

READY FOR THE #MEGUSTA #MEJORO TEST? LET'S GET CRITICAL!  
STICK THE CODE STICKER IN EACH ACTION THAT BEST PORTRAYS YOUR LIFE.  
CAN YOU RESPOND HONESTLY?

1. CLEARING THE TABLE AFTER DINNER. Sticker
2. DOING MY FAVORITE HOBBY. Sticker
3. DOING HOMEWORK EVERY DAY. Sticker
4. EATING ONLY WHAT I LIKE. Sticker
5. TIDYING UP MY ROOM EVERY NIGHT. Sticker
6. HAVING FUN WITH MY FRIENDS. Sticker
7. OBEYING WHAT MY PARENTS SAY THE FIRST TIME THEY ASK. Sticker
8. ONLY STUDYING THE DAY BEFORE THE TEST. Sticker

QUIZ HOW MANY TIMES HAVE YOU HELPED A FRIEND OVERCOME HATE?

- 0 1 2 3 4 5 6 7 8 9 MORE THAN 9



FOLLOW THE CODE SUE INVENTED!  
COMPLETE THESE FOUR CHATS WITH ACTIONS IN YOUR LIFE

It doesn't help me be a better person

Examples online

MESSAGING

It doesn't help me be a better person

Examples online

MESSAGING

Examples online

MESSAGING

Examples online

MESSAGING

Game!

### HOW WELL DO YOU KNOW YOUR CLASSMATES?

Guess what they best like doing with your team and dare to discover what most helps them become a better person. Shall we go for it?

ARE YOU READY? NOW PLAY IN REAL LIFE!



Got it!

EMOJI OF THE MONTHS:

HATE



### PROJECT

Look for a news story that talks about me! How would history change if love beat me?



- EMOTIONARY
- CALM
  - JOY
  - HAPPINESS
  - SORROW
  - SADNESS
  - PAIN
  - CONCERN
  - FEAR
  - DREAD
  - RAGE
  - WORRY
  - ENVY
  - FRIENDSHIP
  - LOVE

## THE TIME MACHINE



I would love to travel back in time!  
I would go back to the day my school won the national story contest. It was a very exciting day!

WHEN IN THE PAST WOULD YOU GO BACK TO? WOULD YOU CHANGE SOMETHING FROM THAT DAY? WRITE IT DOWN!

TRAVEL TO YOUR PAST

Sticker

PAST

Illustration of a rocket traveling from the future to the past.

QUIZ HOW MANY THINGS SCARE YOU?

0 1 2 3 4 5 6 7 8 9 MORE THAN 9



TODAY WE ARE GOING TO TRAVEL INTO THE FUTURE! ARE YOU READY? IMAGINE THAT YOU'RE CELEBRATING YOUR EIGHTIETH BIRTHDAY WITH YOUR WHOLE FAMILY AND A SPEECH ABOUT YOUR LIFE IS GOING TO BE READ OUT. WHAT WOULD YOU LIKE IT TO SAY? WRITE A SPEECH THAT TALKS ABOUT THE LIFE YOU WOULD LIKE TO LIVE!

TRAVEL INTO YOUR FUTURE

Sticker

Illustration of a rocket traveling from the present to the future.

Game! SEND A MESSAGE TO YOUR FUTURE SELF!

Write the dreams and goals you think you will have achieved in one year on a piece of paper. Your teacher will keep your messages in a box until next year! Do you think you'll have achieved them all by then?

YOU ARE READY! NOW PLAY IN REAL LIFE!

Got it!

SONG

EMOJI OF THE MONTH: CONCERN

Would you do me a favor? I'm too scared to... Can you make up a song to help me overcome my fears?





