NTERNATIONAL EDUCATIONAL FORUM
VARNA, 2023

THE INNOVATIVE EDUCATIONAL ENVIRONMENT
THROUGH THE PRISM OF EMOTIONAL INTELLIGENCE AND ARTIFICIAL INTELLIGENCE

# KINDER GARDEN No. 14 "DRUZHBA" with nursery group VARNA

## ON EMOTIONAL INTELLIGENCE AND MEDIATION IN PRE-SCHOOL AGE –

## CHILDREN PEACE MAKERS FOR EDUCATION WITHOUT AGGRESSION



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# KINDER GARDEN AND THE CHILD IN THE 21ST CENTURY

A time of alienation and increasing aggression

We look not only for causes, but also mechanisms to overcome them

The GOAL is to prepare and educate children with competences, critical thinking skills, team work, with developed value-oriented behavior corresponding to the new times.

**Emotional intelligence is one of the key skills of the 21st century. Its development from an early age in children is the basis and prerequisite for them to grow up as efficient, adaptable and satisfied individuals.**

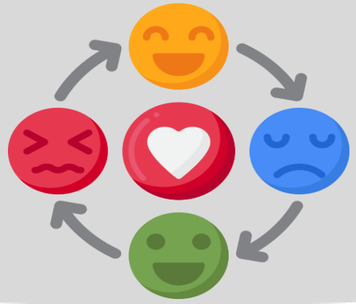
**Already in kindergarten, the CHILD, in addition to the ability to acquire and handle knowledge, is IMPORTANT, to develop his potential in the field of emotions and to form his behavioral culture.**



A new approach is needed in communication and education for socio-psychological and intellectual development.

PEACE MAKER CLUB

A new methodology for dealing with conflict situations is needed



# EMOTIONAL INTELLIGENCE

**is the ABILITY to perceive, assess and manage one's own emotions, to distinguish, name, describe both one's own and those of others, and to be guided by thought and behavior**



## EMOTIONAL INTELLIGENCE INCLUDES 5 SKILLS

**The ability to recognize emotions**

(the ability to identify one's emotions and those of other people;)

**Understanding your own emotions as well as THOSE of other people The ability to connect your emotion with your reactions and behavior.**

(This includes the ability to "read" the reactions and behavior of the other party and hypothesize what emotion might cause them;

**Describing emotions as well as other people's emotions;**

**Expressing and regulating emotions and feelings (management)**

to control and direct your reactions so that they help you think and solve problems

**Self-control and self-awareness skills** –

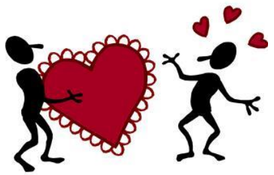
Using emotions; building healthy habits to regulate emotions, overcome stress; to regulate your own emotions; to be able to understand another

# WHY IT IS IMPORTANT TO DEVELOP EMOTIONAL INTELLIGENCE

- It helps to build satisfying, fulfilling relationships, forms long-lasting friendships.
- It helps children to be calmer and to resolve conflicts easily, quickly and effectively.
- It makes them more focused and purposeful in the learning process, helps them cope better with the learning material, achieve higher results
- Emotional intelligence is directly related to coping and stress reduction skills
- Improvement of physical and mental health, motivation, microclimate in the community is more attractive and calm.
- Forms personal qualities such as confidence, patience, respect for different opinions, empathy, humanity, compassion.



