Blanquerna
UNIVERSITAT RAMON LLULL

# Proposal to address emotional awareness, self-concept and self-esteem to promote well-being in a class of third of primary.

**Grau en Educació Primària en Anglès.**

**Treball de Fi de Grau 2021-2022**

**Author: Vinyet Sojo i Conde**

**Tutor: Cristina Corcoll López**

## ABSTRACT

Classroom well-being is crucial for students to develop and flourish in a supportive environment, as well as be able to enjoy their school experience. Often, issues related to self-esteem, self-concept, self-awareness, or the ability to manage one's own emotions can create discomfort among students. That is why it is necessary to stimulate their emotional development, to provide them with the right tools to self-manage and thus be autonomous and happy. Aiming to enhance students' personal well-being, this article covers three main aims. The first goal of this article is to define and identify the aspects that play a role in the well-being of students in primary education. After the first phase of theoretical research has been completed, the second phase begins: to detect the needs and the tutor's perception regarding the student's well-being in a third-grade class. To do this, instruments such as an initial interview with the tutor or a self-esteem test adapted to the student's needs and capacities based on the Rosenbergs self-esteem scale (1965) are used. Once these two goals have been achieved, the third is set out: to design, implement and assess an action plan to promote self-esteem and self-awareness in a third-grade class during the period of my school internship. As mentioned above, the proposed action plan responds to the specific needs of the group to which the educational activities are addressed. That is why the data collection tools in this third phase of the article are of great importance. The results obtained, facilitate a comprehensive evaluation of the development of students during this period. The outcomes reveal a remarkable improvement in the self-esteem levels of students, along with a favourable evaluation of the tutor of the class, enabling to draw a positive conclusion regarding the benefits of working self-esteem in the classroom.

**Keywords:** Well-being, Emotional awareness, Self-esteem, Self-concept, Primary school, Didactic Proposal.

**RESUM:**

El benestar a les aules és crucial perquè els alumnes es desenvolupin i prosperin en un entorn de suport, a més de poder gaudir de la seva experiència escolar. Sovint, els problemes relacionats amb l'autoestima, l'autoconcepte, o l'habilitat de gestionar les pròpies emocions poden crear desconfort entre els estudiants. Per això és necessari estimular el seu desenvolupament emocional i proporcionar-los les eines adequades per a l'autogestió, per a que puguin ser autònoms i feliços. Amb l'objectiu de millorar el benestar personal dels alumnes, aquest article aborda tres objectius principals. El primer objectiu és definir i identificar els aspectes que tenen un paper important en el benestar dels alumnes d'educació primària. Acabada la primera fase de recerca teòrica, s'inicia la segona fase: detectar les necessitats i la percepció de la tutora sobre el benestar dels alumnes en una classe de tercer de primària. Per a fer-ho, s'utilitzaran instruments com una entrevista inicial amb la tutora o una prova d'autoestima adaptada a les necessitats i capacitats dels alumnes a partir de l'escala d'autoestima de Rosenberg (1965). Un cop assolits aquests dos objectius, es planteja el tercer: dissenyar, implementar i avaluar un pla d'acció per fomentar l'autoestima i l'autoconeixement en una classe de tercer de primària durant el període de pràctiques escolars. Com s'ha esmentat anteriorment, el pla d'acció proposat respon a les necessitats específiques del col·lectiu al qual s'adrecen. És per això que les eines de recollida de dades en aquesta tercera fase de l'article són de gran importància. Els resultats obtinguts permeten una avaluació integral del desenvolupament dels alumnes durant aquest període. Així mateix, també revelen una millora notable en els nivells d'autoestima dels alumnes, juntament amb una valoració favorable de la tutora de classe, que permeten extreure una conclusió positiva sobre els beneficis de treballar l'autoestima a l'aula.

**Paraules clau:** Benestar, Consciència emocional, Autoestima, Autoconcepte, Escola Primària, Proposta didàctica.

## 1. INTRODUCTION

This article is aimed at promoting well-being and fostering the integral development of 20 students in the 3rd grade of primary education in a specific school. These addressees present some difficulty in recognising and managing their emotions. Particularly in the field of self-esteem, there may be shortcomings in their class behaviour that their tutor also recognizes. Generally, they may be claimed to have a good level of basic academic skills such as reading, writing, and mathematics, but they are often insecure when addressing certain challenges or tasks, and they need the teacher's constant approval to unwind in the

classroom. They also need tools to learn to manage themselves and control their emotions, as they are sometimes overwhelmed by them.

To further promote and strengthen this sense of well-being, this article proposes an action plan through which, by way of research and the explanation of the main findings of data analysis, a didactic proposal can be developed in which self-esteem, self-concept and emotional awareness are addressed to provide children with tools that allow them to manage and identify their own emotions, as well as improve their self-knowledge to enhance their well-being.

There are several variables that in recent decades have been considered crucial in the learning process and well-being of school-age children including, but not limited to, self-esteem or emotional competencies (Bisquerra, 2008; Carmona & López, 2015).The academic performance of schoolchildren has traditionally been associated with the intellectual capacity that would allow them the possibility of obtaining good grades. Currently, there are numerous studies in which personal balance is considered to be a key factor in achieving better performance. In this sense, knowing one's own emotions and knowing how to restore them in the face of difficulties will be aspects of great importance for the well-being of the student in their development within the classroom.

Bisquerra (2000) defines emotional education as: "an educational process, continuous and permanent, that aims to promote the development of emotional competencies as an essential element of the integral development of the person, to train him/her for life. All of it aims to increase personal and social well-being". As Marina explains in his article *"Precisiones sobre la educación emocional"* (2005), good emotional intelligence will allow children to relate appropriately with their environment, and assess, adjust and control emotions so that they do not affect self-esteem. In the same way, children who have emotional intelligence understood as "the passage from feeling to ethics" (Marina, 2005, p. 41), also need correct self-esteem to understand not only the value of themselves but also that of others, thus reaching mutual respect. Therefore, self-esteem could be considered a component of emotional education, since they are interrelated concepts whose acquisition benefits each other.