- EMOTIONARY
- CALM
  - JOY
  - HAPPINESS
  - SORROW
  - SADNESS
  - PAIN
  - CONCERN
  - FEAR
  - DREAD
  - RAGE
  - WORRY
  - ENVY
  - FRIENDSHIP
  - LOVE



## MY LIFE'S SCRIPT

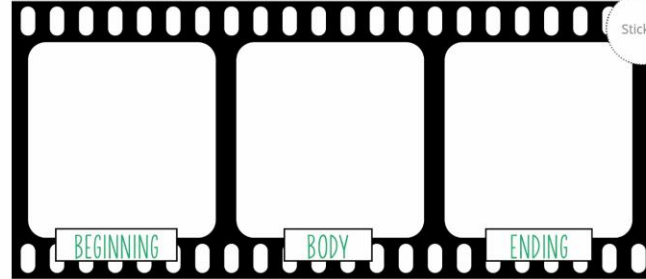


Do you know what a scriptwriter does? They create stories and write scripts for film or television. All stories have three parts to them: a beginning, the body and an ending.

DO YOU LIKE MY STORY?



BRING OUT YOUR INNER SCRIPTWRITER! MAKE UP AND DRAW A STORY.



HOW MANY NEW FRIENDS HAVE YOU MADE THIS YEAR?

- 0 1 2 3 4 5 6 7 8 9 MORE THAN 9



Would you like to become a scriptwriter? This is your chance! Draw something that happened to you yesterday and then improve it!

TRUE STORY:

Sticker

Sticker

BETTER STORY:

THE PART I CHANGED FROM MY REAL STORY IS:



YOU'VE ALREADY BEEN THROUGH THIS!

... and it always ends badly. Rewrite the story with your team and this time give it the happy ending you always wanted.

SONG

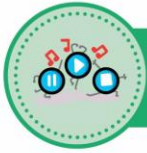
EMOJI OF THE MONTH:

FRIENDSHIP



Make up a song about me. Will it be played on the radio?

- EMOTIONARY
- CALM
  - JOY
  - HAPPINESS
  - SORROW
  - SADNESS
  - PAIN
  - CONCERN
  - FEAR
  - DREAD
  - ANGER
  - RAGE
  - FURY
  - WORRY
  - ANXIOUS
  - ENVY
  - HATE
  - FRIENDSHIP
  - LOVE



## MY MUSIC LISTS



Music is my passion! I like listening to all kinds of music depending on how I feel at that moment. What music do you listen to? In what situations do you listen to each type of music?

### SITUATION:

A SAD BALLAD: \_\_\_\_\_ (Sticker)

ROCK: \_\_\_\_\_ (Sticker)

CLASSICAL MUSIC: \_\_\_\_\_ (Sticker)

CHEERFUL POP: \_\_\_\_\_ (Sticker)

OTHER: \_\_\_\_\_ (Sticker)

### QUIZ

HOW MANY TIMES HAVE YOU FELT FURIOUS THIS WEEK?

0 1 2 3 4 5 6 7 8 9 MORE THAN 9



What if our life were like a music playlist? Our actions would be the songs, and we decide which ones we want to play during our lives. Follow the code and complete this tool with actions in your life!

- STOP = actions that we want to stop because they don't end well.
- PAUSE = actions that we want to pause and analyze because, depending on the context, they may end well or badly.
- PLAY = actions we want to repeat because they end well.

**Game!** **LET'S RAP!**

Make up a song as a team using the phrases you wrote on your playlist. Turn up the volume!

### EMOJI OF THE MONTH:

**FURY**

### PROJECT

Write your post with tips to help others control their fury.



**EMOTIONARY**

- CALM
- JOY
- HAPPINESS
- SORROW
- SADNESS
- PAIN
- CONCERN
- FEAR
- DREAD
- ANGER
- RAGE
- FURY
- WORRY
- ANXIOUS
- ENVY
- HATE
- FRIENDSHIP
- LOVE

## DOMINO EFFECT

Are you serious?! They don't know how to play! They'll lose without me!!

Max! The bench!

Gosh, I regret that day! I was so embarrassed I made a table so it won't happen again! I named it the **Domino Effect**, because every event that happens to us produces a **chain reaction** that includes a feeling, a thought and an action.

This is what I would do to break the chain!

CHAIN	REACTION	BREAK THE DOMINO EFFECT
Event	The coach sent me to the bench.	Calm.
Feeling	Fury.	
Thought	Why has he decided to do this? I am the best player!	The coach has a point. This way, other teammates can play.
Action	I yelled at him and disrespected him.	I apologize to the coach.

