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**Universidad de Valladolid**

FACULTAD DE EDUCACIÓN DE SORIA

Grado en Educación Primaria

TRABAJO FIN DE GRADO

**"TEACHING PROPOSAL FOR A FOREIGN  
LANGUAGE THROUGH THE USE OF AUDIOVISUALS:  
*INSIDE OUT* AND EMOTIONAL EDUCATION IN  
ENGLISH"**

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*"No te calles, no te reprimas.*

*Llora, ríe, ama, enfádate, tiembla...*

*Todas tus emociones son tuyas y quieren lo mejor para ti..."*

**Vico, A.**



## **ABSTRACT**

In the present work, I aim to design an acting proposal which will engage the different aspects of emotional intelligence which children need to learn in order to control their emotions, form their personality and prepare themselves for the period of adolescence. Moreover, I will design it for the English subject in order to practise the language and its skills, and I will use the recent Disney film production *Inside Out* as an educative resource of this project.

Firstly, I will establish the main objectives that I aim to accomplish with this work and explain my reasons why I have chosen this topic. Then, I will expose the basic characteristics of emotional intelligence and how schools implement it during the learning process. Subsequently, I will briefly analyse the film and expose my proposal for the English subject. Finally, I will end this work with some personal impressions and the final conclusions about the project.

## **KEY WORDS**

Emotions, emotional intelligence, emotional education, proposal, emotional competences, emotional and social development.

## **RESUMEN**

En el presente trabajo, propongo diseñar un plan de actuación que trabajará los diferentes aspectos de la inteligencia emocional que los niños necesitan aprender para controlar sus emociones, formar su personalidad y prepararse para el periodo de la adolescencia. Además, lo diseñaré para la asignatura de inglés y así practicar el idioma y sus capacidades, y utilizaré la reciente producción de Disney *Inside Out* como un recurso educativo de este proyecto.

Primero, estableceré los principales objetivos que pretendo alcanzar con este trabajo y explicar las razones de haber escogido este tema. Después, expondré las características básicas de la inteligencia emocional y cómo las escuelas la incluyen en el proceso de aprendizaje. Seguidamente, analizaré brevemente la película y expondré mi propuesta para la asignatura de inglés. Finalmente, daré fin al trabajo con algunas impresiones personales y las conclusiones finales sobre el proyecto.

## **PALABRAS CLAVE**

Emociones, inteligencia emocional, educación emocional, propuesta, competencias emocionales, desarrollo social y emocional.

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# 1. INTRODUCTION

One of the most crucial moments in every child's life during the last years of Primary School is the beginning of a new phase in their own development. Childhood has come to an end and substantial changes within their personality and attitude will appear from then on in order to initiate the period known as pre-adolescence.

New thoughts, feelings and concerns will start flooding the minds of the students during a process which can affect their learning capacities and procedures in different ways.

Even though this aspect has now been given greater importance than before, I personally believe that it still requires more attention in certain areas. Therefore I aim to create a proposal which will engage the different emotional aspects of this period, in the form of several classroom activities destined to the control and management of emotions. Moreover, this acting proposal will be designed for the English subject in order to practice the language skills of the students.

I aim to ensure a greater personal development of the future personalities of students from the 6<sup>th</sup> year of Primary School in order to prepare or assist them with their next developmental stage: adolescence and puberty.

All of this will be performed with the assistance of an audiovisual resource which mostly focuses on emotional intelligence in a way easy to be understood by children: Pixar's recent creation *Inside Out* by Peter Docter and Ronnie del Carmen.

## 2. MAIN OBJECTIVES

- To utilise an audiovisual source, in this case an animated film, as a resourceful support for the teaching of the English language.
- To understand and reflect about the great importance of passing from childhood to adolescence for children, in order to enrich their guidance in their progress of forging both their individual personalities and their relationships with others.

- To create and perform intervention proposals in class for both the learning of the English language and the control of emotions.
- To utilise the knowledge and competences I have obtained throughout the Degree in Primary Education for the creation of an educative proposal for Primary School children.
- To improve my knowledge about Education and the behaviour of children, and how their emotional state greatly affects their own learning process.

## **COMPETENCES OF THE DEGREE**

As a future teacher of Primary School, I have acquired several competences during the degree which have been of use for the creation of the present project. These competences are:

### **GENERAL COMPETENCES**

1. Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio –la Educación- que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio.

2. Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio –la Educación-.

3. Que los estudiantes tengan la capacidad de reunir e interpretar datos esenciales para emitir juicios que incluyan una reflexión sobre temas esenciales de índole social, científica o ética.

4. Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado.

## **SPECIFIC COMPETENCES**

### **A. Módulo de Formación básica:**

1. Conocer y comprender las características del alumnado de primaria, sus procesos de aprendizaje y el desarrollo de su personalidad, en contextos familiares sociales y escolares.

3. Conocer en profundidad los fundamentos y principios generales de la etapa de primaria, así como diseñar y evaluar diferentes proyectos e innovaciones, dominando estrategias metodológicas activas y utilizando diversidad de recursos.

6. Seleccionar y utilizar en las aulas las tecnologías de la información y la comunicación que contribuyan a los aprendizajes del alumnado, consiguiendo habilidades de comunicación a través de Internet y del trabajo colaborativo a través de espacios virtuales.

7. Conocer y comprender la función de la educación en la sociedad actual, teniendo en cuenta la evolución del sistema educativo, la evolución de la familia, analizando de forma crítica las cuestiones más relevantes de la sociedad, buscando mecanismos de colaboración entre escuela y familia.

9. Potenciar la formación personal facilitando el auto conocimiento, fomentando la convivencia en el aula, el fomento de valores democráticos y el desarrollo de actitudes de respeto, tolerancia y solidaridad, rechazando toda forma de discriminación.

### **Materia: Lengua Extranjera (Inglés)**

2. Planificar lo que va a ser enseñado y evaluado en relación con la lengua extranjera correspondiente, así como seleccionar, concebir y elaborar estrategias de enseñanza, tipos de actividades y recursos didácticos.



### 3. JUSTIFICATION

There are several reasons why I have chosen this theme as the central topic of my Final Project. For instance, my main reason is related to the fact that the treatment which schools are giving towards the emotional aspects is rather recent.

Although teachers and the Educative System are paying more attention towards this factor, with the creation of different learning programs and methods focused on it, I would like to increase this effort due to its great importance in the development of the students. With the information I have gathered and which I am providing within this document, I want to ensure that both teachers and parents give this aspect the importance it deserves.

Moving from childhood to adolescence is a crucial moment in every child's development, but the lack of attention and assistance at this time could lead to devastating consequences for their future. Therefore, I consider necessary to expand the population's knowledge to enlighten them about the significance of the creation of our personality for both our education and personal growth.

Nonetheless, I also became interested in this topic in particular shortly after watching the film *Inside Out*, to the point that it could be considered my second principal reason for deciding to talk about it in this work.

The way in which the film portrayed the functioning of our minds and emotions is so simple yet so efficient in my opinion. Taking into account that this theme is one of those which I would like to know in depth in order to improve my teaching skills for future interventions, I was more than eager to learn more about it and share my research within the present project.

## **4. THEORETICAL FRAMEWORK**

### **EMOTIONS, WHAT ARE THEY?**

#### **THE CONCEPT**

As an initial part of my theoretical research, I would like to clarify the fundamental characteristics of the concept of emotions, as I found a vast amount of studies related to that notion during my research (Mora and Sanguinetti, 2004; Fernández-Abascal and Palmero, 1999; Damasio, 1994, 1995, 1999; LeDoux, 1996, 1999).

Most of these works include similar definitions, mainly referring to them as "behavioural and subjective reactions of an individual which are caused by information from his/her inner or outer world<sup>1</sup>" (Mora and Sanguinetti, 2004, p. 95). In other words, "they are processes activated when the organism detects dangers, threats or imbalances in order to utilise any resource at hand to control the situation<sup>2</sup>" (Fernández-Abascal and Palmero, 1999, p. 1).

They are unconscious impulses which move people to act and automatically react when unexpected situations emerge. Emotions are not expressed in the same way among individuals, as they experiment them in their own way according to their previous experiences and the situation itself.

These studies consider them useful methods of survival because of their nature; they are natural phenomena which can be acquired through personal experience or be innate of each one.

Most of the mechanisms which are implemented before threatening events are already included and codified within the neuronal systems of any living being, but this emotional reaction is better developed in humans due to their superior intelligence and will serve them as a useful experience for the development of their own behaviour.

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<sup>1</sup> Personal translation from the original source, which is in Spanish.

<sup>2</sup> Personal translation.