## 2. WELL-BEING IN PRIMARY EDUCATION

To start with the theoretical framework of this article, it is necessary to define the concept of well-being. Subjective or psychological personal well-being has been defined as a "pleasurable emotional experience" (Diener, 2009). There are two major approaches in the

conceptualisation of well-being, the hedonic and the eudaemonic, which, respectively, focus on feeling good and functioning well; the two complement each other. Further research shows that well-being in education is linked to self-esteem, school fit, motivational profiles, support resources and social climate. Since the main objective of this research is to create a proposal for educational activities to improve the welfare of the students in class, it is necessary to investigate the factors that determine the well-being of children in the classroom.

According to Ávila (2019), personal well-being and the capacity to identify and manage emotions are essential elements to promote the student's fundamental development. In this same sense, studies such as the one carried out by Parker, Sumerfieldt, Hogan & Majeski (2001) show that variables of an emotional nature such as Emotional Intelligence (EI) or well-being of the student are much more predictive of academic performance and adaptation to the school environment than any of the traditional measures of intellectual evaluation. Therefore, it can be deduced that the concepts mentioned above are key to guaranteeing a good classroom climate and the general well-being of the students.

Moreover, Livia & García (2015) reveal how the educational context represents a privileged place for promoting skills and the development of socio-emotional competencies, which positively contribute to people's personal and social well-being. That is why it can be stated that it is important to promote an environment in which well-being is nurtured through work on these competencies.

## 2.2 Emotional Intelligence

Emotional Intelligence is the ability to perceive and express emotions, use emotions to facilitate thinking, understand and reason through emotions and regulate emotions in oneself and others (Mayer, Salovey, Caruso & Cherkasskiy, 2015). Emotional intelligence can be mentioned as one of the elements that determine the well-being of the individual. If the students are not able to identify and manage their emotions, their well-being in the classroom is unlikely to be guaranteed when there is a situation that poses a challenge for them. Awareness of emotional intelligence should be disseminated through emotional education, to develop key life skills that allow students to achieve greater well-being. In this sense, therefore, it could be argued that a classroom is a place where the teacher could try to promote these emotional skills through emotional education.

## 2.3 Emotional Education

Emotional Intelligence can be encouraged and improved through Emotional Education. Emotional Education aims at the development of emotional competencies and well-being (Bisquerra, 2000, 2009). It is based on the principle that well-being is one of the basic goals of personal and social life. Bisquerra (2000) defines emotional education as: "a continuous and permanent educational process, which aims to promote the development of emotional competencies as an essential element of the integral development of the person, to train him/her for life. All of it aims to increase personal and social well-being" (Bisquerra 2000: 243). Therefore, it is clear that to promote a climate of well-being in the classroom and the personal well-being of the students it is essential to work on their emotional competencies, which are emotional awareness, emotional regulation, emotional autonomy, social competence and competencies for life and well-being.

### 2.3.1 Emotional awareness

Emotional competence refers to the knowledge of skills that the individual has in interpersonal relationships (Lahaye, et al., 2011; Mayer & Salovey, 2007). These skills are the abilities to perceive, understand, become aware, express, control and adaptively regulate emotions (Bisquerra, 2012; Garner, 2010; Camodeca & Rieffe, 2013). As seen above, there are several emotional skills necessary for life and well-being. One of them is emotional awareness.

Emotional awareness is the competence that takes into account individual differences in the way of being aware of emotional functioning (Lahaye, et al., 2010). This competence includes, on the one hand, attentional processes such as differentiating emotions, locating their background or being conscious of the physical reaction that is part of the emotional experience, and on the other hand, attitudinal aspects such as the detection of the emotional experience in oneself and others (Camodeca & Rieffe, 2013). Through emotional awareness, children can explore themselves, and be aware of what they feel and why. In this way, they can also identify and regulate their own emotions, which will guarantee their well-being.

### 2.3.2 Self-concept and self-esteem

As stated previously, there are numerous variables that in recent decades have been considered crucial in the learning process and well-being of school-age children, including, but not limited to, self-esteem and emotional competencies (Bisquerra, 2008; Carmona &

López, 2015). Self-esteem and self-concept are linked to well-being and emotional skills because they determine how we see each other and feel about ourselves so they also affect the way we feel and behave in certain situations. Blascovich et al.,(1991) suggest that as a starting point we must differentiate both terms, self-concept and self-esteem: Self-concept is the mental representation that the subject has at a given moment of himself, while self-esteem would be the evaluative dimension of that representation.

Self-concept is composed of several dimensions, scopes or facets, some of which are more related to certain aspects of the personality (physical, social, emotional) while others appear more linked to academic achievement (in different areas and subjects). (Peralta & Sánchez, 2003, p.97). The self-image that we each build is formed both by feedback regarding us as individuals and also by information derived from the roles we play in our social interaction. (González et al., 1997, p.273). Self-concept is, therefore, the idea we have of ourselves. In other words, it is the mental representation of each one of the elements of our person. It is a cognitive element and includes all the ideas about our personality, our abilities, our physical appearance, etc., but without applying any negative or positive value to them. (Vallés, 1998).

On the other hand, Alcántara (2005) defines self-esteem as an attitude that is the habitual way of thinking, loving, feeling and behaving with oneself. It is the permanent disposition according to which we confront ourselves and the fundamental system by which we order our experiences by referring to our personal "me" (p.17). Pequeña & Escurra (2006) add that self-esteem is not an abstract concept, far from people's daily life. On the contrary, almost all the acts of our lives are determined by the level of self-esteem we have managed to develop. This is permanently manifested through our behaviours, perceptions and even in our body and attitudinal posture.