Look where I placed the STOP!

### QUIZ

HOW MANY TIMES HAVE YOU BEEN ANGRY THIS WEEK AND WERE ABLE TO BREAK THE DOMINO EFFECT?

0 1 2 3 4 5 6 7 8 9

IT'S YOUR TURN THIS TIME. BREAK THE DOMINO EFFECT AND TAKE CONTROL OF YOUR LIFE!

**TOOL**

- Write an event in which you overreacted.
- Explain how you felt, what you thought and how you reacted.
- Break the domino effect! Stick the STOP sticker where you think you should have reacted differently.
- Explain how you should have reacted instead next to each sticker.

CHAIN	ACTS	BREAK THE DOMINO EFFECT
Event		Sticker
Feeling		Sticker
Thought		Sticker
Action		Sticker

**Game!** YOU ARE THE NEW COACH!

With the help of your team, give a student advice on when and how they should have broken their domino effect. Then, it's time to act it out!

ARE YOU READY? NOW PLAY IN REAL LIFE!

**PROJECT**

EMOJI OF THE MONTH: **FURY** 😡

Look for a story where someone loses their temper. Rewrite the news story and break the domino effect wherever you think is best.



**EMOTIONARY**

- CALM
- JOY
- HAPPINESS
- SORROW
- SADNESS
- PAIN
- CONCERN
- FEAR
- DREAD
- RAGE
- WORRY
- ENVY
- FRIENDSHIP
- LOVE

## THERE IS A FRIEND IN YOU

Let's play a game! Close your eyes and let your classmates guide you through an obstacle course. Show them you trust them!

WHAT DID YOU LEARN FROM PLAYING THIS GAME?

---

---

---

---

**Q U I Z**

HOW OFTEN OR WHEN DO YOU FEEL CALM?

0 1 2 3 4 5 6 7 8 9 MORE THAN 9

HOW WELL DO YOU KNOW YOUR **BEST FRIENDS?**  
WHAT QUALITIES DO YOU THINK THEY HAVE? WRITE THEM DOWN!

- 1
- 2
- 3
- 4
- 5 Sticker
- 6

Game!

THERE'S A NEW SUPERHERO IN THE CITY!

Their name is \_\_\_\_\_ and they are the best friend in the world.  
What qualities do they have? Think about them with your team!

**SONG**

EMOJI OF THE MONTH: **CALM**

Make up a song about me and convey the peace I feel to the whole world.

14

15

**EMOTIONARY**

😊 CALM

😄 JOY

😁 HAPPINESS

😞 SORROW

😢 SADNESS

😣 PAIN

😟 CONCERN

😨 FEAR

😱 DREAD

😡 RAGE

😟 WORRY

😠 ENVY

😄 FRIENDSHIP

😍 LOVE

I'M WRITING FROM THE HEART

CAN YOU HELP ME MAKE A

**SCRAPBOOK**

OF MEMORIES?

It's very simple. Fill in the scrapbook with your memories.

**SCRAPBOOK OF MEMORIES**

1. A TIME I GOT VERY ANGRY:

.....

.....

Sticker

2. A TIME I APOLOGIZED FOR SOMETHING:

.....

.....

Sticker

3. A TIME I THANKED SOMEONE FOR SOMETHING:

.....

.....

Sticker

4. A TIME I FORGAVE SOMEONE:

.....

.....

Sticker

**QUIZ** HOW MANY PEOPLE DO YOU REALLY LOVE?

0 1 2 3 4 5 6 7 8 9 MORE THAN 9

**TOOL**

WOULD YOU LIKE TO SAY SOMETHING IMPORTANT TO A SPECIAL PERSON, BUT YOU DON'T KNOW HOW TO? THIS IS YOUR OPPORTUNITY TO APOLOGIZE, THANK OR EVEN RESOLVE AN ISSUE.

Write them a letter from the heart!

Sticker

.....

.....

.....

.....

.....

.....

DON'T FORGET TO DELIVER YOUR LETTER TO THAT SPECIAL PERSON!