This development is a vital aspect which children need to perform in order to adapt their actions to each situation, thus affecting their educative progress. In order to understand this statement in depth, we should examine the different benefits which emotions can provide if they are developed and implemented correctly. These benefits are related to the different functions of the emotions, which I will now proceed to explain.

## **FUNCTIONS OF EMOTIONS**

According to the research realized by Mora (2008, p. 88), human emotions implement different functions within the organism which should be taken into account during the emotional development of the students. They can be summarised as follows:

Firstly, emotions allow us to choose the most pleasant situations which motivate our actions, while we evade those which can be troublesome for our life. In these events, they assist us by activating inner mechanisms which affect our behaviour and reactions, enabling us to accommodate them to the situation at hand. In other words, they help us choose the most appropriate and practical answer for each moment.

Therefore, we can use our emotions as a quick and effective form of social communication in any environment, as long as we are aware that their use can determine the outcome of our interactions.

Moreover, when an emotion is associated with a vital experience, either pleasant or hurtful, it is easier for us to remember it. Thus, the emotions allow us to memorise important events of our life which, as a consequence, affect our future behaviour and personality.

We receive certain types of information from these emotional experiences or from many others. According to that information, we interpret those experiences in our own way and make decisions depending on what we deduce from them. This reasoning and interpretation are affected by our emotions.

Finally, our emotions stimulate our curiosity to discover new things, leading us to new experiences from which we learn and forge ourselves. They motivate us to learn more, to experiment with the unknown in order to understand it.

By seeing all these functions, we can assume the great importance of developing our emotions in a correct way. However, we still need to concrete what emotions are these in order to know them better, especially if we want to teach them.

## **THE CLASSIFICATION**

Several studies (Darwin, 1872; Izard, 1971; Plutchik, 1980) have discussed about the most appropriate classification of emotions. However, the one which I consider the most adequate for this work is the list created by the psychologist Paul Ekman (1971, p. 207-283), because it is the classification from which the main characters of the film used in my proposal were based. His list includes six human emotions: Joy, Sadness, Anger, Disgust, Fear and Surprise.

Joy is an emotion which appears when everything in our life satisfies us and make us feel happy, mostly in situations of security and rejoice. Sadness, however, appears in the opposite case, in sorrowful events which make us feel depressed and unhappy because something bad for us has happened.

Anger is an emotion which can also emerge in bad situations, but it is stronger than sadness as it is moved by frustration or a specific threat rather than sorrow. In other words, we express this emotion when we feel threatened or when we do not fulfil our objectives as we want.

Disgust and Fear are activated when something that we potentially dislike appears in our life. However, Disgust is only related to things we simply dislike which we try to avoid. Fear, on the other hand, appears when those things are actually dangerous for us and can put our life at risk. This emotion causes a quick reaction which moves us to desperately escape from those dangers.

The last emotion which Ekman included in his list is Surprise, an emotion which causes a quick response similar to that produced by Fear. This reaction, however, is not activated by a dangerous threat, but by an unexpected and harmless event which startles us.

Now that the main characteristics and functions of emotions have been clarified, it is necessary to determine the different procedures and methods which we should perform in order to control and utilise emotions in an effective way, which is one of the most important aspects that I shall take into consideration during my proposed intervention. This key element is the human skill known as emotional intelligence.

## **EMOTIONAL INTELLIGENCE**

Just like the concept of emotion, the notion of emotional intelligence has been the protagonist of a fair amount of investigations and researches (Gardner, 1983; Payne, 1985; Greenspan, 1989) which have greatly increased my knowledge about it.

For this project, I have chosen the model proposed by Salovey and Mayer, included in the scientific article entitled *Emotional Intelligence* (1990, p. 185-211) and later divulged by David Goleman in his book of the same title (1995, p. 31-32). I personally consider this model to be the most complete, hence the reason why I chose it.

According to these authors, emotional intelligence is "the ability to manage feelings and emotions, discriminate between them and utilise the resulting information to direct thoughts and actions<sup>3</sup>". That is to say, it is a set of abilities that we implement to express and control our emotional feelings in the most adequate way.

This model differentiates four basic abilities within the emotional intelligence, all of them needed for a satisfactory emotional control. Each one is described as follows:

The first ability is emotional perception, evaluation and expression of emotions. It is the capacity of people to identify and value their own emotions and the conditions they create, as well as those of others. This ability also includes the capacity to express feelings according to the situation and the capability to determine the most adequate one.

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<sup>3</sup> Personal translation.

The second ability is emotional facilitation or assimilation. It determines how we consider our feelings while making important decisions. Emotions direct our focus towards what is important and help us model our way of thinking in order to change our perspective. Thus, we think about new ideas for our choices.

The third ability is emotional comprehension and analysis of the emotions, which implies the understanding of feelings and emotional reactions to categorise them, analysing their causes and possible consequences. This capacity also includes the recognition of the transition from one emotion to another.

The last ability is emotional regulation, considered the emotional control per se. It is a conscious process of regulating our emotions and those of others, to intensify the positive feelings and control the negative ones without exaggerating or suppressing them.

In order to develop all of these abilities, it is required to achieve several competences, which have been described within the model implemented by Bisquerra (2009, p. 146-152).

The first competence included in this model is known as emotional anatomy. It is the ability to balance and control ourselves without being heavily affected by surrounding stimulus, believing in our own capacities and motivating ourselves to express our emotions with responsibility.

There is also a set of competences, the socio-emotional abilities, which enable personal interactions with others and help us understand their feelings and personalities. Thanks to them, we can show empathy towards other people and cooperate with them in a respectful and productive environment.

Another important competence is the emotional conscience, which allows us to know and understand our own emotions and behaviour, as well as those of others. This competence also includes the categorisation of emotions, understanding their causes and consequences, determining their intensity and effectiveness, and expressing them as a language.

The regulation of emotions, which I have previously mentioned among the basic emotional abilities, is also included in this model as a competence. It is the capacity of finding an appropriate emotional answer to the conditions at hand, a balance between losing control of the emotions and their repression.

Finally, the competences about life and comfort include an amount of skills and attitudes which ensure the creation of social and personal welfare, that is to say, a condition full of positive emotional reactions which can only be formed with a positive behaviour and will.

## **EMOTIONAL INTELLIGENCE IN THE FAMILY**

Emotional intelligence and its competences have multiple applications in plenty of everyday situations. Aside from Education, which as the most important part of the theoretical framework will be explained in depth within later sections, there are plenty of other contexts in which emotional intelligence can be applied. However, I will only focus on a certain environment which determines the emotional development of children as much as the educational context: the family.

The interpersonal interactions that a familiar context includes are filled with emotions and conflicts in which the emotional competences play an important role, thus making this context one of the richest for the development of the competences.

To achieve this improvement, the first step which parents should take is to know their own emotions and develop their emotional intelligence and competences, as their behaviour is the main model which their children will follow.

After knowing their feelings in each situation, the next step consists on helping their children to do the same, the sooner the better. Every daily situation can be used to practice emotional perception, paying attention to both their positive and negative emotions in order to name them, as well as discovering their causes, the best ways to express them and the different gestures which are related to each one.

Once both parents and children manage to understand and identify their emotions, it is time to learn how to recognise the emotions and feelings of others. In other words, the next step is to teach empathy, the most important element of social interactions.

The best way to teach empathy is to be on the children's shoes, that is to say, to understand the situation from their emotional point of view. In this way, parents would manage to create a familiar environment of harmony and mutual comprehension where they would develop a greater relationship with their children. As a result of this behaviour, their children would eventually learn from this model and recognise the emotions of others with greater ease.

In short, parents should be aware of the importance of emotional intelligence and their own emotional control in order to teach their children how to be emotionally healthy. The relationship which children have with their parents is one of the reasons why they learn better within their families, hence the need to implement any type of learning, including the emotional regulation, in this context.

Now that I have seen the great importance of emotional intelligence in life, its concept and its competences, I still need to talk about the central element of this work: the different strategies and measures implemented to develop and improve emotional intelligence and its competences in an educative way. In the following section, I will immerse myself in the world of emotional education.

## **EMOTIONAL EDUCATION**

### **EMOTIONS AND CURIOSITY**

As an introduction to this third section of the theoretical framework, I will give a brief explanation of a key aspect which can affect the emotional state and the motivation of the students: curiosity.



One of the main functions of emotions is to stimulate the curiosity of people. The emergence of any emotion is only triggered by new stimulus and unknown situations which may appear in life, and what better way to experience these events than the exploration and discovery that curiosity involves and which lead to the creation of knowledge.

In recent years, several studies have been carried to improve our comprehension of the functioning of the human mind during the learning process, thus leading to the creation of a great amount of resources and educative methods adapted and planned to increase curiosity among students.