Thus, self-esteem is the assessment that the subject makes of his/her self-concept (M.T. González, 1999). It is, therefore, the comparison of all these ideas with the model that we consider perfect. In this way, we evaluate each characteristic of our physical, psychological and social image positively or negatively, according to whether or not it fits into the idea of "what we want to become" (Bermúdez & Sánchez, 2004).
Therefore, the level of self-esteem has profound consequences for every aspect of our existence: in the personal, family, school and social spheres. (Pequeña & Escurra, 2006, p. 11), so we can relate it directly to personal and, therefore, academic well-being.

To better illustrate this, a self-made figure has been made:

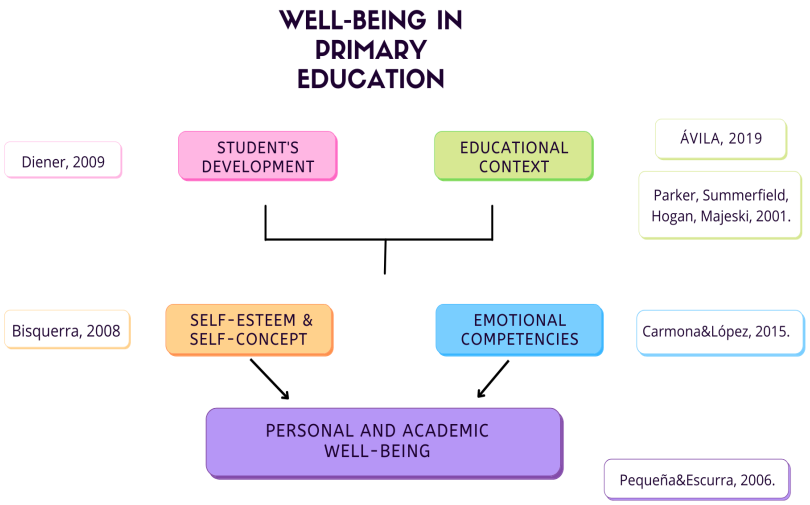



*Figure 1: Well-Being in primary education. (self-made).*

### 2.3.3 Factors that have an impact on self-esteem

Self-esteem begins to develop from the time the child is aware of himself or herself as a person. Social relationships, experiences and the environment can influence from that moment the development of this concept. According to Vallés (1998), self-esteem is not inherited but learned. Self-esteem is complex and changing, and it develops over time throughout our life. (Feldman, 2001). Consequently, older adults who are close to the child, such as parents and teachers, must educate and reinforce it. There are various approaches to grouping factors that influence self-esteem. Generally, there are three commonly accepted areas, which are the family, the child itself and the social and educational context.

As the first social context of a child, the family environment greatly influences their psychological and social development. In this way, the child forms his or her perception of the “ideal human being” from everything observed, heard and experienced within the family context. (Vallés, 1998). Besides, through their own experiences and interactions with others, children will be able to develop their own self-concept. As a result, a significant part of how self-esteem develops in this context will be determined by how close or far these two concepts are. Furthermore, parents have inherent authority over their young children, so all the evaluations they make about the child will have a great impact on the development of the child's self-concept. Even unconsciously, parents influence their children's ideal of what an ideal person is, so the differences or affinities between their ideal and themselves may lower or enhance their self-esteem. As a result of the strong emotional bond between children and

their parents, everything that the children hear or experience in the family will have an effect on how they view themselves and what they value.
In his work, M.T González (1999) underlines the fact that the concept of the ideal human being that children form and which they use as the basis for comparisons and judgements clearly influences the nature of these perceptions. As a result, the personal goals and challenges that a person establishes can lower self-esteem if they are excessive and unattainable. A child's internal and external attributes, as well as those in the environment, go hand in hand in forming and shaping his or her self-esteem. As a result, the self-esteem of a person is instrumental to his or her potential in terms of social, academic, and personal growth.

On the other hand, the social circumstances of the classroom or school will also influence a child's concepts and values. In other words, when a person does not feel satisfied with their social relationships within their environment, they struggle to be happy with themselves, as noted by Bermúdez & Sánchez (2004). It is important to note that academic qualifications have an influence on the child since they are used as a way of evaluating the cognitive capabilities of students, who take the evaluation as a reflection of their own self-worth. Additionally, this aspect is impacted by what parents and teachers have taught the children about what an ideal student ought to be, that is, the level of expectations.

In this way, this theoretical framework can be concluded by observing the need for further work on the concepts previously presented in the classroom. Addressing these topics in the classroom guarantees a good personal development of the students, which allows them to feel good and comfortable in the classroom. By doing so, the teachers will help students to achieve their maximum potential and guarantee good academic performance.

## 3. AIMS

The study seeks to answer the following research question: How to promote the well-being of third-grade students in primary school? And attain the following aims:

- To identify the aspects that play a role in the well-being of students in primary education.
- To detect the needs and the tutor's perception regarding the student's well-being in a class of third of Primary.
- To design, implement and assess an action plan to promote self-esteem and self-awareness in a class of third of primary during the period of my school internship.

## 4. METHODOLOGY

This research follows a social-critical paradigm by analysing qualitative data from an exploratory perspective. It is a cross-sectional project based on a field study context.

Participants and instruments.

Addressees are third-grade students. These pupils present some difficulty in recognising and managing their emotions themselves. Particularly in the field of self-esteem, there may be shortcomings in their class behaviour that their tutor also recognizes. Generally, they may have claimed to have a good level of basic academic skills such as reading, writing, and mathematics, but they are often insecure when addressing certain challenges or tasks, and they need the teacher's constant approval to unwind in the classroom. They also need tools to learn to manage themselves and control their emotions, as they are sometimes overwhelmed by them.

The participants will be the tutor of the class group and the 20 students themselves. Given the intention of making an adequate educational proposal to the group to which it is addressed, it is essential to know, in the first place, the perceptions of the student's tutor, since it is the teacher who spends more hours with these children and, therefore, who knows and observes them for most of the day.