# Our GOALS at formation of emotional intelligence







- To be able to express his feelings and control them
- To respect the rights of others and their opinion;
- To put up with jokes and teasing
- To accept disappointments and learn from them
- To be involved in group activities
- To overcome feelings of anger and resentment
- To make sense of the differences in people
- To control his anger
- To create acquaintances and friendships
- To adapt



# EXPECTED RESULTS

| | | |
|---|---|---|
| 01 | Ability to recognize emotions | The ability to identify one's own emotions and the emotions of other people. |
| 02 | Understanding one's own emotions as well as other people's emotions | This includes the ability to "read" the reactions and behavior of the other party and hypothesize what emotion might be causing them |
| 03 | Expression and regulation of emotions and feelings | To control and direct your reactions so that they help you think and solve problems |
| 04 | Self-control and self-awareness skills | Building healthy habits to regulate emotions, overcome stress; to regulate your own emotions; to be able to understand another |
| 05 | Communication skills | Building the ability to listen, to respect other people's opinions, to make sense of people's differences. |
| 06 | Conflict management skills | Through the steps of mediation and Academy "Peacemakers." |



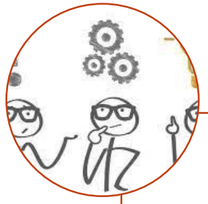
# STRATEGIES FOR BUILDING EMOTIONAL INTELLIGENCE



## MORNING MEETING



A positive start to the day



A means of stimulating cognitive activity and cultivating qualities for academic work



A tool for fostering a behavioral culture



Forms the skill of evaluation and self-evaluation - The good news





**The morning meeting** is a daily organizational form in which the children present their emotions, which they come with, name and describe them; mak sense of their appearance, look for ways to change and manage them.

**The morning meeting** covers the work rules, the day of the week, the date, the time, the upcoming activities for the day, the surprise task, the topic, the "good news"
all depicted with signs and symbols.

# POSITIVE START OF THE DAY

## GREETINGS

EMOTIONAL DRIVE FOR A POSITIVE ATTITUDE

FORM AND BUILD A CHILDREN'S TEAM

EDUCATES A CULTURE OF COMMUNICATION

## A WISH

**FORM ATTITUDES OF COMPASSION**

## HUG

DISPOSITION

REDUCES STRESS

CREATES FRIENDSHIPS

FEELING OF CALM AND PROMOTING ENVIRONMENT

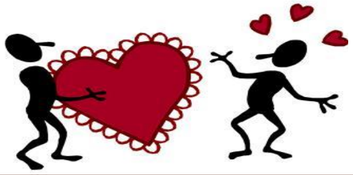
## EMOTION

READINESS TO ENGAGE IN ACTIVITY

DETERMINATION, CONFIDENCE



**MORNING MEETING TO EDUCATE EMOTIONAL INTELLIGENCE**



- Interest in the surrounding environment and the activity is formed and motivates
- Develops imagination, mathematical and logical thinking.
- Cognitive activity is stimulated.
- Makes children more confident and independent
- Qualities for academic work are being built
- Regulators are for self-discipline, volitional inhibitions, suppression of impulsivity
- Respects the rights of others
- Achieves social interaction.
- Good news and nominations are a stimulus and corrective in emotional, cognitive and game activity. They develop the skill of evaluation and self-evaluation, a sense of objectivity and honesty.

## INCENTIVE FOR KNOWLEDGEABLE ACTIVITY

TODAY

WHEATHER CALENDAR

WE ARE

RULES ARE IMPORTANT

DAILY ACTIVITIES

FUN PUZZLE

THE GOOD NEWS

CHILDREN'S NOMINATIONS

# TRAINING SESSIONS FOR WORKING WITH EMOTIONS AND FEELINGS





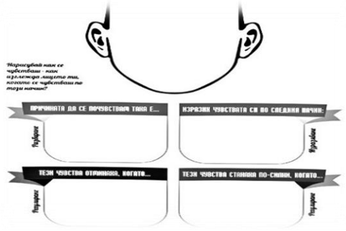




**They are aimed at:**

- **Emotional Skills –** Identifying, naming and expressing feelings. Managing feelings. Impulse control. Reducing stress. Realizing the difference between feelings and actions.
- **Cognitive skills -** steps to solve problems and make decisions; Understanding the point of view of others Understanding the norms of behavior (what behavior is acceptable and what is not). A positive attitude towards life; Self-awareness - for example, developing realistic expectations of oneself.
- **Behavioral skills -** Non-verbal - communication through eye contact, facial expression, tone of voice, gestures; Verbal - clearly stating wishes, responding effectively to criticism, resisting negative influences, listening, helping.