A curious student is more willing to listen without being asked to and, thus, more eager to memorise and learn. The emotions and curiosity of the pupils greatly affect their learning, an affirmation which led to the emergence of a new educative notion, emotional education, which I will now explain in depth.

## **EDUCATING IN EMOTIONS**

Bisquerra (2009) defines emotional education as "an educative process, continuous and permanent, that aims for the development of the emotional competences as essential elements of human growth which improve our personal and social wellness, as well as our integral development<sup>4</sup>" (p. 243). This type of education proposes the improvement of key competences for our lives, in other words, it prepares us to live.

Most of the main objectives which the emotional education aims to achieve are related to the different functions of the emotions, the basic emotional abilities and the emotional competences which I have previously explained. In short, emotional education aims to guarantee the full development of all these emotional aspects in children.

Depending on the characteristics of the students who receive it, the contents of the emotional education can vary, as well as the competences chosen to be developed according to their age and emotional evolution.

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<sup>4</sup> Personal translation.

I should mention that it is vital that the programs planned under this educative measure prevent the usage of the emotional competences for harmful purposes. Thus, respect and understanding between the students should be a key factor to be considered.

As for the methodology, this process mainly follows a practical method of teaching as it is required to experience the emotions and develop their control rather than just knowing about them. These and some other key factors will be considered during the development of my proposal.

## **EMOTIONAL INTELLIGENCE IN EDUCATION**

Even though I have previously mentioned that the familiar context is one of the best for the development of emotional intelligence, I will give a greater focus on how it is implemented during the educative process as it is, noticeably, the central part of the present Project.

The Preamble of the “Ley Orgánica de Educación” (LOE) establishes that all the students have to achieve the highest possible development of, among other capacities, emotional skills in Education, a statement from which we can deduce that emotional intelligence was treated in depth at schools. But that was not the case, as emotional education was included in every subject in a transversal way. Therefore, it was the responsibility of every teacher to implement it in their interventions.

However, this situation has changed with the “Ley Orgánica para la Mejora de la Calidad Educativa” (LOMCE), which allows the creation of subjects of free configuration. One of those subjects is the “Educación Emocional y para la Creatividad” (Emotional and Creativity Education, EMOCREA), which aims for the development of the students’ emotional competences, although it is only included in the Educative System of the Canary Islands and no other region of Spain has applied it yet.

Emotional intelligence can be developed through different educative programs planned within the context of emotional education. It is recommended that these programs are implemented right from the first years of life, as it is during this period that the first steps towards learning and social interaction occur, as well as the time when the first signs of emotional conscience emerge.

It is also needed to include this development in every stage of life, not only in childhood. The improvement of our emotional intelligence helps us to know ourselves better and to understand the feelings of others.

The relationship between teacher and student is a crucial element, not only for the learning process of the pupil, but also for the improvement and implementation of the different emotional competences.

The best way to ensure this interaction, in my opinion, is with classroom activities, and their methodology should be based on the interests, emotional needs, experiences and previous knowledge of the students to be effective. The more these activities and their didactic resources allow the students to experience their emotions, to reflect about them and to interact with others to work together, the more their emotional intelligence is developed.

I also think that the effectiveness of these interventions can be increased if they are performed within comfortable and secure contexts which ensure the creation of situations of emotional learning and communication between the students. Integrating emotional education among the strategies of the school subjects in a transversal way is a good option as well, although the emotional development is already one of the main components of the subject of “Educación para la ciudadanía” (Citizenship Education).

Nevertheless, what truly determines all of this is the role of the teacher. He/she is the one responsible for the implementation of all the previous strategies and the one who offers the respectful, secure, motivating and trustful learning atmosphere which the students need to learn.

His/her demeanour and emotional attitude towards his/her work and students determines the efficiency of his/her teaching, mostly because everything he/she expresses will be observed by the students, who absorb every reaction and stimulus from their environment like sponges, and consequently react in accordance to it or even repeat it with their partners.

Teachers need to show empathy towards their students, they have to understand their unique characteristics to establish positive interactions of trust and security. Affective communication is only achieved through positive relationships between people. Therefore, being open to human contact and creating it becomes a basic skill for teachers.

That being said, teachers also need to learn and improve their own emotional competences before teaching the management of the emotional intelligence and create closer interactions with their pupils, an aspect which I will consider of great importance before initiating my own intervention.

One final aspect to be addressed about emotional education is to guarantee its continuity throughout the entirety of the schooling period, creating a variety of opportunities to put the emotional intelligence into practice both inside and outside the school centre for the rest of the students' life. Life itself is the best school.

## **EMOTIONAL EDUCATION IN ENGLISH TEACHING**

With all of the basic characteristics of emotional education already addressed, I will now focus on its inclusion within the English subject as my proposal is designed for the teaching of the emotional competences using this language.

In recent years, the phenomenon of globalisation has increased the importance of teaching this foreign language to ensure a greater communication with people from different countries, especially considering the fact that English has become one of the most spoken languages around the world.

Therefore, its teaching is mainly focused on enabling the students to utilise it for communicative purposes, paying special attention to the achieving of the main communicative skills (reading, writing, listening and speaking) and its different language functions during the educative process.

As another educative subject, we can assume from previous statements that its learning can be affected by the emotional state of the students. However, as it focuses on the acquisition of a language, it would be more affected by the social aspects of emotional intelligence. This can be explained as follows:

Similarly to what can occur with the learning of any other language, the use and expression of English as a communicative instrument also requires the expression of emotions and feelings. Besides understanding the information which we receive, we need to know how to react to it too, to express how we feel and what is our opinion about it.

These actions involve the prior development of emotional regulations and the resulting social skills created from them in order to respond according to the situation, the characteristics of the speaker and the environment.

Emotions and their management help us understand ourselves and the others, as well as our surroundings, in order to learn from all of it and interact with it. This interaction involves social communication, the main objective of the learning of every language. Therefore, emotional intelligence is a key aspect to be considered while teaching English and thus I have the intention of teaching both with my intervention.

As for the methodology implemented for this process, I concluded from my research that it is simply needed to adapt and consider the previously mentioned educational aspects of emotional education to the teaching process of the language in a transversal way, just like with any other school subject.

We teachers should ensure the creation of motivating learning environments with useful and entertaining activities, paying attention to the emotional state and necessities of our students. We should guide them during the learning process; encourage them to participate in the activities and interact with others; and also establish a secure and affective relationship with them.

## **STRESS**

All of the previously mentioned strategies and measures of the emotional education are implemented not only to ensure the correct development of the students' emotional competences, but also to reduce or prevent the negative impact which certain elements have on them.

However, there are plenty of these aspects which can alter emotional development, such as immaturity, hyperactivity or learning difficulties. Because of this, I will mainly focus on the element which I personally consider the one which affects the emotional state more than any other, mostly due to it being rather common nowadays. That element is stress.

Our society is stressful, as situations of tension and pressure constantly appear in our life. Most of them can create a great sense of emotional oppression in people, with a barrage of continuing spontaneous events happening at every moment, where we are asked to perform different tasks as fast as possible. All of these stressful moments can have severe repercussions in children if they experience them.

Besides, a stressful life can lead to lack of attention from parents, due to them being required for many different tasks. This tension is experienced in each family more frequently now than ever.

Considering the fact that, as I have mentioned before, children absorb everything like sponges, they receive pressure, parental passiveness and anxiety rather than other positive incentives. Therefore, their emotions are forged according to this atmosphere.

According to Mora (1998), certain emotions, together with their respective mechanisms and elements, can be "turned off" because of a stressful life. As a direct consequence, the behaviour of the affected children aggravates towards diverse pathologies such as cognitive abnormalities, depression, hyperactivity or, in many cases, lack of interest to learn and explore. Thus, their learning becomes deteriorated.

Every teacher and parent who does not wish their children to be raised under depressing conditions should take these statements into consideration and, instead, contribute to their healthy emotional development.

Because of this, I will also pay attention to all of these aspects mentioned in this section for my proposal, in order to prevent the appearance of emotional problems during the activities.

## **ON THE MEDIA**

Considering the fact that one of the main objectives of my proposal is to utilise an audiovisual resource in emotional education, I feel the need to mention how emotional intelligence can be affected by this type of material from the media.

In recent years, it has become clear that the entirety of the communication media, from TV programmes to films, has had and still has a great impact in society due to its great influence in it. Therefore, the media has become a new context in which it is possible to apply emotional intelligence and its competences, as its inclusion in Education enables a more entertaining and motivating form of teaching for the students.

However, the media lacks quality material which can contribute to the development of any type of educative skill, including emotional competences. On the contrary, the majority of the programmes and movies that we can find are more focused on entertaining or distracting the audience than on giving them useful lessons for life.

