DA #8

Italy

A Tangle of Emotions

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An idea from:

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Age: 3-4 years

Keywords: #emotions #images #GIF #movement #QR Code

Key question: *Can digital media help us 'capture' our emotions?*

General objectives:

- foster children's understanding of their own feelings and those of others
- learning to manage one's emotions, recognising them and then knowing how to deal with them

Time: 4 activities with different durations for a total of approximately 2 hours

Materials

At school	At Home
• Illustrated album • smartphone/tablet • white A4 sheets • tempera colours • felt-tip pens, crayons or coloured pencils	• smartphone/tablet • white A4 sheets • felt-tip pens, crayons or coloured pencils • Red balloons

Software/ Apps:

Google Meet	**Qr Code generator**	**Stop Motion Studio**	**Padlet**
Objective: Group video calls **Media:** Computer; smartphone; tablet **Link:** https://meet.google.com **Alternatives** Media/Software: Zoom, Skype, Teams, Jitsi (o other platform used by the school)	**Objective:** Creating a QR Code **Media:** Computers, telephone, tablet **Link:** https://it.qr-code-generator.com/ **Alternatives** Integrated tool in google chrome: bit.ly	**Objective:** Creating animations **Media:** Tablet, smartphone **Link:** https://apps.apple.com/it/app/stop-motion-studio/id441651297 **Alternatives** PicPac, Google photos	**Objective:** Virtual wall where images, videos, texts, drawings can be shared. **Media:** Tablet, smartphone, computer **Link:** www.padlet.com **Alternatives** Mural

Short Presentation

Children experience, learn to recognise and manage their anger with the help of images.

After the introduction to the topic of emotions (here in particular anger) with the help of a picture book, children interview their parents and are interviewed on the subject of anger. Both produce drawings after the interviews which are uploaded and shared in a common padlet. In a second round both children and parents use their faces to express their feelings. The photos of parents and childrens angry and calm faces are then combined together to create GIFs. The last step is dedicated to a physical and artistic expression of anger with a physical/artistic activity where children in movement create a collective "tangle" of the emotion anger. The collective work is connected to the former digital images through QR codes and exhibited in the kindergarten.

Step by Step

Step 1 --- *At school*	The educator starts reading a picture book with the theme 'emotions' or 'anger'. This is followed by a discussion where the children, either freely or following open questions, rework the content they have just read.
	For distance learning The educators record and send a video message in which they explain to parents and children how to carry out the activity. Parents scan the qr code to access the digital version of the picture book and read it with their children.
Step 2 --- *At home*	Children interview their parents about the emotional state of anger and using the following questions: -When do you get angry? -Why do you get angry? -What do you do when you are angry? At the end of the interview, the child asks the parent to draw himself when he/she is angry. The drawings are then photographed by the children with the help of the parent and uploaded into a padlet previously created by the educators.

Step 3 --- *At school*	Referring to the activity carried out by the child with their parent at home, at school the educator interviews the child, using the same questions: -when do you get angry? -Why do you get angry? -what do you do when you are angry? At the end of the interview, the children create a drawing where they represent themselves when angry. At the end of the activity the educator photographs the drawings and uploads the pictures in the same padlet as those of the parents.
	For distance learning This time it is the parent who interviews the child, using the same questions: -when do you get angry? -Why do you get angry? -what do you do when you are angry? At the end of the interview the child creates a drawing where he/she represents him/herself when angry. Parents photograph the drawings and upload them into the same padlet used for step 2.
Step 4 --- *At home*	The educators prepare a video tutorial to be sent to the families on how to create a 2-frame GIF with the Stop Motion Studio app. The children, together with the parent, take two close-up photos of each other, the first with a 'normal' face and the second with an 'angry' face. The photos are then used to create two GIFs with *Stop Motion Studio* , one with the two photos of the child and the other with the two photos of the parent. The GIFs are then sent to the educators.
Step 5 --- *At school*	The educators set up a large clear space (gymnasium, psychomotricity room) with large white sheets on the walls and various types of red colouring tools (tempera, crayons, markers, pencils). The children can move around the space as they like and use the colours to represent a collective work, on the walls, what happens inside them when they get angry. The last 10 minutes of the activity will be dedicated to slowing down and calming down - children walk slowly and take deep breaths.

For distance learning
The educators invite the parents to inflate a balloon together with the child (with a pump or by mouth): while the parent inflates the balloon, the child can say what things make him or her angry.
When the balloon is fully inflated, the parent passes it to the child, taking care to keep it tightly closed with their fingers. When the child feels ready, he or she takes a deep breath and releases the balloon, which deflates back to its original size.

Conclusion

Presence	Virtual
Parents are invited to visit an exhibition with the collective work created by the children (step4) and the 2 QR codes: one linked to the padlet with the drawings of the angry faces, the other with the collection of all the GIFs.	The educators edit the documentation of the experience, both the parts carried out at school and those carried out in the family, into a video and share them, together with 2 QR codes, with the families.