**Game!** WHICH OF YOUR CLASSMATES WOULD YOU LIKE TO WRITE AN ANONYMOUS MESSAGE TO?

Write your special message to them and put it in the teacher's box. Will there be a message for you?

<p>I want to thank... for... I'd like to apologize to... about...</p>	<p>I want to forgive... for... ... made me happy because... ... made me sad because...</p>
---	--

**YOU ARE READY! NOW PLAY IN REAL LIFE!**

EMOJI OF THE MONTH:

**LOVE** 😍

**SONG**

Write a song about me inspired by someone you love very much!

16

17



**EMOTIONARY**

JOY

SADNESS

FEAR

RAGE

WORRY

ENVY

FRIENDSHIP

LOVE



## MY DIARY OF EMOTIONS



### QUIZ

HOW MUCH DID YOU LIKE THE TOOLS IN THIS BOOK?

0 1 2 3 4 5 6 7 8 9 MORE THAN 9

WHAT THOUGHTS DID I HAVE?							
WHY DID I FEEL LIKE THIS?							
EMOJI	Sticker	Sticker	Sticker	Sticker	Sticker	Sticker	Sticker
HOW DID I FEEL TODAY?							
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

## FOR THE TEACHER

## FOR THE CLASSROOM



**Be Happy**  
emotionART  
PAINTING

**I SEE** **I THINK** **I FEEL** **I LIVE**

1. What do you **like about** the painting?  
What do you **not like about** it?  
What do you **most notice**?



**Be Happy**  
emotionART  
PAINTING

**Grade 3. Painting**  
LONELINESS, SADNESS

These answers are only suggestions and reflect the author's opinions, techniques and intentions. Do not try to direct your students to the answers given. Instead, explore their initial answers with them, and think about them as a group.

**AUTOMAT by Edward Hopper.**  
EMOTION: loneliness, sadness.

**Datasheet**  
Title: Automat  
Author: Edward Hopper.  
Year: 1927.  
Style: American realism.

**Did you know...?**  
American realism depicts life in big cities such as New York: people drinking coffee in a restaurant, working in an office, families in a park, etc. Its purpose is to tell the story of what people do on a daily basis. Do you know what the paintings in this movement all have in common? Loneliness: **people seem lonely and sad** in the middle of a large space.

**I SEE**  
1. **What do you like about the painting? What do you not like about it? What do you most notice?**  
Open question.

**I THINK**  
2. **What colors does the painter use? Are they dull or bright?**  
Dark and muted colors (black, gray and green) predominate, but there are also brighter colors (yellow, white, earthy colors, light brown).

3. **Focus on the woman. What is she doing? What expression can you see on her face?**  
The woman is sitting at a table in a restaurant, crestfallen and looking thoughtfully and absentmindedly at her coffee. Her face is serious. She seems sad and tired.

4. **Look at her clothes. Is there something unusual about them? What do her clothes convey?**  
She is alone at night in a restaurant and is wearing a coat, a hat, and even a glove: she hasn't taken off her warm clothing inside so her clothing conveys cold and solitude.

**I FEEL**  
5. **What emotion does the painting make you feel? How does the painter make you feel it?**  
It conveys loneliness, sadness and melancholy through the colors, the setting and the woman's face and behavior. The colors are cold and dull because it is night; the restaurant is almost empty; and the woman wears warm clothes, she is alone and has a distracted and sad look on her face.

**I LIVE**  
6. **Have you ever felt like the woman in this painting does? Describe that moment.**  
Open question. For example, the first day of school, when I got lost on vacation, etc.

**WOULD YOU LIKE TO KNOW MORE?**  
Edward Hopper was an American painter and one of the main representatives of 20th century Realism. His works depict the solitude in the great modern cities, where his anonymous characters are lonely souls whose faces do not have much detail, and are trapped in dull and sad urban spaces.