Moreover, this content usually has a greater influence on people, especially children and youngsters, so it is crucial to teach them how to manage their viewing in order to certify that the reference models which they create from it are useful for their development.

Personally speaking, this reality has filled my mind during most of my degree years. I was and still am interested in teaching with appropriate materials from the media which can serve for educative means. However, the lack of useful sources, in contrast with the plenitude of junk programmes which influence children more than others, irritates me a bit, particularly if these programmes have the possibility of dis-educating them.

However, this is still a powerful source of information which can be well implemented for a good education if the correct materials are chosen and used appropriately. Care and caution is the only thing we need when choosing them, and society, in my opinion, should pay more attention to it if we want well educated citizens.

Having encountered a very resourceful material to propose an intervention to educate about emotional intelligence, I will now proceed to analyse it in greater depth before I begin explaining my design.

## **EMOTIONS IN *INSIDE OUT***

*Inside Out* is an animated film created by *Pixar Animation Studios* and *Walt Disney Pictures*, and directed by Peter Docter and Ronnie del Carmen. The film mainly narrates the emotional evolution of a young girl named Riley and her adjustment to her new life after moving from her former home. Her emotions are personified in five characters living in her mind that monitor her actions and guide her through her new life experiences.

### **ANALYSIS**

The film portrays emotions of people, how they evolve during childhood and how they affect our personality when we reach adolescence, all of it in an original way. It is entertaining and simple enough for children, allowing them to understand their own emotions and behaviour as well as their development to reach a greater control of their attitude.

One initial aspect which caught my attention about the film is that its producers consulted several psychologists for assistance during the writing of the story. Paul Ekman was one of those psychologists who participated in the process in order to establish the number of emotions used to create the characters, as the producers found his list of six emotions suitable enough to write about them.

However, Peter Docter, the director of the film, considered Fear and Surprise to be very similar and eventually decided to remove Surprise from the final cast<sup>5</sup>. This decision intrigued me at first, but I eventually realised that the reactions caused by these emotions are slightly similar. Even though Fear is more related to risky and terrifying situations, it can also be activated due to unexpected events.

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<sup>5</sup> Terry Gross (June 10, 2015). "It's All In Your Head: Director Pete Docter Gets Emotional In 'Inside Out'". *Fresh Air*, NPR.



Therefore, I believe that Docter could have considered Surprise to be a part of Fear and, for that reason, chose to exclude it from the production. Nevertheless, I will take advantage of the absence of this emotion when working with it in my proposal.

Moving on to other aspects of the film, it also represents in its own way how our mind works when affected by emotions, concerning some of their functions which I explained at the beginning of this framework.

For instance, emotions are responsible for the creation of our most important memories. In the film, these memories are represented as bright spheres coloured by the emotion which created them from different life situations (yellow for Joy, red for Anger, etc.).

The memories and experiences created by an emotion determine our future actions and personality as we learn from them and act according to them. In the movie, the most important memories, called "core memories", represent key moments of one's life and their energy enables the creation of "personality islands". These islands represent important life achievements which affect our future behaviour.

All the lived memories created by emotions eventually become the long-term memory, enabling us to either remember or forget them. Fears or traumas are kept within the subconscious and can appear in dreams, and imagination is represented as a huge world where anything is possible. Most of these aspects of our mind are heavily influenced by emotions, as reflected in the film, and will also be implemented within some of my proposed activities.

However, the most important aspect which I would like to address is how the movie portrays the end of childhood. This moment is crucial in our lives and certainly a complicated one when experiencing it, full of physical and emotional changes, which can be difficult to control. It is the time to turn the page, to leave the innocence of childhood behind and commence the difficult road towards adulthood.

To do this, we need to learn how to manage our emotions in order to know how to act according to the situation, how to interact with others as socialisation becomes more important and how to create our own vision of reality. Our emotions stop acting individually and mix with each other to create new ones, just as it is showed at the end

of the film when Joy and Sadness work together to create a memory of melancholy which results in Riley's return back home.

To complete this final section of the theoretical framework and begin explaining my intervention, I would like to finally address the second most important aspect of the film: its message.

It is true that we need to experience our emotions in order to understand ourselves and everything surrounding us. Because of this, the message is more than clear: do not hide any emotion.

In the film, Sadness was not understood by any of the emotions and was considered a threat for Riley, but in reality it is as functional and needed as the rest. Even though it is responsible for the negative feeling that is pain, it also helps us surpass it and heal ourselves, especially with help from others. We do not flee from pain anymore; we express it and allow ourselves to be helped with love and care.

Each one of the emotions has their own importance for us, and repressing just one of them can have drastic consequences. Therefore, we need to learn how to control and express them adequately, we need to develop our emotional intelligence, and emotional education is the best answer.

## **5. DESIGN OF THE ACTING PLAN**

Now that the basic theoretical characteristics of emotional intelligence and emotional education have been clarified, I will now dedicate this chapter to describe and portray my own planned proposal for English teaching using *Inside Out* as its main resource.

As I have previously stated, this intervention has been designed to ensure the development and improvement of the emotional competences which emotional education aims to achieve, while utilising the English language as a means of communication and learning support during the process.

This intervention serves as an example of an implementation of emotional intelligence in the learning of a specific school area of the 6<sup>th</sup> year of Primary School, even though it can be applied to any other subject with the corresponding modifications.

Besides, we should consider the particular emotional characteristics of the students as every one of them is unique and different in their own way.

With this idea in mind, this proposal has been planned for students of the 6<sup>th</sup> year of Primary School whose characteristics will be detailed in the following section. The objectives, methodology and materials of the planning will be explained right after, followed by the general design and its assessment.

Lastly, I will share my personal reflections about the intervention and possible improvements which it may include.

## **CHARACTERISTICS OF THE STUDENTS**

Even though I have mentioned the need of considering the features of each child during the learning process, I will now describe the characteristics which are more common in children of the 6<sup>th</sup> year of Primary School according to several authors (Palacios, J., 2000; López, F., 1999).

Children at this age start to develop a greater comprehension of themselves and their own competences. They slowly become more self-critical when they see themselves in a more realistic way, discovering their weaknesses as well as their strengths; they usually compare their abilities with those of the rest and their self-esteem is affected by it.

The more they value and consider themselves as competent and useful, the greater their emotional maturity will be and the happier they will feel with themselves and with their friends. However, any feature which they could see as a social problem (obesity, height issues, facial characteristics...) can severely deplete their self-confidence.

They also become more responsible of their actions and how they affect their life. They feel stronger, greater and wiser than younger children, so they start to prefer to be considered as adults from then on.

The most important element of this period is the great emotional change these children suffer as they initiate pre-adolescence. They become rather sensitive and everything affects them, even stimulus they were initially not aware of. They can be serene and affectionate at a time but then turn insolent or apathetic due to the slightest change.

Furthermore, they also start to understand the behaviour of others and how they may react before their own actions. Therefore, they begin to develop a greater control of their emotions in order to determine their attitude according to the situation. In other words, they are now more careful when expressing their emotions to others in order to achieve a greater social interaction.

Making friends and interacting with others gain more importance than before, to the point that the group of friends becomes the main source of influence. Children now not only enjoy company, but they also use it to learn from it. However, it is difficult for them to make new friends, they become more demanding with theirs and losing just one affects them greatly. Because of this, groups of friends are slowly reduced.

Seeing how emotionally sensitive and demanding these children are, we can assume that most of the negative aspects which I have described before (stress, lack of attention, fears, depression...) could be rather harmful for their emotional state depending on their intensity. A great development of the emotional regulation and an adequate guidance in the process are the best solution if we want our youngsters to be confident on themselves, respectful to others and ready to live from this moment.

With all of these aspects considered, I have decided to propose an educative intervention for a hypothetical group of students who would share these characteristics. Some pupils would have a greater emotional development than others. Thus, there would be some individual groups of friends already created while some children would tend to be alone due to their difficulties to interact with others. They would usually work well in class and they would participate with great enthusiasm, even though there would be difficulties when creating groups.

I will use this group of my invention as an example for my proposal so, in case it is implemented to other students, I suggest adding the appropriate modifications to it.

## **OBJECTIVES**

The main objectives which I have proposed for my intervention are mainly based on the aims of Emotional Education and those planned for the English area, even though they are of my own invention. With this idea in mind, children who participate in this proposal will need to achieve the following objectives:

First of all, they would have to recognize, understand and control their own emotions and behaviour with the intention of giving suitable emotional answers to certain conditions, being aware of their own capacities in order to perform each task with complete autonomy.

Not only they would need to understand their emotions, but also those of their partners and friends, as they would also have to improve their communication and social skills to create positive interactions with them, to cooperate with them in each activity and also to be respectful and understandable towards them.