An initial and final interview will be used as a tool to collect data qualitatively with the tutor since it is intended to establish a dialogue to obtain the desired and necessary information to carry out the action plan. Her personal analysis and perceptions of the students will be key elements in elaborating the educational action plan and taking into account the characteristics and needs of the students. The questions of the interview will be open, with a certain degree of structuring and are aimed at a specific purpose: to discover the emotional state of the group and obtain information about the perception that students have of themselves, and how the teacher perceives these characteristics in her group and the students.

Since the information that is sought is about the teacher's perception of the emotional state of the students, I have considered that the type of interview that best suits my purpose and, therefore, what will be used, is the semi-structured interview, since it allows to obtain information more flexibly, and can allow to explore areas that appear during the interview spontaneously, as well as obtain information on unforeseen issues. A final interview that will follow the first interview structure will be carried out as well, which will allow knowing her final thoughts after the implementation of the teaching intervention.

Secondly, two tests based on Rosenberg's self-esteem scale (adapted to the student's comprehension) will be carried out at the beginning and the end of the action plan. In this way, it is possible to compare the results obtained to assess whether improvements have been made. The questionnaires will be the tool used to obtain information from the students since it is an instrument that allows locating the same frame of reference as well as putting all the students surveyed in the same response situation.

The questionnaires used will be of closed answers, since these are characterised by being of easy application and allow researchers to foresee and manage the time in a more precise way. This is a fundamental fact since it will be necessary to manage the time allocated to each session of the internship period in which the educational activity is also intended to be carried out. They also avoid the ambiguity of answers and can guide students in case they doubt what they have to answer since they will simply have to choose the qualitative assessment response that they find most appropriate according to their response. Likewise, it will allow students to carry out an individual exercise of reflection and introspection, and not condition their answers on what they hear from other colleagues. In this way, the answers obtained will allow for an analysis and a comparison with the results of the initial and final questionnaire, to make clear observations and draw conclusions that are visible in the results.

As the focus of the educational action plan is on the students' needs and characteristics, it is evident that they must be involved in the data collection process. The questionnaire allows students to carry out an individual exercise of internalisation and reflection on the self emotional state. In addition, it also allows obtaining valuable information when evaluating the emotional state of each child in the individual sphere, and the changes or evolutions that may arise from having worked on the competencies proposed in the educational plan.

The results obtained in the questionnaires carried out to the children will be also contrasted with an observational grid that will be used at the end of each session of the educational intervention in pursuance of assessing the student's progression. This will allow obtaining more information in the interest of drawing conclusions based on the observation and the analysis of the data. Finally, it is necessary to emphasise that all ethical considerations have been taken into account. The participants of the study have been informed and have signed the informed consent document. The data collected in the investigation process has been transcribed faithfully in the study and is used only for research purposes. Moreover, the activities have been designed to meet the needs of the students in the school.

Procedure

The procedure of this research follows three phases:

1. Needs detection. Here, a search for needs prior to the design of an action plan is made. The data described in the following section was collected using these instruments: Initial Interview, Initial test, Sociogram.
2. Design and implementation of the action plan during the school internship. During this implementation, data was collected with an Observational Grid.
3. Analysis of the data collected during the implementation of the action plan. The research tools used were: Observational Grid, Final Test, and Final Interview.

## 5. RESULTS AND DISCUSSION

Throughout this section, the results obtained will be presented and related to the aims set initially. Also, they will be contrasted with the theoretical framework to be able to discuss and reach more accurate conclusions.

Regarding the first aim (To identify the aspects that play a role in the well-being of students in primary education) it has been already discussed in the theoretical framework.

Regarding the second aim (To detect the needs and the tutor's perception regarding the student's well-being in a class of third of Primary), taking into account the interview with the class tutor, a lot of information could be obtained about her interests and opinions on students well-being. This information is based on the tutor's lengthy professional experience in teaching and her professional experiences.

Regarding the main characteristics of pupils, the tutor describes them as a motivated, generally respectful and rather impatient class. When understanding these students' characteristics, the didactic proposal can be politely addressed and customised to their needs. Particularly in the field of self-esteem, the tutor acknowledges that there are pupils who find it hard to trust themselves, who are constantly seeking the teacher's approval and who have uncertainty, especially in the academic field. As described by herself here how low self-esteem can be shown in the scholarly context:

*“Preguntes que.. ja ha sentit a clase s'han respost a classe i t'ho tornen a preguntar pel fet d'assegurar-se que no fossin d'una altra manera, no fos cas que es fessin d'una altra manera i això és el que hem de treballar, perquè quan siguin més grans arribarà un punt que no se'ls donarà cap reforç des de l’aula i han de creure amb ells mateixos que ho poden aconseguir.”*

Coinciding with the tutor's statements, Bermúdez & Sánchez (2004), points out that one of the signs of low self-esteem in children is not believing in themselves, believing that everything will go wrong, or not facing challenges for fear of failure. According to Bermúdez & Sánchez, the school area is one of the contexts that influence children's self-esteem. This area covers both academic performance and children's learning and intellectual development. In this way, there is a reciprocal relationship between this area and self-esteem. This means that the school environment is both a factor which influences self-esteem and a consequence of this factor.

Focusing on the tutor's opinion, she believed low self-esteem and self-concept might affect well-being in the long term. According to the tutor, it is worth mentioning how society is affecting children's well-being: fear, pressure, or self-esteem issues they manifest at these ages because students are under a lot of pressure on how they should be and the skills they should have:

*“Penso que la societat estem donant molta pressió als nens i nenes en general que han de saber i ser bons en tot i han de saber fer esports, han de saber fer matemàtiques, han de fer robòtica... i a vegades aquesta pressió... també fa que el nen vegi que no és perfecte que potser no és bo amb tot, no? i llavorens doncs hi han més aquests problemes d'autoestima.”*

This opinion of the tutor can be related to M. T. González, (1999) statement that the personal goals and challenges that children have to overcome can lower their self-esteem if they are excessive and unattainable. This aspect is also influenced by what children's parents and teachers have taught them as “ideal” that is, the level of demand perceived based on their own capabilities. (Bermúdez & Sánchez, 2004).