**Be Happy**  
emotionART  
www.yourclassroom.com/be-happy/en



# TEACHER'S INTRODUCTION AND ANNEX



“BE HAPPY” EMOTIONAL EDUCATION PROGRAM

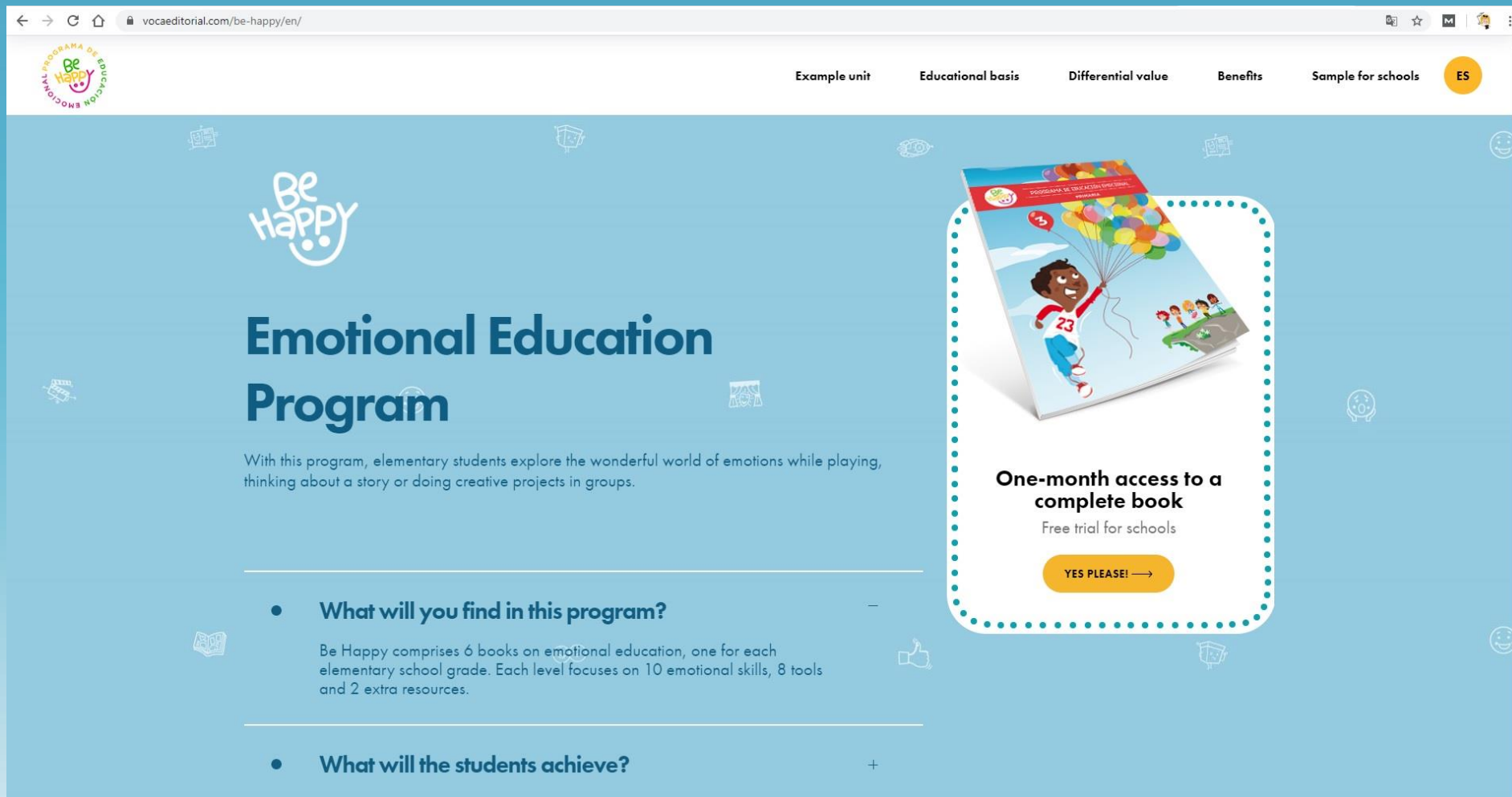
## INTRODUCTION

## ANNEX

3. PLANNING						
UNIT	TITLE	PAGES	PEDAGOGICAL PRINCIPLE	COMPETENCY	AIM	LEARNING OUTCOME
1	The emotion-ometer	34-35	Recognition or Identification	Learn how to get to know each other	Students learn that the same emotion has distinctions that vary according to the intensity with which they are felt, so they can then realize how it can affect them.	Students distinguish between the emotions in their lives and in others' lives, together with their intensities and nuances.
2	My worry box	36-37	Distancing	Situation management	Students learn to identify their worries, and reduce the anxiety they provoke by learning to manage them and resolve them calmly and maturely.	Students identify their worries and learn how to control themselves and look for solutions to those issues.
3	The time machine	38-39	Distancing	Responsibility	Students project and visualize the life they would like to have lived so that they can discover what actions make their lives valuable.	Students review their past in order to improve it, imagine the life they would like to live in the future and identify the valuable realities of their present lives.
4	My life's script	40-41	Distancing	Learn how to get to know each other	Students learn how to distance themselves from certain events they have experienced so that they can enjoy, improve or rectify them.	Students explore and analyze their past objectively, and identify ways to improve themselves.
5	There is a friend in you	42-43	Action	Learn how to get to know each other	Students learn how to recognize the qualities of a true friend and reflect on whether they have any of those qualities and if not, which ones they would most like to have.	Students distinguish good friends from other harmful or interest-driven relationships, and identify what positive qualities they have as a friend and which ones they can improve.
6	I write from the heart	44-45	Action	Communication	Students learn how to understand their feelings, communicate them visually and in writing, and emphasize with other people's feelings.	Students express how they feel and empathically identify how others feel.
7	My hunt for treasure	46-47	Search for meaning	Learn how to get to know each other	Students learn how to identify the most valuable and important things in their life, and what priority or significance they give each one.	Students identify and learn about their most valuable assets (material and non-material), and order those assets according to their priorities.
8	My diary of emotions	48-49	Recognition or Identification	Learn how to get to know each other	Students will become aware of their emotions and the reasons why they feel them, get to know themselves well and how to become a better person.	Students identify their emotions according to the circumstances they experience every day, distinguish the causes and sources of those emotions, and learn how to self-assess, with the aim of bettering themselves.
