



Psychology Club
 PROGRESS

Psychology Club

Emotional intelligence and self-awareness meetings syllabus

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The purpose of the club – The purpose of the club is to help students increase their emotional intelligence, which includes developing the skills to perceive, understand, express, manage and regulate their own emotions. Also, club meetings will help students to develop adequate self-esteem and increase confidence. This, in turn, will empower students to deal with the daily challenges of their lives in healthy, non-harmful ways. The club aims to help students in the formation of humane values and personal development. In a free and friendly environment, club members will be able to share their experiences and help each other.

Methods used in meetings - At club meetings, in order to be as interactive as possible and involve each member of the club, we will use the following methods: brainstorming, role-playing, working in small groups, discussion, creating a story, presenting and discussing by the group; stage performances (techniques of psychodrama); mindfulness techniques; Artistic activities (creating a thematic drawing or other work, etc.), teaching by modeling, various thematic activities, exercises, etc. "Energizers".

Topics of meetings:

N	Topic and main issues of the topic	The main purpose of the topic	Possible Activities of the meeting	Possible Resources
1	Main topic: self-awareness Subtopic: Identity	The goal is to help students in the process of self-knowledge. As well as promoting the formation of positive self-esteem and identity.	Mini-lecture on self-awareness. Exercise 1 - self-presentation of unfinished sentences; Exercise 2 - a list of important roles from your own life, and their characterization. Small video School of life - Who I	1. "Development of Life Skills in Adolescents", International NGO World Vision 2. Youtube.com – School of life



			am - review/discussion of the video	
2.	Main topic: Self-awareness Subtopic: Self-esteem	Adults should learn about self-esteem in general and be able to discover their own qualities and talk about them. students They should be able to critically analyze their positive and negative qualities and show them adequately in different situations.	Mini-lecture - information about self-esteem. Exercise 1 – "Describe your ideal friend"; Exercise 2 – Energizer "Name - Characteristic" Exercise 3 - discovering/strengthening positive qualities in oneself Activity 4 - Rosenberg Self-Assessment Test (10 items)	Development of Life Skills in Adolescents", International NGO World Vision (p. 31-33) 1. www.verywellmind.com 2. N. Sumbadze, A. Kitiashvili, E. Firtskhalava, M. Maisuradze - social research methods - self-descriptive measures in psychology
3.	Main topic: self-awareness Subtopic: Values	Adults should acquire knowledge about values in general, be able to discover their own values , and talk about them. The goal is to promote and strengthen the formation of prosocial values among adolescents. At the same time, we should teach them how it is possible to review, and re-evaluate existing values and form new values at different stages of life	1. brainstorming 2. Exercise: "Three important things..." 3. Activity: "Discussion of a problematic situation". 4. Activity: Changing wrong values	Development of Life Skills in Adolescents", International NGO World Vision (p. 41-45)
4.	Main topic: managing emotions	The purpose of this topic is for students to get information about basic	1. Brainstorming and interactive lecture.	"Development of Life Skills in Adolescents",



	Sub-theme: identifying one's own and others' emotions, expressing and managing emotions	emotions, to be able to identify emotions, namely, to express different emotions verbally and non-verbally. In addition, understanding the function of emotions, determining different causes of emotions, understanding different strategies for managing emotions.	2. Exercise 1 "Guess the emotion"; 3. Exercise/energizer "Strengthen the emotion". 4. Exercise - "connect thoughts with emotions" 5. Video A school of life - How to Process Your Emotions	International NGO World Vision (p. 49 -53) How to Process Your Emotions- www.youtube.com www.simplypsychology.com
5.	Main topic: managing emotions Subtopic: Anger Management	Participants will get to know the general factors that influence the emergence of anger and aggressive tendencies. They will discover the causes of anger and emotional aggression and learn techniques to help them manage their anger.	1. Brainstorming and mini-lecture; 2. Exercise - providing/testing statements about anger 3. Exercise: "What happens to us when we get angry?"	"Development of Life Skills in Adolescents", International NGO World Vision (p. 55-58)
6	Main topic: managing emotions Subtopic: Anger Management (Part 2)	Teaching body relaxation and anger management strategies.	1. Video - I.Tsitsishvili Children's Psychological Service "Just Breathe" 2. Video review/discussion 3. Offer 9 different anger management strategies - discuss with each one which one would be best for them, whether they have used it before or not.	1. Video - I. Tsitsishvili Children's Psychological Service "Just Breathe"; 2. "Development of life skills among adolescents", international non-governmental organization World Vision(p. 58)
7	Main topic: managing emotions	Students will learn about various stressors and their impact on human physiology, behavior,	1. 1. Mentally speaking, mini-lecture; 2. 2. Exercise - cards of stressors;	1. "Development of life skills among adolescents", international non-