The tutor detects this in the performance of the students during the lesson's development or in their self-comments on some self-evaluation sheets. When asked, she also talks about the role of families, explaining that some are aware that their children have low self-esteem and there are others who are not aware if they are not informed through tutoring. She also directly relates self-esteem to the academic field, explaining that there are two types of students in the class: those who have abilities and do not show belief for lack of self-confidence and those who have low abilities and as a result, their self-esteem decreases.

Livia & García (2015) reveal how the educational context represents a privileged place for promoting skills and the development of socio-emotional competencies, which positively contribute to people’s personal and social well-being. Coinciding with these authors, the tutor

also thinks that working on these aspects in class can be useful and beneficial for her students:

*“Sí que ho crec perquè penso que l'autoestima i l'autoconcepte són les coses principals que han de tenir com a persones (...) I de fet hi ha alumnes que penso que tenen una autoestima i un autoconcepte baix. I penso que això els hi anirà molt bé ja primer com a detecció i després ja com a poder-ho tirar endavant.”*

I have also obtained the tutor's view regarding the relationship between self-esteem and well-being. She perceives self-esteem as one of the components that may eventually affect the well-being of children, especially when they reach the stage of adolescence:

*“A la llarga penso que sí. Si això es va repetint i no s'arregla des de ben petits, penso que a la llarga.. en el moment que arriben a una adolescència que ja és… que hi ha un moment emocional més sensible.. aquests nens que tenen una autoestima i un autoconcepte d'ells mateixos baixos.. si que pot afectar en el seu benestar, sí.”*

In relation to the theoretical framework, as it has been displayed in some sections, those children with low self-esteem fear failure even before starting the task, and consequently, their results are affected (Bermúdez & Sánchez, 2004). Children enter school with self-esteem still in the process of development, so the evaluations in the academic aspect that they receive from teachers and parents will be taken into account. Thus, it could be concluded that the primary education stage is a critical period for working with pupils before it is too late and becomes a real problem.

Throughout the data collection process regarding the second objective, two more instruments have also been carried out with the students as participants. First, a test inspired by the most used test in psychology to measure self-esteem: the Rosenberg Self-Esteem Test (1965). This test has been created and adapted to the age of the students and their characteristics to be implemented. The aim of this test is to gain an insight into the child's self-esteem and whether they recognise their abilities and limitations with a positive or negative attitude. It should be noted that self-esteem is not global, and may be adequate in some areas and deficient in others at the same time. The results of this initial test will be shown below in the third objective exposition when the comparison of the results obtained in the initial test and the final test is displayed.

Secondly, a sociogram was performed. This was “qüestionari CESC (Conductes i Experiències Socials a Classe)” which is a tutorial action support tool. It has been useful in detecting and intervening in cases of bullying, giving teachers tools to intervene in the social

architecture of the class group, in order to deconstruct negative experiences and promote positive ones. It is statistically validated and there are versions for different educational levels. In this case, the sociogram has served as a tool for analyzing social relations in the classroom. According to Pequeña & Escurra (2006, p.11), the level of self-esteem has profound consequences in every aspect of our existence: in the personal, family, school and social spheres. In addition, when a person does not feel satisfied with their social relationships within their environment, they struggle to be happy with themselves, as noted by Bermúdez & Sánchez (2004). Due to this, it is important to get information about class social relations from a sociogram in order to cover the most important aspects of self-esteem through the instruments.

As for the results of the sociogram, these have been diverse. However, there has been no case in which students who have obtained the most negative votes (and are therefore the most rejected by peers) have shown low self-esteem in relation to their social relationships. Thus, the conclusion that can be drawn is that in the case of this class group, the low levels of self-esteem and self-concept are determined by academic and non-social factors.

Regarding the third aim, (To design, implement and assess an action plan to promote self-esteem and self-awareness in a class of third of primary during the period of my school internship), it has been necessary to carry out an action plan aimed at working on children's self-esteem and self-knowledge in order to be able to see a change in the results of the student's achievement. The data that will be shown and discussed here is the one obtained during and after the implementation.

In the first step, an observational grid is used. It has been designed as a tool to assess and analyse each student's development throughout the sessions. As I worked on the unit, I completed the observational grid with relevant reflections on each child's development. From these observations, it is worth noting, for example, the fact that there have been many children who in more than one session have had difficulty describing themselves or their peers with positive adjectives or sentences. Thus, I was able to detect that many students in the class were unaware of their virtues or did not consider them relevant, and the same happened towards their classmates. In this sense, positive reinforcement and the constant work of self-knowledge have been very important, as well as providing examples to the students to help them in the tasks. In the last sessions of the observational grid, a change can also be seen in this regard, as some students showed signs of more confidence in describing others and themselves with positive qualities.

A second important aspect of the observational grid is the time to complete the sociogram. Some students showed that they themselves were the ones who often achieved the role of aggressor, pushing other peers, for example. Similarly, it was agreed that the students who were most insecure about any of their abilities or physical appearance were those who had received some form of intimidation. In this way, it can be deduced how social relationships within the school environment affect students' self-esteem.

After explaining the main findings of the observational grid, I will present the results of the comparison with the initial and final tests. Before beginning to delve into the analysis, two points should be mentioned: the first is that all students except one, have shown changes from the first test to the final test. The second point is that there are three students who for health reasons missed classes and could not complete both tests, for this reason, I can not get valid data from them.

Once this has been mentioned, the results will be presented. As it can be seen in the graphs below, 55% of the students i.e. 11 students have achieved a positive evolution. On the other hand, 25% of students i.e. 5 students have obtained a negative evolution, that is, compared to the first test in the second they show a lower level of self-esteem.