9	Story	50-57	Identification, distancing and search for meaning	Reading competence	Students will tell an engaging story in which the main character learns by using a tool (the worry box), how to identify and manage their emotions.	Students apply the main character's learning and use tricks or tools to get to know themselves better, understand their emotions and learn how to control them (as the case may be).
	Interview	58-59	Identification, distancing and search for meaning	Reading competence	Students synthesize, in an engaging way, how the character has overcome issues in their life by using a tool they discovered on their own (listening to rap and rapping).	Students learn from the interviewee's trick or tool how to make up their own to get to know themselves better, overcome their problems and regulate their emotions (as the case may be).
10	What did you learn with...?	60	Search for meaning	Learn how to get to know each other	Students reflect on what they learned with each tool in the book, through self-assessment.	Student self-assess, indicating what knowledge and experience they have acquired throughout the course with each tool.

ANNEX D: BIBLIOGRAPHY	
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71	



A screenshot of the Be Happy website. The browser address bar shows 'vocaeditorial.com/be-happy/en/'. The website has a blue background with white icons of a school, a book, a lightbulb, and a smiley face. At the top left is the Be Happy logo. At the top right is a navigation menu with 'Example unit', 'Educational basis', 'Differential value', 'Benefits', and 'Sample for schools' (which is highlighted in a yellow circle with 'ES'). The main content area features the Be Happy logo, the title 'Emotional Education Program', and a paragraph: 'With this program, elementary students explore the wonderful world of emotions while playing, thinking about a story or doing creative projects in groups.' To the right is a promotional box for a book, showing the book cover and the text: 'One-month access to a complete book' and 'Free trial for schools'. Below this is a yellow button that says 'YES PLEASE! →'. At the bottom left, there are two expandable sections: 'What will you find in this program?' and 'What will the students achieve?'. The first section is expanded, showing a paragraph: 'Be Happy comprises 6 books on emotional education, one for each elementary school grade. Each level focuses on 10 emotional skills, 8 tools and 2 extra resources.' The second section is collapsed.

## Emotional Education Program

With this program, elementary students explore the wonderful world of emotions while playing, thinking about a story or doing creative projects in groups.