## Diary of emotions



## Game "Training our emotions"

- ***I'm grumpy as in:*** *an angry person; wicked witch;*
- ***Smile like:*** *a joyful child; the cunning lisanna; as one who sees a miracle;*
- ***I am angry as:*** *a man who has been struck; two goats on a bridge /the fairy tale/; child whose favorite thing was taken away /toy, ice cream.../;*
- ***I am scared like:*** *a rabbit that has seen a wolf; a child lost in the woods;*



## Game "Let's invent a story together"

complex thinking activity, developing imagination, drawing on children's experiences, knowledge and wealth of feelings and emotions



# TOOLS FOR DEVELOPMENT OF EMOTIONAL INTELLIGENCE



## FICTION AND CREATIVE STORIES CONTINUED BY CHILDREN

### DISCUSSIONS ABOUT FEELINGS

- **How does the hero of the fairy tale feel...?** – children recognize the feelings of others
- **What would the characters do if they felt another emotion** - the ability to connect emotion and behavior
- **What outcome would the characters have achieved if they had not succumbed to the emotion of the moment?** - the ability to analyze the behavior of others and identify which behavior leads to a more successful outcome



**"CHANGE THE STORY "-play in pairs-** Little Red Riding Hood and the Wolf - ability to handle different emotional states through the means of theatrical art

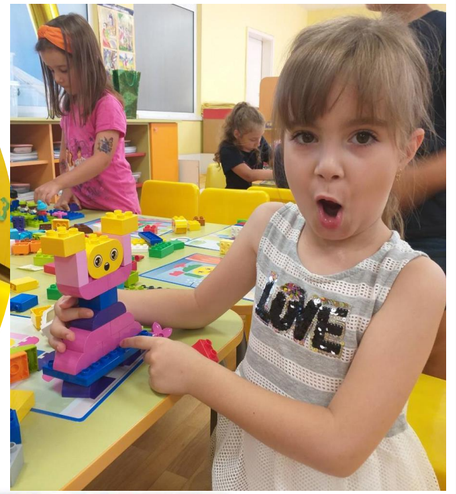
## LEGO AND EMOTIONS



### BUILD MY EMOTION BUILDING GAMES

- ✓ **Makes the world of emotions fun;**
- ✓ **The stories offered allow children to unfold**
- ✓ **A combination of constructive thought and emotion enriches children's social experience**








## MORE PEDAGOGICAL STRATEGIES THAT WORK:

- ✓ "Three correct approaches to mistakes" - accept the mistake, without guilt; reconcile with the one whom you have offended, hurt; find a solution together.
- ✓ "Allowed, forbidden" - education of responsibility, respect and self-respect.
- ✓ *"I am the best person in the world" - an imaginary situation with the condition that all sentences in the story begin with "I am.... I will ...."*
- ✓ *"Making a story" - "I want to be like you in..." - a game to discover good qualities.*



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***IMPORTANT TO KNOW!***
***There are no wrong feelings, there are wrong reactions!***

***the ability to understand, express and manage our own emotions***
***without harming others and ourselves***
***are part of the so-called Emotional Intelligence.***

**The means, approaches to the formation of emotional intelligence that we use are different, depending on the age characteristics, knowledge and skills that children have.**




# I KNOW THE EMOTIONS WITH ALEX AND SOFIA

## PEACE MAKERS ACADEMY

**A tool from the author's methodology of Itera for education without aggression - Academy of Peacemakers. Using them in the morning meeting or at other moments of the daily regimen with educational purpose contributed to the children's ideas to develop and enrich with the nuances of emotions.**

**Identify differences and the factors that cause them, and develop strategies for accepting and coping with an emotion or feeling.**



# CHILDREN PEACE MAKERS

**PEACEMAKER - a child who resolves disputes or conflict situations**

**A PEACEMAKER must be friendly, impartial, a good listener for both sides, who takes all the facts into account, wants to help others, cares about them and supports them in solving their conflicts, knows when to take the lead, when to take control of the situation and help each party to see the other's point of view.**