Related to the communicative aspect, they would also have to become capable of solving conflicts peacefully and by reaching an acceptable agreement for everyone, in order to prevent the appearance of harmful emotional states such as depression, stress or insecurity.

Finally, considering the fact that this proposal is designed for the English subject, they would also need to utilise the English language as a means of communication and as a practical source of emotional expression. Using this language would imply to listen and comprehend oral messages, interact with others, write varied texts and comprehensibly read simple passages in the English language.

## **METHODOLOGY**

The most important aspect to be considered during the entirety of the intervention is the individual characteristics of the students: their interests, their behaviour, emotional needs, previous experiences and knowledge, their own way of learning, etc.

Being the main actors of their learning process, the proposal and the development of the activities can be heavily affected by them. As a result, for this intervention I recommend following an individualised method of teaching which takes these aspects into consideration to allow the students to direct their own learning according to their own capacities. This is the best way to enable them to know their own emotional skills and to plan strategies to practice them adequately.

Furthermore, and as I have stated beforehand, these features are the basis of the different proposed activities that allow a closer and affective interaction between the students and their teachers.

The teacher shall have the responsibility of creating motivating exercises and learning environments where students regulate their emotions and communicate with each other. He/she guides and assists them in the process rather than just providing contents.

The necessity of communication between students requires the implementation of educative methods which permit social interactions and teamwork where emotional intelligence is put into practice. Therefore, the best educative methods which can be implemented in this intervention are the Competency-based language teaching and the Cooperative method.

On the one hand, the first methodology asks the students to decide which of their competences are useful for them in each educative situation. Considering the fact that emotional education requires students to learn how to use their emotional skills according to the moment of use, this method is the most appropriate for it.

On the other hand, communication is the basis of the cooperative method in which students are required to work together to fulfil the different tasks. Mutual respect, empathy and social interaction are some of the key emotional skills needed to cooperate.

Lastly, most of the activities planned for this proposal would be of a practical nature, because both emotional intelligence and the use of the language are competences which are best developed with constant and useful practice.

In other words, the best way to develop these aspects is by making the students interact with each other in different social situations, as they would have to utilise the language and control their emotional behaviour according to the context of communication. I recommend the Task-based language teaching method for these activities.

The educative utilisation of the film *Inside Out* will be described in the following section, dedicated to resources and materials.

## **MATERIALS AND RESOURCES**

As I have previously indicated from the beginning of the present work, the film *Inside Out* is the main educational resource to be implemented in my proposal. All the sessions and activities planned for the design are based on some of the most important scenes of the movie in which key elements of emotional intelligence are present (characteristics and functions of emotions, behavioural changes in certain situations, consequences of a bad emotional regulation, etc.). The five trailers of the film which explain each emotion will also be used in one of the activities.

These scenes would be played at the beginning of each session, together with some initial questions about each emotional aspect portrayed, as an introduction to the topic of study. We will see if the students have previous knowledge of them or, on the contrary, we will give them an initial impression of each concept and reality to ensure its later comprehension during the course of the activities.

Furthermore, considering the fact that the English level of the students would not be developed enough to completely understand the dialogue of the characters, I recommend to turn the English subtitles on if necessary or, better yet, to assist the students with simpler explanations.

For the most part, not many more materials would be needed for this intervention, because as I will explain later in more detail most of the activities are designed in a way in which most of the materials will be created by the students themselves (written texts which will later be read together, opinions and reflexions about certain emotions and actions...).

In case these materials are not useful enough, I will include examples of worksheets in the annex which can be implemented.

Some activities would require research from the students, so any resource which can help in this process such as computers with internet connection, dictionaries and books of the specified topics will be needed as well.

## **MAIN DESIGN**

As a starting point of the design, there is one important aspect concerning the activities which shall be considered in depth, and it is the fact that I have planned this intervention for the students to practice all the English communication skills they have achieved and improved during the school year. Therefore, I highly suggest performing it within the last sessions of the final quarter, as it should be by this time that the students have developed most of the basic skills in English communication and expression.

Concerning the didactic sequence, I will dedicate most of the initial sessions to the introduction, study and reflection of the chosen scenes from the film. In most of them, I will commence with introductory questions about each of their topics followed by the projection of the corresponding scenes and their analysis, all of this in the form of a routine activity of about 10 minutes.

As for the rest of sessions, I will dedicate them to the activities in which all of the learned emotional concepts and skills are put into practice by the students, finishing each session with a group sharing of the experiences lived. Everything shall be explained and performed in English to ensure the practicing of the language.



Concerning the number of sessions, I will perform this intervention in at least 8 sessions of 50 minutes each. With that being said, I will perform my didactic sequence as follows.

## **SESSION 1**

This first session would be dedicated to check the previous knowledge of the students about emotions, as well as the situations in which they can appear.

We would start with the routinely initial questions. We would ask our students about moments in which emotions can surface with examples (How do you feel when your football team loses? How do you feel when you are with your friends? etc.).

We would also ask them if they have previously seen the film and, in case they did, what they know about it.

Then, we would continue with the projection of the first minutes of the movie, dedicated to the presentation of Riley's five emotions during her growth. During its screening, we will encourage our students to explain each emotion to see if they have understood how each emotion works and in which situations they have appeared. Following this presentation, we would begin the activities:

### **Activity 1: How do I feel?**

I suggest beginning this activity with a brief revision of the basic emotions and sensations which we feel, together with their stronger variations (happy-delighted, angry-furious, frightened-terrified, sad-depressed and disgusted-annoyed) in order to enrich this activity with more English vocabulary.

All the students will participate in a group exercise in which they will express how they feel under different conditions (for example, playing computer games, having an argument with a friend, seeing that someone has something they do not have...). We will state different settings or actions and we will ask our students how they feel in each of them. We will encourage their partners to give their opinions about each answer and give recommendations in case negative emotions emerge.

### **Activity 2: Share your emotions**

This activity is a more individualised variation of the previous one, as now we will leave our students, divided in groups, to create emotional situations, ask each other how they feel in each one and discuss about them. We will meanwhile observe their behaviour and interactions while assisting them. They will always have to use the English language.

*Tip:* I suggest mixing the students when creating the teams so we can have children of diverse characteristics in each group. In this case, mixing extrovert children with those who are not will need, on the one hand, encouragement for the extrovert ones to motivate the others and, on the other hand, for the introvert to participate more.

### **Activity 3: Emotions have functions**

We will explain or remind our students the functions of each emotion described on the film. Then we will divide them in at least five groups, one for each emotion, and we will ask them to propose together emotional situations in which each emotional function takes place; they will later expose them to the rest of their classmates.

For example, the group of Fear would have to describe frightening or dangerous events; the group of Joy, joyful situations in which they feel happy; etc.

We will make sure that everyone participates and cooperates with their partners.

### **Activity 4: The forgotten emotion**

We will tell our students that there is another emotion which does not appear in the film: surprise. We will ask them if they have ever felt it and in which situations it can appear. We will briefly discuss why it does not appear in the movie and ask them to imagine how it would look like if it were to be a character and draw it. We can do this activity either by letting the students say different features individually to make a character with all of them, or by dividing them in groups where each would create their own.

At the end of the session, we would ask the students to share their feelings about the activities and discuss what we have learned from them.

Listening and speaking are the English skills which will mainly be worked in this first session.

## **SESSION 2**

In this session we will learn how emotions affect our memories and personality when put into action. The initial questions should focus on revising previously learned concepts while trying to relate them to the topic (for example, did you feel happy at any moment in your life?).

As for the projection of the film, we will play the scenes which show how the emotions create and store Riley's experiences to make her memories and personality.

### **Activity 1: a look to the past.**

After explaining to our students, with the assistance of the film, how our emotions and our memories are linked, we will talk about invented examples of past experiences in which certain emotions are felt. These examples are invented so our students are not obliged to talk about their own experiences, which could be too personal for them to be shared.

All of these past situations are related to events which would lead to be happy, sad, angry, disgusted or afraid at something in the future. The students would have to say the emotion felt in each past situation and guess what would happen in the future.

For example: tasting an ice cream for the first time makes you happy/disgusted, and in the future you will like/dislike it. Seeing a monster scares you, so in the future you can be afraid of monsters.

We will develop the listening and speaking skills in this activity.

### **Activity 2: share your interests.**

In groups, we will have our students talk about their personal interests, the reasons why they have them and how they felt at the moment in which those interests appeared. They will have to make a list with all of their interests which they will later present to the class.

As a variation, we will ask them to do the same with other characteristics (fears, things which make them angry, sad or disgusted...). Speaking and writing are the English skills which we will develop in this activity.

### **Activity 3: free writing.**

We will ask them to write a free essay in which they will briefly write what they know about emotions, an example of an emotional situation and a past experience. They will share their writings with the rest of the class.