	Subtopic: stress management	subjective feelings and cognitive functions. Meetings will help express negative feelings and emotions caused by stressors and overcome stress.	3. 3. Exercise - safe place technique and relaxation 4. 4. Questions for discussion	governmental organization World Vision (p. 61-64) 2. https://www.helppguide.org/articles/stress/relaxation-techniques-for-stress-relief.htm (relaxation techniques for stress relief)
8	Main topic: managing emotions Subtopic: Empathy	Adults will understand the importance of empathy in interpersonal relationships. The meetings will help to develop and strengthen the ability to empathize, as well as prevent peer bullying.	1. Mini-lecture: "Empathy and its importance in dealing with people" 2. Video School of life – Being a good listener 3. Review the video (see the connection between empathy and listening) 4. Exercise - "I can understand someone else". 5. Energizer: "One nice thing..."	1. Video School of life – Being a good listener on Youtube. 2. www.verywellmind.com (What Is Empathy?) 3. "Development of life skills among adolescents", international non-governmental organization World Vision (p. 69-74)
9	Main topic: managing emotions Subtopic: Empathy (continued)	To understand the situation of others, to share and practice the ability to show empathy	1. Exercise "Empathy cards" - 10 real-life, problematic situations on which they should discuss how they would act/feel in their place. 2. Role-playing on the same cards in order to better enter the role and understand the needs of other people not only rationally, but also on a feeling (feeling) level.	1. "Development of life skills among adolescents", international non-governmental organization World Vision (p. 75)
10		The purpose of this lesson is to summarize the previous topics, discuss whether		



	Open Meeting	something was unclear, as well as to have a general conversation with the students about the difficulties in their lives.		
1	Main topic: Communication Subtopic: Verbal and non-verbal communication	The main goal of this lesson is to correctly interpret one's own and others' body language and to see the connection in the verbal between content and paralinguistic (non-verbal) aspects. Ability to see cultural differences. Also, understand the importance of effective communication on the part of the students. Training of presentation skills	1. Brainstorming/mini-lecture: "What is communication?" 2. Exercise: "Make a presentation on seemingly useless things" 3. Exercise: "My experience"	1. "Development of life skills among adolescents", international non-governmental organization World Vision (p. 77-80) 2. Photographs of gestures/mimics from the Internet.
1	Main topic: Communication Subtopic: Assertiveness	Understanding the negative consequences of passive and aggressive behavior by adults and learning assertiveness.	1. Mini-lecture on assertiveness; 2. Exercise: "Assertiveness - role play according to situations". 3. Exercise - "Me messages".	1. "Life skills Development among adolescents", international non-governmental organization World Vision (pp. 77-80) 2. www.kahoot.it (mini-survey to distinguish between aggressive, passive and assertive behaviors)
1	Main topic: Communication	Getting to know the stages of negotiation and their application in specific situations. The lesson will	1. Mini-lecture on negotiation barriers and negotiation stages.	1. "Life skills Development among adolescents", international non-