**PEACEMAKER supports the two children in self-knowledge and in their skills to overcome negative emotions in personal experience during the discussions on the problem with the child.**




**The goal is to build empathy and active sympathy, which is crucial in productive communication.**



## FOLLOWING THE STEPS OF MEDIATION

***The PEACEMAKER gives the floor to each of the children - a party in the conflict situation, encouraging them to share, directs the focus to the specific reasons and the resulting emotions, in order to activate the critical thinking of each of the parties.***

**It is important for children to listen to each other and be able to "step into the other child's shoes", to understand and evaluate their actions.**

**BOTH SIDES ARE TO BLAME FOR THE CONFRONTATION.**

**!!**

**"I'm sorry I hurt you."**

**"I didn't know you'd feel this way"**

**"How can I fix what happened?".**

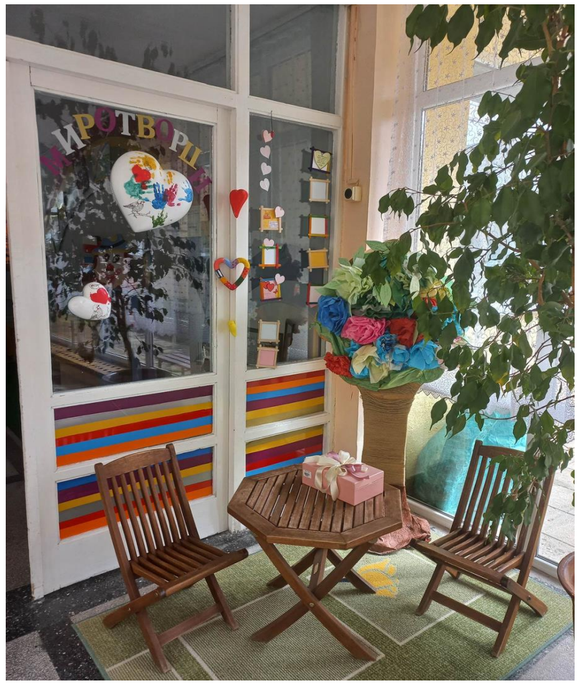


## BRIDGE OF PEACE

A peacemaking path with stages of mediation that children can use independently. It's a way to instill lasting skills and patterns for good-natured communication, emotional intelligence, and peaceful conflict resolution.







## PEACE MAKERS' CORNER

**By putting the tool of mediation in the hands of children, we activate a method of educating positive behavioral models that help to develop intelligent, independent and critical thinking individuals.**

**Cultivating tolerance, respecting the other's point of view, developing the ability to be empathetic should be the main tasks of pedagogues and if this happens at an early age, it would lay down basic and lasting skills.**

## MEDIATION – A METHOD OF EDUCATION OF BEHAVIORAL MODELS

**If MEDIA is used at an early stage of the development of the dispute - we are talking about prevention.**

**If we use it in the midst of conflict -
it is the best way for everyone involved to be heard and to come out of the situation with a creative solution and a sense of satisfaction.**

**ABOUT MEDIATION IN KINDER GARDEN from the first person - children, parents and specialists**

https://youtu.be/juFM7gH1LZQ

https://youtu.be/KjeoOzNwoNw

https://youtu.be/cQ5ybzVFAK4

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## CONCLUSIONS

**1. The acquisition of emotional intelligence is a factor for the successful realization of the personality and starts from childhood.**

**2. The formed skills in children to recognize their own feelings and those of others increase the child's self-esteem, the building of friendships, a sense of belonging to the group and effective communication.**

**3. The correct selection of means and techniques and their purposeful application in the child's regime ensures emotional security and comfort in every child.**

**4. Mediation skills are a guarantee for building a balanced communication environment.**

**5. The Bridge of Peace is an innovative approach that develops children's skills for dealing with conflicts and overcoming negative emotions.**