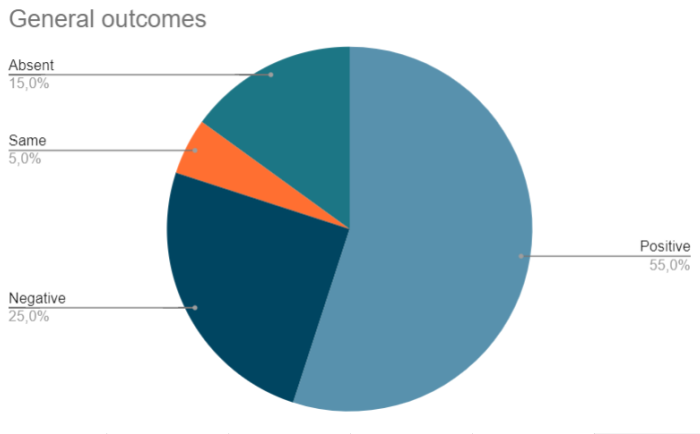



*Figure 2: General outcomes from the comparison of Initial Test and Final Test.*

Thanks to the observational grid and the day-to-day observation in class in general, I can make a deduction and attribute these facts to the reason that the second test was done in the closing period of the second term, in which the grades were distributed. On the same day, students received grades for a maths test and a written expression exercise. Many students received a low grade because the maths test was difficult for them and in the written expression the tutor pointed out some guidelines to consider for the next one.

If we analyse in-depth the answers of the children who have had a negative evolution, we can observe two things: first, students have shown lower self-esteem in regard to more than

one subject. Second, the values that have been most repeated are precisely mathematical competence and written expression.

Therefore, it can be deduced that there is a relationship between the experiences they had that day and how this made them feel with the test results. This can be directly related to the theoretical framework since, as mentioned above, several authors such as Feldman (2001), Vallés (1998), M.T. González, (1999) or Bermúdez & Sánchez (2004) claim that children's self-esteem is still in the process of development, so the evaluations in the academic aspect that they receive from teachers and parents will be factors of great influence on the perceptions and feelings about themselves.

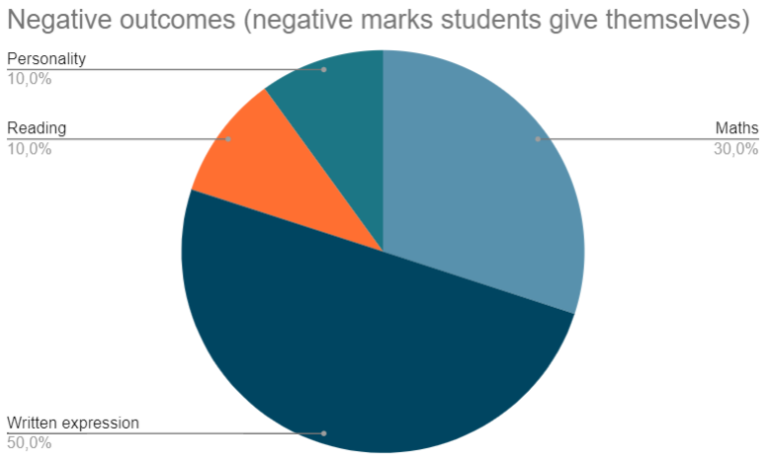



*Figure 3: Negative outcomes from the comparison of Initial Test and Final Test.*

Having discussed this, the clearest conclusion I can draw from a thorough analysis is that children's perceptions of themselves can change and are influenced by aspects of the school environment: how their days go, if they face more challenges, and if these are more complicated or not. This enables us to deduce and demonstrate from the data that the student's self-esteem is still changing and they are in the process of consolidation. Precisely for this reason, it is important for teachers to be tactful when interacting with students. To ensure students' success, it is essential to take into account teaching strategies and didactic plans that allow students to develop in a safe environment, that is not threatening and that allows them to improve and value themselves, both in the moments of success and in the moments of failure. Citing Vallés (1998), self-esteem is not innate, it is not inherited, it is learned. For this reason, it must be educated and reinforced by older adults close to the child: parents and teachers.

Turning to analyse the data within the positive outcomes, we can observe three variables in the results: positive feelings, positive grades or both equally. In figure 4, we can see how

54.5% of students, i.e. 4 students, have shown a positive evolution in which good feelings predominate (indicated by the criteria "very good"). On the other hand, we can see how 27.3% of the students, that is, 3 students, have shown a positive evolution in which higher grades predominate over those that were set before. Finally, we can see how 18.2% of students, i.e. 2 students, have shown an equitable positive evolution between the grade they give themselves and how they feel.

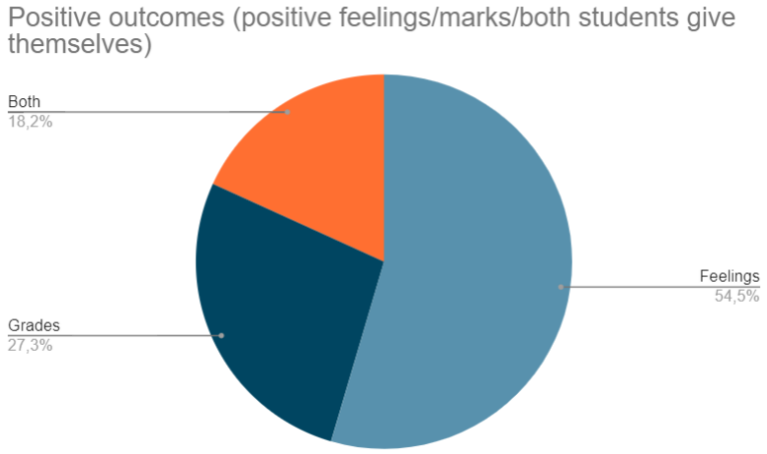



*Figure 4: Positive outcomes from the comparison of Initial Test and Final Test.*

It should also be noted that there are students who have made a change in the score that is set for a lower number but instead the way they feel about that score is higher, which is positive, as it means that they are aware of their limitations and show an attitude predisposed to improvement. In the same way, students who have given themselves a better grade show better self-esteem, opening the door to recognizing their abilities or having improved them. Finally, students who have raised both their grades and the way they feel about it show higher and balanced self-esteem.