We can mix them among the students and ask them to check the writings of their partners, then read them and give their personal opinions about them.

In this activity, we will develop the writing and reading skills of the students.

At the end of the session, we will once again ask the students to share their feelings about the activities and discuss what we have learned from them.

## **SESSION 3**

We will not use the film in this session in order to dedicate it to focus on the improvement of the students' capacity to think about the feelings and emotions of others and resolve conflicts.

We would start asking our students about how they felt working with their new partners in the different groups (if they missed their friends, if there was any kind of problem and if they managed to solve it, etc.). After these initial questions, we would begin the activities:

### **Activity 1: think about the others**

All the students would participate in this activity in which we will propose several situations which can emotionally affect the students (laughing at X partner, breaking something which belongs to him/her, inviting him/her to play or go out, tell someone his/her secrets, etc.).

For this activity, we would ask each child how one of their classmates would feel in each of those situations and why they would feel that way. We would also

encourage them, if the situation proposed is negative, to find a positive alternate solution to it.

For example, breaking something which belongs to a friend causes him/her to feel angry/sad and we need to find a positive solution to it, such as apologizing for breaking said belonging or trying to fix it.

They will have to write their answers and then show them to the classmate they have chosen, so he/she checks them.

The writing and reading skills will be developed in this activity.

### **Activity 2: what conflict can these solve?**

In this activity, we would show our students a chart (added in the annexes) which includes several techniques to solve conflicts which can appear in different situations. We would place that chart in a visible spot of the classroom.

We would divide our children in groups and ask them to make a list of events in which each of the solutions can be applied. They would later share their answers with the other groups. We will encourage them to follow these techniques every time a conflict appears in class.

For example, the technique "take turns" can be used in a discussion where the speakers are not respecting their speaking time or when several people are trying to use the same object (a book, a toy, a remote...). The technique "say please stop" can be applied when someone is acting in a way which is uncomfortable to others.

The writing and reading skills will be developed in this activity.

### **Activity 3: recreate a conflict**

In this role activity, we would divide our students in groups and each team would have to perform a conflict in class with its solution. We would tell each team the issue to be solved and their roles, but they will have to create their own solutions. After a short time of deliberation and individual practicing, each group would play their performances to the rest of the class.

Example: a teacher asks a student a question but he does not answer, some of his/her classmates try to help him/her while the others make fun of him/her.

Listening and speaking are the English skills developed in this activity.

We would finish the session with the same sharing of opinions as that of the previous sessions.

From this session onwards, I suggest taking advantage of every conflict which may appear in class to allow the students to put what they have learned into practice.

## **SESSION 4**

We will show the students the scenes of the film in which Riley and her family move to a new home and how her emotions react to each change, paying special attention to all the reactions which the protagonist has in difficult situations.

### **Activity 1: practice what you have learned.**

After watching the scenes, we will ask our students about their opinions towards Riley's reactions and behaviour. We would try to make them remember all the tips we have learned about solving conflicts and finding solutions to difficult conditions so our children try to create their own for each issue.

To do this, we would ask our students how they would feel in each situation and how they would react in order to keep calm and positive. We would also ask their classmates how they would feel about the reactions of their classmates and how could they help them.

### **Activity 2: learn to tell your problems.**

One important problem which Riley has in these scenes is that she does not tell her parents or best friend how she feels about her new home and school. We would utilise this to teach our students to express their feelings and, when doing so, in an affectionate way.

To do this, we would divide them in groups and tell one of their members an emotional problem which he/she has to simulate. This student will then say it to his/her teammates and ask for assistance and advice.

Meanwhile, his/her teammates would have to show respect and empathy towards this child and try to find solutions to his/her problem. Once they have finished, we would tell a different problem to another member of the group and the roles would change.

We will develop both the listening and speaking skills in these first activities.

### **Activity 3: I am not that bad!**

Just like Riley in these scenes, we all commit mistakes and sometimes behave with a bad attitude. In groups, our students would have to make an anonymous list of not too personal mistakes or bad reactions which they committed in the past. Once they have written them, the lists would be swapped between the groups. The students would have to find solutions to each mistake and bad behaviour while being respectful with each case, even though they would not know the owners of each list.

Writing, reading and speaking are developed with this activity.

### **Activity 4: I solve my own problems.**

We would ask our students to write individually a brief text in which they would explain an emotional problem and write possible strategies to solve it. The said issue does not have to be too personal; in the possible case in which they do not have an important problem at the moment, they can create one which could happen to them. This writing can be asked for homework if there is no time left. We would evaluate the writings as part of the final assessment.

This activity only develops the writing skill. We would finish the session with the same sharing of opinions as that of the previous sessions.

## **SESSION 5**

In this session we will play some of the last scenes of the film in which Joy understands the importance of Sadness for Riley and the reconciliation of the young girl with her parents. After watching them, we will ask our students if they have understood what has happened and explain to them how important each emotion is with the assistance of what has happened in the film.

### **Activity 1: guess the message of the film.**

Now that we have watched some of the most important parts of the film, we would ask our students to try to explain its message. We would divide them in groups where they would deliberate and cooperate to write their own vision of the message, which has to be justified. After some time, they will share it with the rest of the class. We will assist them in case any of them has not guessed it.

The reading and writing skills are developed in this activity.

### **Activity 2: new emotions.**

At the end of the film, Joy and Sadness create their first combined core memory and, from then on, all of the emotions cooperate together to create more. We would explain our students that this process creates more complex emotions and feelings as a result and we would show them a new chart which shows the combined feelings created by each pair of emotions (included in the annex).

Divided in groups, we would ask our students to try to explain the meaning of each feeling with the use of dictionaries or the Internet if possible. They would have to explain them with their own words and give examples of situations in which they can appear.

Reading and speaking are the English skills developed with this activity.

### **Activity 3: alternate ending.**

We would ask our students to write an alternate ending to the story, where they would have to include what they think would happen if Riley were to leave San Francisco and return to her home or if something else would happen. When doing so, they would have to describe not only what would happen to her, but also how she would feel in each situation and why. They would later read it to the class.

We will utilise this activity to develop their writing and reading skills.

We would finish the session with the same sharing of opinions as that of the previous sessions.



## **SESSION 6**

This session would be dedicated to introduce our students to the reality of the adolescence which they will soon experience in their lives. We would start by asking them questions about what they think about teenagers, if they know any of them and about what they expect to be in the near future. We will also remind them of some of the last scenes of the film (they can be played if needed) in which the emotions start cooperating together to form new memories and personalities.

We will not explain in further detail what adolescence is to the students. Instead, they will have to discover it with a research activity planned for this session.

We will divide our students in five groups and we will ask them to create a small presentation about the teenage years. All the groups would have to investigate about the basic characteristics of teenagers; however, each group would also focus on one of the studied emotions and how they think they would appear during that age.

I suggest giving the students some time to prepare the presentation as they would have to present it in the following session. If they do not have time to finish it in class, we should allow them to finish it at home. During their presentation, they would also talk about how they felt while doing it and how they solved their conflicts if they appeared.

If the next session is scheduled the day right after this one, we can instead perform the activities of session 8 and leave this activity for the following day. The more time the students have to prepare the presentation (a weekend for instance) the better.

## **SESSION 7**

As I have previously mentioned, this session would be focused on the presentations of the students about adolescence and the emotions during this time. We would check that all the students have participated in both their making and portrayal, that they help each other when difficulties appear, and also their use of English and their speaking skills. These presentations would be taken into consideration for the final assessment of the students.

## **SESSION 8**

This session would consist mostly of activities and games in which the students would practice all the emotional skills which they have learned throughout the intervention.

### **Activity 1: rumours.**

This activity consists on a reading exercise in which the students would have to read a story about some very good friends whose relationship has been compromised due to a false rumour. We would ask each student to read each part in turns.

Then, we would discuss about the situation and how false stories that are spread around by people can be very damaging to their victims. We would also ask them how they would solve this type of situation. This part of the activity focuses on the listening and speaking skills.

Considering that this story is not finished, we would ask our students to write a good ending in which a solution has been reached. They would work in groups for this, where they would put their writing skill into practice.

### **Activity 2: action chart.**

This individual activity consists of a chart to be completed by the students. They would be asked about the activities which they usually do every day, how they feel about them, what motivates them to do them, the effort they put in them and what they obtain as a result. Once they have completed the charts, we can share them and deliberate about them together. Writing and speaking are the English skills worked in this activity.

### **Activity 3: listen to the emotions.**

In this listening activity, we would play the five presentation trailers of each emotion from the film, which were created before its release. In each video, each emotion is briefly described and the students would have to write everything which they understand from it. The more they understand and write, the better. We would later check the exercise together.