	<p>Subtopic: negotiation skills</p>	<p>help to acquire and improve the skills necessary for negotiation.</p>	<p>2. Group exercise: "Orange", the purpose of which is to train negotiation skills, they themselves discover how many mistakes they make during a negotiation.</p> <p>3. Discussion/Review</p>	<p>governmental organization World Vision (p. 90)</p> <p>2. Symbolic prop "Orange Box"</p>
1.	<p>Main topic: Communication</p> <p>Subtopic: summary</p>	<p>The purpose of the lesson is to summarize information about communication, to convince students that there is no alternative to negotiation in a problematic situation.</p>	<p>1. Discussion on the topic of negotiation, sharing their experience.</p> <p>2. Exercise: "You can negotiate" using situational cards</p>	<p>1. "Development of life skills among adolescents", international non-governmental organization World Vision (p. 95)</p> <p>2. Props cards depicting situations</p>
1.	<p>Main topic: interpersonal relations</p>	<p>To make students think about the importance of relationships, the variety of relationships, and the necessary conditions for stable relationships.</p>	<p>1. Brainstorming/interactive lecture: "What do you know about relationships? "</p> <p>2. Energizer: "Mutual compliments" (students describe each other positively)</p> <p>3. Exercise: "Necessary qualities for stable/healthy relationships"</p> <p>4. Exercise: "Stable relationships - discussion of cases"</p>	<p>1. "Life skills Development among adolescents", international non-governmental organization World Vision (p. 95)</p> <p>1. Props Cards depicting situations</p> <p>2. https://www.youtube.com/watch?v=UOn9HVQdOGc (The school of life - The Three Requirements of a Good Relationship)</p>



1	<p>Main topic: interpersonal relations</p> <p>Subtopic: Discrimination</p>	<p>Have group members discuss and reflect on the idea of "normality" and accept diversity and difference as a part of life. To understand what a person can feel when they are treated badly because they are different from others.</p>	<ol style="list-style-type: none"> 1. Show a short animation about discrimination. 2. Video review/discussion 3. Exercise: "Normal and abnormal". 	<ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=vtrHla0RkAo (animation) 2. "Development of life skills among adolescents", international non-governmental organization World Vision (p. 104)
1	<p>Main topic: interpersonal relations</p> <p>Subtopic: Discrimination (second part)</p>	<p>Adults should understand how painful it is for people to be left out of the group, to be excluded. The lesson will help develop critical thinking and empathy.</p>	<ol style="list-style-type: none"> 1. Exercise: "Discrimination". 2. Exercise: "Getting into someone else's shoes" 3. Discussion/discussion - have they experienced discrimination, what did discuss these issues change their thinking 	<ol style="list-style-type: none"> 1. "Development of life skills among adolescents", international non-governmental organization World Vision (p. 109)
1	<p>Main topic: interpersonal relations</p> <p>Subtopic: Peer pressure</p>	<p>Adults will learn about positive and negative forms of peer influence. They will become aware of the role of negative peer influence in their lives and discover strategies to help them deal with the problem.</p>	<ol style="list-style-type: none"> 1. Exercise: "Peer influence" 2. Exercise: "Ranking method - "harmful substances". (Checking wrong beliefs about harmful substances (drugs, alcohol) and getting the correct information. 	<ol style="list-style-type: none"> 1. "Development of life skills among adolescents", international non-governmental organization World Vision (p. 115)
1	<p>Main topic:</p>	<p>Explain to students how peer influence works scientifically. Let's talk</p>	<ol style="list-style-type: none"> 1. Mini-lecture on conformity and its reasons 2. Ash's experiment 	<ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=P0Oi7_C8tI8



	interpersonal relations Subtopic: peer influence (conformity)	about conformity and its causes.	shows conformity. 3. Experiments show conformity 4. Review/discussion	2. https://www.youtube.com/watch?v=o8BkzvP19v4 3. https://www.youtube.com/watch?v=IVE38XM2puY 4. www.verywellmind.com What is conformity
2	Open Meeting	The purpose of this lesson is to summarize the previous topics, discuss whether something was unclear, as well as to have a general conversation with the students about the difficulties in their lives.		
2	Main topic: critical thinking Subtopic: critical reasoning	Understanding the importance of critically evaluating events, avoiding problems and promoting rational decision-making. critical reasoning Teaching by understanding concepts such as position, Argument, counterargument and invalidation	1. Mini-lecture: "Critical thinking" and its meaning; 2. Exercise: "Give an argument" 3. Exercise: "Sergo's story" (critically analyze the story, clearly form their position) 4. Exercise: ""Green, Red, Orange"" (exercise in analyzing the situation, reasoning, naming arguments, counterarguments and nullifications.)	1"Development of life skills among adolescents", international non-governmental organization World Vision (p. 123)
2	Main topic:	Getting to know the necessary processes for making the right life	1. Short video - How to make a decision 2. Video review; brainstorming;	1. "Development of life skills among adolescents", international non-