To conclude, it is worth mentioning that in the hypothetical case where the three absent people presented a negative result, the percentage of positive development would still have predominated. Therefore, it can be said that the positive results predominate and hence, in any case, it can be stated that the applied didactic unit has made possible this change in the results, mostly positive, which have resulted in higher self-esteem among the students.

Finally, this whole collection of data can be closed with the information obtained with the final interview with the student's tutor. This last interview with the tutor has allowed me to completely fulfil the third aim. In addition, it has been conducted to obtain feedback from the tutor and to find out if she has seen positive results or any changes in the students after working in the teaching unit. By obtaining answers, I was able to listen to the opinions of the tutor and receive positive feedback about the teaching unit. Based on her opinion, I knew

that she noticed positive changes in the students, in addition to the fact that pupils are not accustomed to working on such topics, hence I am confident future generations will also benefit from this program:

*“(...)Crec que sí que els hi ha anat bé perquè a més és un autoconeixement que moltes vegades no estan acostumats. Estan acostumats potser a valorar els altres però no a un mateix.”*

In addition, I was able to see how the school positively appreciates the program I have made for the students and how they plan to turn it into a fixed teaching unit for the middle cycle:

*“Sí, de fet amb el Cicle Mitjà ja hem dit que queda com a una de Cicle, vale? i com que ho fem cíclic, doncs… l'any que ve els alumnes de 3r o tot el Cicle mitjà,(…) és la unitat que treballarà i es queda com una unitat més a l'escola, moltes gràcies.”*

The final interview shows that the tutor has confirmed that self-esteem and self-concept are key and necessary values that need to be addressed in order to foster the well-being and development of children, and it can be stated that this unit made a noticeable difference in the level of self-esteem of the students.

## 6. CONCLUSIONS

In order to finish this discussion, it is crucial to incorporate and summarise a synthesis of the main contributions and findings of the study. This article started taking into account that self-esteem is closely related to the well-being of students as it is a key and determining aspect that conditions us in different areas of our lives. Pequeña & Escurra (2006) add that self-esteem is not an abstract concept, far from people's daily life. On the contrary, almost all the acts of our lives are determined by the level of self-esteem we have managed to develop. Throughout the article, the importance of self-esteem and self-awareness in order to increase people's awareness of how these aspects affect the usual way of thinking, loving, feeling and behaving with oneself (Alcántara, 2005) has been highlighted.

Concretely, an initial hypothesis was considered: the sooner this knowledge and awareness are promoted, the sooner the potential discomfort will be corrected and thus the future self-esteem issues will be prevented. Livia & García (2015) reveal how the educational context represents a privileged place for promoting skills and the development of socio-emotional competencies, which positively contribute to people’s personal and social well-being. For this reason, the study has been carried out among students of Primary Education. Thus, initially, it was expected to obtain data and information from the tutor of the students of 3rd primary school in the class I was assigned to do my internship proposal in

order to design an adequate educational proposal for them. Fortunately, the data collecting process was a success and almost all the participants could collaborate in the study. Thanks to their answers, some interesting results were obtained, which can be summarized in two statements. First, 55% of students achieved a positive evolution and secondly, 25% of students achieved a negative evolution, showing that children's perceptions of themselves can change in relation to their school environment.

Overall, the project has been a positive experience, as it has allowed me to raise awareness of the importance of self-esteem and how it can determine well-being in the educational context of the students. We must not forget that children are also growing as people, and apart from the purely academic competencies, they also need emotional and social education, such as self-esteem, values and social capabilities. All these pedagogies will help the child throughout his/her life, to face any challenge that comes their way, as in their future as adults, these abilities will be necessary. This is an aspect of which all teachers should be aware. Precisely, the participant tutor greatly appreciates the work done in the study and recognizes that it is of great importance in our lives.

## 7. LIMITATIONS AND FURTHER RESEARCH

Finally, the limitations of the study should be also mentioned. First of all, I would like to point out that this didactic proposal has been designed to last 10 hours, as these are the total hours I had available to work during my internship period. I think that if it were possible, this teaching unit would have to be done more extensively so that better results could be obtained. Self-esteem is an aspect that is developed and built as children develop, that is why these types of competencies require time and reflection in order to obtain good results.

I would also like to highlight the fact that, if it had been possible, families would have been involved, since they are a fundamental pillar in the lives of students and as a result, they also largely determine students' self-esteem and positive reinforcement. Therefore, if this study were to continue, it would proceed to implement more working hours for these competencies in order to extend the work sessions, not only at school but also at home. In this way, all the instruments used to obtain information in relation to the second objective of my research plan (to initially assess students' improvement regarding their well-being), would be used and implemented at the end of the course, and surely a more notorious evolution could be seen and appreciated.

On the other hand, it goes without saying that if I had been the tutor, I would have talked to some parents in some tutoring in order to involve them in monitoring their children in this

regard, and I would have acted if certain students showed low self-esteem or exhibited social conflict in the classroom.

## 8. REFERENCES


Alcántara, J. (2005). *Educar la autoestima: Métodos, técnicas y actividades.* España: Cea.

Ávila, A. M. (2019). *Perfil docente, bienestar y competencias emocionales para la mejora, calidad e innovación de la escuela.* Boletín Redipe, *8*(5), 131-144. Retrieved from: https://dialnet.unirioja.es/servlet/articulo?codigo=7528260

Bermúdez, M. P., & Sánchez, M. P. B. (2004). *Déficit de autoestima: evaluación, tratamiento y prevención en la infancia y adolescencia*. Ediciones Piramide.