- **What will you find in this program?**

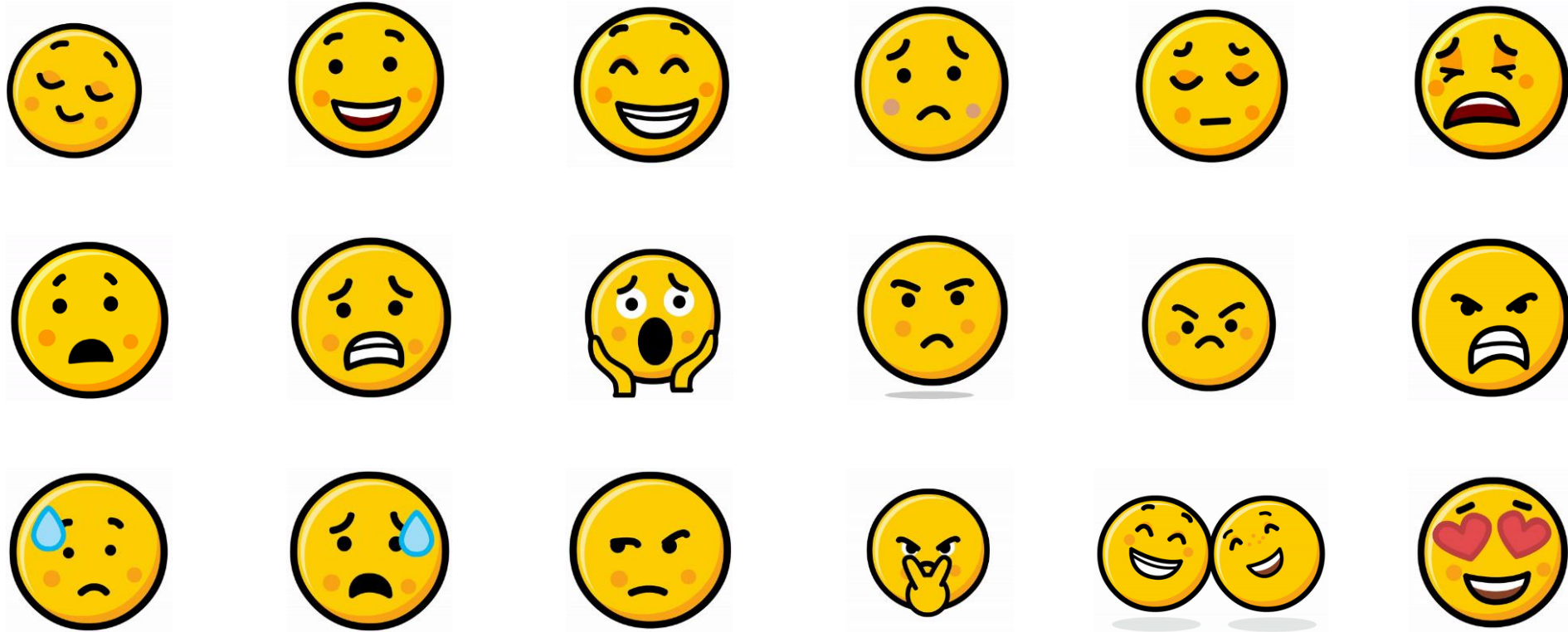
Be Happy comprises 6 books on emotional education, one for each elementary school grade. Each level focuses on 10 emotional skills, 8 tools and 2 extra resources.

- **What will the students achieve?**

# WEB: EMOTIONS



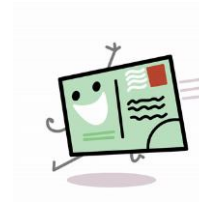
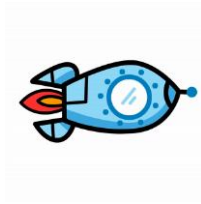
"BE HAPPY" EMOTIONAL  
EDUCATION PROGRAM