	critical thinking Subtopic: Decision-making	decisions, choosing alternatives and their critical understanding, and learning the ability to make decisions.	3. Exercise: "Original decision". 4. Exercise: "challenge, choice, result".	governmental organization World Vision (pp. 124-126); https://www.youtube.com/watch?v=okdsAZUTJ94 (The school of life)
2	Main topic: critical thinking Subtopic: Decision Making (Part Two)	Developing the ability to critically evaluate the information provided by mass media and social media. Promoting the development of the ability to objectively assess the situation before making a consumer decision.	1. Mini-lecture - the role of advertising on human decision. 2. brainstorming 3. Exercise: "Advertising and mass media"	1. The Psychology Behind Consumer Behavior (www.verywellmind.com) 2. "Development of life skills among adolescents", international non-governmental organization World Vision (p. 128);
2	Main topic: critical thinking Subtopic: time management	getting to know the basic concepts related to time management; teaching strategies for rational use of time;	1. Brainstorm/discussion about the basic concepts of time management and their importance; 2. Activity: "Me and my time" 3. Task: "Self-observation" (determining daily activities and the time allocated to them, which will help to plan time more rationally)	1. international non-governmental organization World Vision (p.130); 2. https://www.psychologytoday.com/us/ests/career/time-management-skills-test (Time management self-assessment for students)
2	Main topic: social responsibility	Understanding of civic responsibility, familiarization with the Convention on the Rights of the Child, understanding of rights and duties, and	1. Unisef video clip - What are child rights and why are they important? 2. Basic principles and articles of the Convention on Children's Rights;	1. international non-governmental organization World Vision p. (138-139)



	Subtopic: Children's rights and responsibilities	analysis of problematic cases.	3. Exercise: "Identifying and solving problems". 4. Discussion/discussion on children's rights and human rights in general	3. https://www.youtube.com/watch?v=HCYLdtug8sk
2	Main topic: social responsibility Subtopic: moral reasoning	Promotion of moral development. Establishing moral reasoning as a group norm so that adults are convinced of the need for moral values and choose to live in a non-violent, caring environment.	1. Mini-lecture: information about morality; 2. Questions for discussion; 3. Exercise: "Discovery and change of cognitive mistakes"; 4. Energizer: "shout". (If possible, carry out this activity in the open air)	1. international non-governmental organization World Vision p. (141-145)
2	Main topic: social responsibility Subtopic: moral reasoning (second part)	revealing correct moral judgments and changing less acceptable responses; strengthening their sense of responsibility;	1. Mini-lecture: age assessment of moral development (in understandable language) 2. Activity: "Discussion of problematic situations"	1. Kohlberg's Theory of Moral Development (https://www.simplypsychology.org/kohlberg.html) 2. Development of life skills among adolescents"; international non-governmental (147-148)
2	Main topic: Bullying	Identifying cases of bullying and teasing by peers, mentioned Giving a name to the phenomenon, getting adults to recognize the problem, and changing misconceptions about	1. Exercise: Brainstorming - "on the topic of bullying". 2. A short video clip on the subject of bullying; review 3. Exercise: "Identifying types of bullying;	1. https://www.youtube.com/watch?v=YyDjafzuUK4 2. Development of life skills among adolescents"; international non-governmental p.(152-155)



		bullying. Determining ways and strategies to solve the problem of bullying.	4. Exercise: "Ring on bullying" (attitudes and views of adults towards bullying check.) 5. Exercise: "Defeat the oppressor"	
2	Main topic: social responsibility Subtopic: tolerance	Getting to know the concept of tolerance and understanding its meaning. Realizing how important it is for people to be tolerant towards each other.	1. Exercise: mental attack/mini-lecture; 2. Listening to John Lennon's music - discussion, discussion; 3. Exercise: finding differences and similarities in the classroom 4. "creating a logo and a slogan" (collaborative work)	1. Development of life skills among adolescents"; international non-governmental p (157-158); 2. https://www.youtube.com/watch?v=he-EFFVvwME
3	Open meeting	Screening of Psychological film discussion		