#### **Activity 4: emotional worksheets.**

This activity includes several worksheets about emotional skills in which the students can work individually or in pairs/groups to complete them. Most of these worksheets are related to the previous activities: to differentiate emotions, to say how you or a friend would feel in different situations, say positive solutions to negative situations...

I have included all of them within the annex and I suggest including them in other previous sessions in case there is some time left or the other activities could not be performed.

## **ASSESSMENT**

As I have previously explained, some of the previous activities and the presentation would serve as part of the final assessment of the emotional and English skills of the students. Thus, we would pay special attention to what we have analysed and observed from their performance and practice in these series of exercises.

In a higher level of importance, we would ensure that the proposed objectives have been accomplished during and after the teaching process. Otherwise, we would have to implement the necessary modifications and adaptations to either our chosen sequence or the methodology implemented, in order to improve our intervention and the achievement of the objectives.

The best form of assessment which, in my opinion, can be utilised for this proposal is the Direct Observation, because the only way to recognise the emotional evolution and the practicing of the emotional competences of the students is by observing them in detail during the course of the classes.

We would focus on how they express their emotions, how they interact and cooperate with others and how they develop their use of the English language with more autonomy. All of this should be compared with the information of each student which we previously obtained throughout the rest of the school year.

We can help ourselves with an assessment chart in which we would write our own observations and the different attitudes of the students. An example of this chart is included within the annex.

Furthermore, I highly recommend every teacher who wishes to apply this intervention or any other under the emotional education to do a self-evaluation of their own performance and behaviour during the intervention. The attitude they portray towards children would determine the reactions and emotional state of their students, which would affect their learning progress and their personal vision of themselves. Because of this, they need to take special care of their actions in the classroom.

## **6. OBSERVATIONS**

Now that I have described my proposal, I would like to share my personal opinion about it before reaching my final conclusions. Despite the fact that I have already mentioned several issues concerning this intervention, I find it necessary to explain them in farther detail.

For instance, the most important problem which I find in this sequence of activities is the fact that their performance depends greatly on the emotional characteristics of the learners and the attitude of the teachers who implement them. Some of my proposed activities could last from just 10 minutes to even half or most of the sessions. It all depends on how the students behave and how interested they are during the activities, while teachers should be concerned on motivating them and create learning environments fitting to their emotional state.

For that reason, I suggest implementing and sequencing each session according to the students' characteristics and the available resources, even though I have chosen to follow my own sequence. It is also required to implement certain modifications when performed with determined children, depending on their particularities. All of these changes would be necessary if we wish to obtain acceptable results.

Despite all of the adjustments which can be done in this model, the role of the teacher shall always be that of an affective and understandable educator who

understands each student, who knows their own emotional and learning characteristics and skills, who knows how to motivate them, who can create secure and interesting learning environments adapted to them and, most importantly, who is capable of establishing positive interactions with them. Trust, security, empathy and guidance are important skills which every teacher should have when teaching emotional intelligence, as they heavily affect both the learning and the emotional life of the students.

Even though it is needed to implement several adaptations when performing this model with different children, I believe that the activities included in this model take the emotional characteristics of the students into consideration and allow them to put their emotional skills into practice, while at the same time they have the opportunity to interact with their classmates and improve their social competences within a motivating and practical learning environment.

## **7. FINAL CONCLUSIONS OF THE PROJECT**

Now that we have reached the end of my Final Project, I wish to express my satisfaction with its final result, as I believe that I have managed to accomplish the objectives which I proposed at the beginning of the present work.

It has helped me to acknowledge the great importance which emotions have, not only for the personal development but also for education. Even though I was already aware of this reality, I was not certain of its huge impact until now, thanks to all the useful information I have compiled.

Moreover, I have also discovered from this experience that my teaching skills could improve a bit more, considering that I still lack certain competences related to emotional education which I would eventually need for my future interventions. Seeing how emotional intelligence influences each one of us certainly intrigued me.

However, I must admit that what really caught my attention and led me to create this project is the film itself. One of the aspects which interested me the most in Education was the utilisation of digital and audiovisual sources for educative means (films, TV shows, even videogames sometimes), mainly because of how they motivate the students during the learning process.

However, in recent years and as I have explained before, these resources are now somewhat scarce while others mostly focus on just entertaining children and distract them rather than teaching useful morals. No material has caught my attention as much as *Inside Out*, as it has cleverly and amusingly portrayed the reality of emotions and the amount of changes they create when we grow up. It is simple enough to be understood by children and to make them realise how important emotions are for their development.

For this reason, I found it necessary to implement this movie within the educative programs of the schools as a practical resource of emotional education, and I hope that the acting sequence of activities which I offer in the present project not only provides an example of it for its later implementation or improvement, but a resourceful program as well which can be utilised for the teaching of the vital aspect that is emotional intelligence.

That being said, I would now like to finish this project by giving my most honest gratitude to all the teachers who, throughout my life, have guided and assisted me during my development, and who have also encouraged me to strive and fulfil all of my objectives. Thanks to them, and especially the assistance of my tutor, this work has been possible.

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## 9. SUPPORTING SOURCES

This section includes several books, materials and sources dedicated to emotional education and the film which I consulted for the creation of my acting plan. Even though I have not included them as direct references, as I did not use their own educational techniques and methods, they were an important source of inspiration for me, hence my need of including them here.

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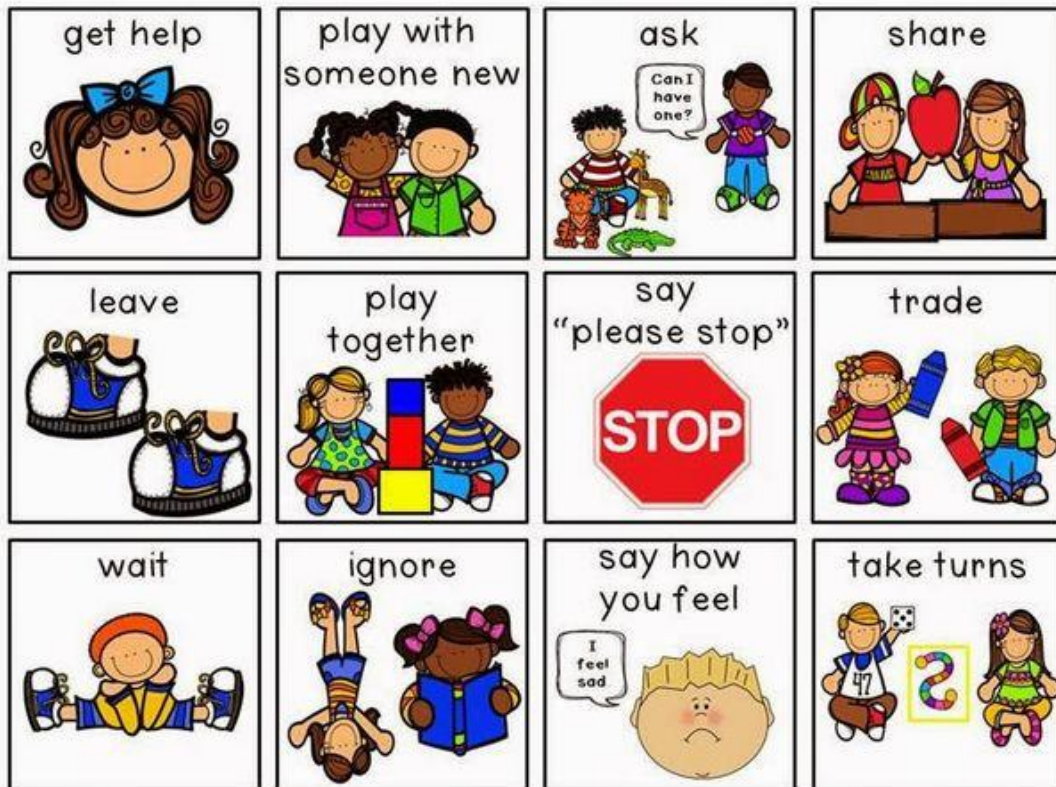
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# **ANNEXES**