# WEB: TOOLS



“BE HAPPY” EMOTIONAL  
EDUCATION PROGRAM





# WHAT APPROACHES CAN BE USED FOR EMOTIONAL EDUCATION?



"BE HAPPY" EMOTIONAL  
EDUCATION PROGRAM

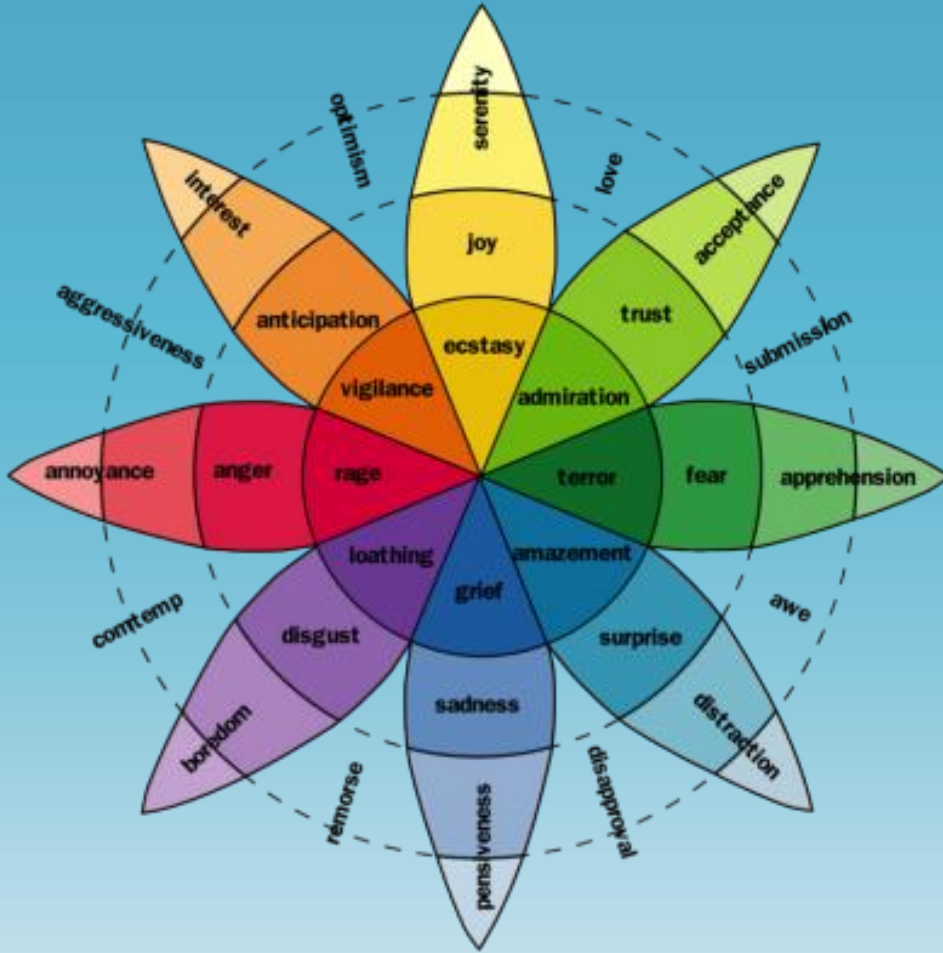
- **RELAXATION TECHNIQUES** (MEDITATION, YOGA, MINDFULNESS, ETC.)
- **THEORETICAL, COGNITIVE**
- **EMOTIONAL REGULATION:** THE AIM IS WELL-BEING AND SELF-ESTEEM
- **PERSONAL DEVELOPMENT:** GROWTH (HAPPINESS) AND SELF-KNOWLEDGE (SELF-ESTEEM)

UNDERLYING MODELS: TRANSCENDENT OR NOT

# INTENSITY OF EMOTIONS



“BE HAPPY” EMOTIONAL  
EDUCATION PROGRAM



HAPPINESS



PAIN



DREAD



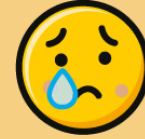
FURY



LOVE



JOY



SADNESS



FEAR



RAGE



FRIENDSHIP



CALM



SORROW



CONCERN



ANGER

TRUST



"BE HAPPY" EMOTIONAL  
EDUCATION PROGRAM

**THANK YOU**



