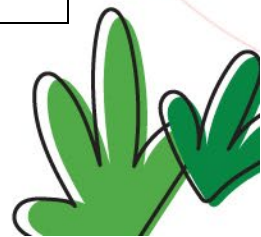
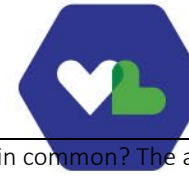




## A GOOD TALK FOR YOU AND ME

<b>Introduction</b>	For the students to perceive that conflict is accompanied by feelings and that the ability to be aware of feelings can have a constructive effect, appropriate conversational behavior must be practiced with each other. This includes the will and the ability to listen actively. This willingness is promoted when the young people experience that their interests and needs are not neglected, that they are also heard.
<b>Objective / teachers' goal</b>	Being able to present one's own feelings Being able to listen and ask questions
<b>Relation to competence framework</b> <a href="#">INTRODUCTION TO THE VITALITY COMPETENCE FRAMEWORK copy (vitalityforthefuture.eu)</a>	Understanding mental health Competence in analysing health needs Capacity building and intervention
<b>Dimensions (check the dimensions and related aspects below)</b> <input type="checkbox"/> Bodily functions <input checked="" type="checkbox"/> Mental wellbeing <input type="checkbox"/> Meaningfulness <input type="checkbox"/> Quality of life <input type="checkbox"/> Participation <input type="checkbox"/> Daily functioning	
<b>Materials</b>	Each Student has a sheet of paper (A4) and a pencil
<b>Approach</b>	<p>Exercise 1: We create a conflict landscape The students describe a conflict they have experienced on a map. - Who was involved in the conflict? - When and where did the conflict take place? What was the conflict about? What did the people involved do? Why did they do it? How was the conflict resolved? Alternatively, the conflict can be painted on. Then name the card or the picture.</p> <p>The cards are placed in the middle of the circle of chairs. The cards can now be arranged thematically (e.g., according to the reasons for the conflict). The landscape should not be discussed. The students should only look at and visualise what conflict experiences they all have.</p>





Then they can discuss what the conflicts have in common? The answers should be written down in keywords and placed in the middle of the landscape.

Before talking to the whole group, smaller groups can discuss "typical" conflicts.

#### Exercise 2: Emotional pantomime

The students go together in groups of 4 to 5. The groups each get 10 pieces of paper on which feelings are named (feeling lots).

Everyone in the group draws a feeling lottery ticket.

In turn, everyone acts out the emotion they have drawn without speaking.

The other group members guess the corresponding feeling and pay attention to facial expression, movement, and posture.

Afterwards, the group discusses together: Are there typical expressions for certain feelings?

#### Lucky tickets:

happy

sad

anxious

angry

proud

excited

frustrated

bored

offended

helpless

#### Exercise 3:

The marketplace of emotions

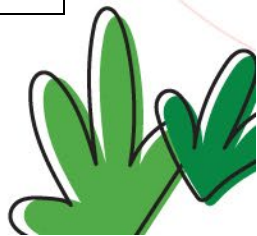
the following scene is acted out:

You are strolling around a market and meet an acquaintance.

You greet each other in different moods.

You make your feelings clear with your body and voice.

Emotional states are: You are in a good mood, you are sad, you are angry, you are surprised, you are bored, you are anxious, you are curious, you are insecure, you are happy, you are embarrassed.





	<p>Two students at a time act out the scene for the group: They shake hands and greet each other in the corresponding emotional state:</p> <p>After several scenes, the group exchanges ideas in plenary:</p> <p>Which feelings are easily confused? Which feelings could be easily recognised? Which feelings were easy to portray?</p>
Type of activity (workshop, assignment, quiz, debate, presentation, etc.)	workshops
Duration	4 hours
Final goal (learning outcome)	To be able to recognize feelings from each other more easily





<b>Dimension/Aspects</b>							
<b>Bodily functions</b>	Feeling healthy	Fitness	Complaints and pain	Sleep	Food	Condition	Exercise
<b>Mental well-being</b>	Remember	Concentrate	Communicating	Being cheerful	Accepting yourself	Dealing with change	Sense of control
<b>Quality of life</b>	Enjoy	Being happy	Balance	Feeling safe	How you live	Get by with your money	Feeling comfortable with yourself
<b>Social participation</b>	Social contact	Be taken seriously	Doing fun things together	Belonging	Doing meaningful things together	Support from others	Interest in society
<b>Daily functioning</b>	Taking care of yourself	Knowing your limits	Knowledge of health	Dealing with time	Dealing with money	Being able to work	Being able to ask for help
<b>Meaning</b>	Meaningful life	Zest of life	Wanting to achieve deals	Have confidence	Accept	Gratitude	Keep learning