**ANNEX 1: SESSION 3, ACTIVITY 2. CHART OF THE CONFLICT SOLVING TECHNIQUES**

# Problem Solving Techniques

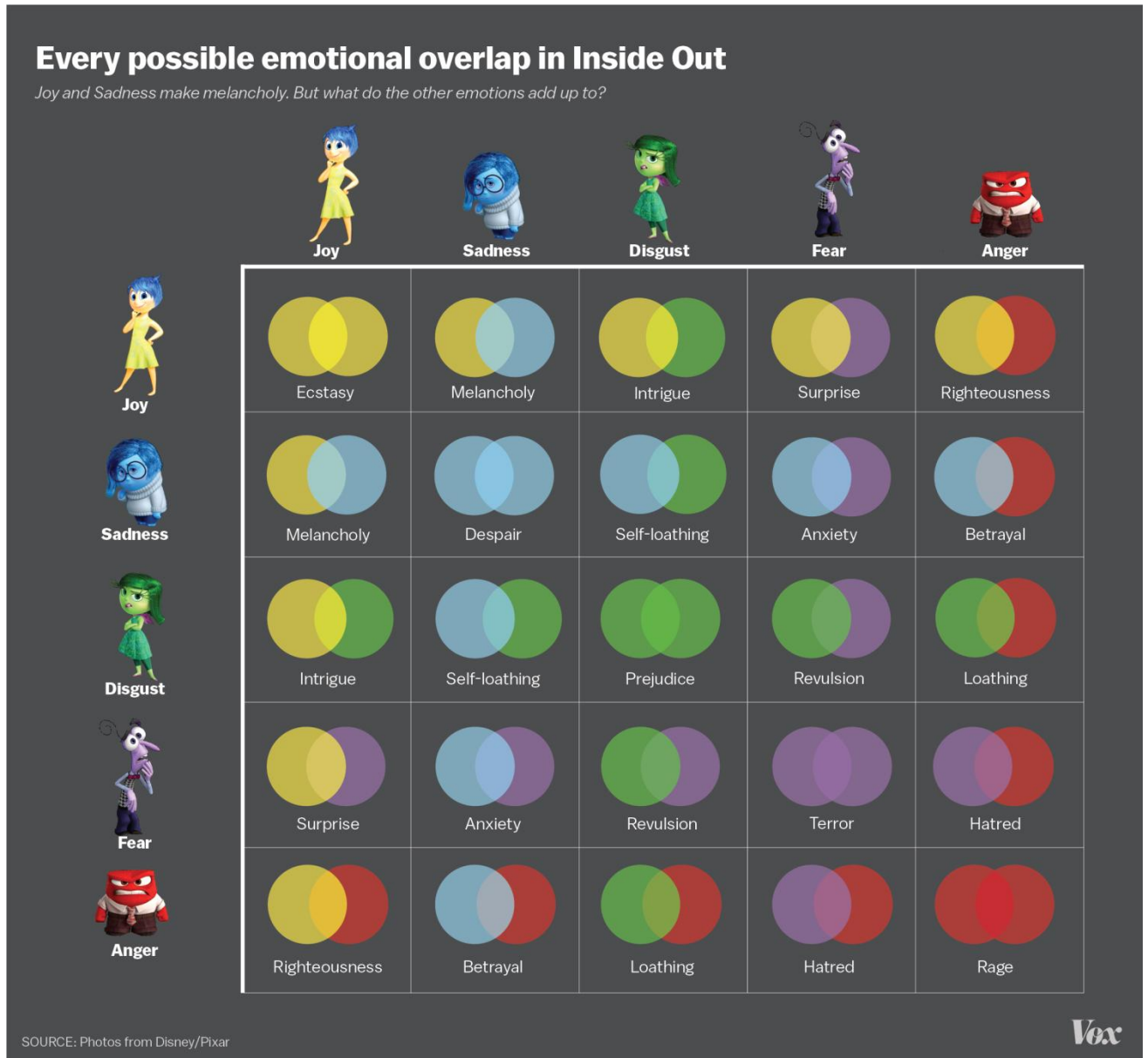
- Posters to Support Problem Solving -



Pocket of Preschool

Source: <https://es.pinterest.com/pin/55169164162385429/>

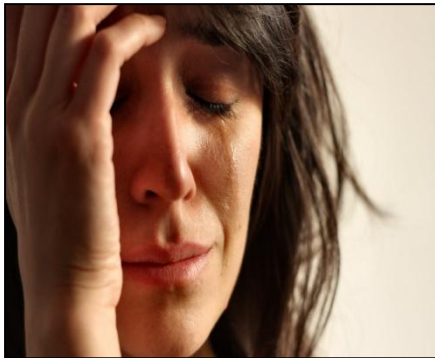
## ANNEX 2: SESSION 5, ACTIVITY 2. CHART OF THE EMOTIONS



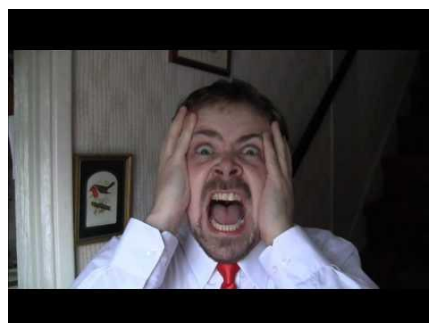
**Source:** <http://www.vox.com/2015/6/29/8860247/inside-out-emotions-graphic>

## ANNEX 3: EXAMPLES OF OPTIONAL WORKSHEETS

- **Distinguish the emotions of these people.**



- **Now do the same with the stronger emotions and match them with the normal ones.**



**• How do you react to these situations?**

<u>SITUATION</u>	<u>EMOTION</u>
1. Your football team wins a match.	
2. Your friend takes your pencil without your permission.	
3. Today you have fish for lunch.	
4. Your classmate laughs at you.	
5. You lose something important to you.	
6. Your friend wins the lottery.	
7. You do not have enough money to buy an awesome videogame.	

**• Now choose a friend/classmate. How do you think he/she reacts to these situations?**

<u>EMOTION</u>
1.
2.
3.
4.
5.
6.
7.







• WRITE WHAT YOU LISTEN ABOUT EACH EMOTION.



- **READ THE TEXT AND DISCUSS.**

## **THE RUMOUR**

Ana, Laura and Juan are students from the 6<sup>th</sup> year of Primary. They have been very good friends since they started Childhood Education. They even usually meet and go out in some weekends to have fun.

One day, when Ana was on her way to school, she believed to have listened to Juan criticising and laughing at Laura with other classmates just because she wears glasses.

Ana was very surprised because she did not expect that, and after valuing what she had to do, she decided that she had to tell Laura that Juan was mocking her.

Despite believing that she had made the right decision, she did not feel well because she had the impression that she had somehow betrayed Juan.

It has been three days and the three friends are disgusted:

- Laura is annoyed with Juan because he has criticised and laughed at her.
- Ana is annoyed because she does not know if it was correct to say what she listened.
- Juan does not understand the change of attitude of his friends towards him.





- **MAKE A LIST OF MISTAKES YO COMMITED IN THE PAST.**

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**• SAY SOLUTIONS TO THE FOLLOWING SITUATIONS.**

- **Your friends are shouting to each other.**

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- **Two of your classmates are fighting to each other.**

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- **One of your friends cries because he/she has failed an exam.**

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- **Your brother/sister/cousin does not want to eat his/her food.**

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- **You broke a jar and your parents are angry at you.**

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- **You forgot to do your homework.**

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- **A stranger tries to talk to you.**

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- **An angry dog is chasing you.**

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○ **MAKE A LIST OF PROBLEMS AND FIND SOLUTIONS TO THEM.**



PROBLEM	SOLUTION

- **WRITE POSITIVE THINGS ABOUT YOU.**



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- **WRITE POSITIVE THINGS ABOUT YOUR FRIENDS.**

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## **ANNEX 4: EXAMPLE OF ASSESSMENT CHART**

Skills and competences	Insufficient	Regular	Sufficient	Good	Very good
<ul style="list-style-type: none"> <li>• Understands and manages his/her own emotions and capabilities.</li> </ul>					
<ul style="list-style-type: none"> <li>• Knows how to regulate and manage his/her emotional reactions in each situation.</li> </ul>					
<ul style="list-style-type: none"> <li>• Understands the emotions of others to show empathy and respect towards them.</li> </ul>					
<ul style="list-style-type: none"> <li>• Participates in all of the activities proposed with interest and motivation.</li> </ul>					
<ul style="list-style-type: none"> <li>• Cooperates with his/her teammates and assists them when they ask for help.</li> </ul>					
<ul style="list-style-type: none"> <li>• Interacts with his/her classmates in a positive and productive social way.</li> </ul>					
<ul style="list-style-type: none"> <li>• Knows how to utilise the resources at hand to investigate and improve his/her knowledge.</li> </ul>					
<ul style="list-style-type: none"> <li>• Knows how to solve different conflicts in and out of the classroom.</li> </ul>					
<ul style="list-style-type: none"> <li>• Comprehends the information received from oral sources and uses it according to the task.</li> </ul>					
<ul style="list-style-type: none"> <li>• Comprehends the information received from written sources and uses it according to the task.</li> </ul>					
<ul style="list-style-type: none"> <li>• Is capable of expressing his/her emotions and interests in the English language, both orally and written.</li> </ul>					