Bisquerra, R. (2000). *Educación emocional y bienestar*. Barcelona: Wolters Kluwer-Praxis.

Bisquerra, R. (2008). *Educación emocional para la convivencia: las competencias emocionales.* In Educación emocional y convivencia en el aula (pp. 143-162). Subdirección General de Información y Publicaciones.

Bisquerra, R. (2009). Psicopedagogía de las emociones. Madrid: Editorial Síntesis.

Bisquerra, R. (2012). R., Punset, E., Mora, F., García, E., López-Cassà et al. (Eds,). *¿Cómo educar las emociones? La inteligencia emocional en la infancia y la adolescencia. (pp. 24-35).* Esplugues de Llobregat (Barcelona): Hospital Sant Joan de Déu.

Blascovich, J., Tomaka, J., Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (1991). *Measures of self-esteem. Measures of personality and social psychological attitudes,* 1, 115-160. Retrieved from: https://www.sciencedirect.com/book/9780125902410/measures-of-personality-and-social-psychological-attitudes

Camodeca, M., & Rieffe, C. (2013). *Validation of the Italian Emotion Awareness Questionnaire for children and adolescents.* European Journal of Developmental Psychology, 10(3), 402-409. Retrieved from: https://www.tandfonline.com/doi/abs/10.1080/17405629.2012.694609

Carmona, M. G., & López, J. E. (2015). *Autoconcepto, dificultades interpersonales, habilidades sociales y conductas asertivas en adolescentes.* Revista Española de Orientación y Psicopedagogía, 26(2), 42-58.

Diener, E. (2009). *The science of well-being: The collected works of Ed Diener* (Vol. 37, pp. 11-58). New York: Springer.

Feldman, J. R. (2001). *Autoestima¿ cómo desarrollarla?Juegos, actividades, recursos, experiencias creativas…* Narcea Ediciones.

Garner, P. W. (2010). Emotional competence and its influences on teaching and learning. *Educational Psychology Review*, *22*(3), 297-321. Retrieved from https://doi.org/10.1007/s10648-010-9129-4

González Martínez, M. T. (1999). *Algo sobre la autoestima: qué es y cómo se expresa.* Aula: revista de pedagogía de la Universidad de Salamanca. Retrieved from: https://revistas.usal.es/index.php/0214-3402/article/view/3530/3550

González-Pienda, J. A., Núñez Pérez, J. C., Glez.-Pumariega, S., & García García, M. S. (1997). Autoconcepto, autoestima y aprendizaje escolar. Psicothema, 9 (Número 2), 271-289. Retrieved from: https://reunido.uniovi.es/index.php/PST/article/view/7405

Lahaye, M., Luminet, O., van Broeck, N., Bodart, E. & Mikolajczak, M. (2010). *Psychometric properties of the emotion awareness questionnaire for children in a french-speaking population.* Journal of Personality Assessment, 92(4), 317-326. Retrieved from: http://dx.doi.org/10.1080/00223891.2010.482003

Lahaye, M., Mikolajczak, M., Rieffe, C., Villanueva, L., Van Broeck, N., Bodart, E., & Luminet, O. (2011). *Cross-validation of the Emotion Awareness Questionnaire for Children in Three Populations.* Journal of Psychoeducational Assessment, 29 (5) 418-427.

Livia, G., & García, L. (2015). *Estudio de las Competencias Socio Emocionales y su Relación con el Afrontamiento en Futuros Profesores de Nivel Medio.* Revista electrónica interuniversitaria de formación del profesorado, 18(1), 213-228. Retrieved from: https://www.redalyc.org/pdf/2170/217033485012.pdf

Marina, J. A. (2005). *Precisiones sobre la educación emocional.* Revista interuniversitaria de formación del profesorado, 19(3), 27-43. Retrieved from: https://www.redalyc.org/articulo.oa?id=27411927003

Mayer, J. D., & Salovey, P. (2007). *¿Qué es la inteligencia emocional?*. In *Manual de inteligencia emocional* (pp. 25-46). Pirámide.

Mayer, J. D., Salovey, P., Caruso, D. R., & Cherkasskiy, L. (2015). *De la neurona a la felicidad. Diez propuestas desde la inteligencia emocional.* (pp. 9-32). Santander: Fundación Botín.

Parker, J., Summerfieldt, L., Hogan, M., y Majestic, S. (2001). Emotional intelligence and academic achievement. A paper presentation at the Annual Meeting of the Canadian Psychological Association, Quebec City, Quebec.

Pequeña Constantino, J., & Escurra Mayaute, L. M. (2006). *Efectos de un programa para el mejoramiento de la autoestima en niños de 8 a 11 años con problemas específicos de aprendizaje. Revista De Investigación En Psicología*, *9*(1), 9–22. Retrieved from: https://doi.org/10.15381/rinvp.v9i1.4026

Peralta, F. J., & Sánchez, M. D. (2003). Relaciones entre el autoconcepto y el rendimiento académico, en alumnos de Educación Primaria. Electronic journal of research in educational psychology. (pp. 95-120). Retrieved from: https://ojs.ual.es/ojs/index.php/EJREP/article/view/1082

Rosenberg, M. (1965). Rosenberg self-esteem scale. *Journal of Religion and Health*.

Vallés, A. (1998). *Como desarrollar la autoestima de los hijos.* Madrid: Editorial EOS.

## 9. APPENDIX

In this section, the relationship of this article with The Sustainable Development Goals (SDGs) will be justified. Also, the instruments for data collection and the educational proposal will be described.

### 9.1 Article & (SDGs)

My research takes place in an educational context, and also has an impact on this sector. It arises from the detection of specific educational needs of a class group: making a proposal to address and develop students 'self-esteem levels in order to improve their well-being in the classroom.

This article consists of an educational action plan that seeks to create a didactic proposal that can be beneficial for third-grade students in a particular class. The data presented in the "results and discussion" section show that the educational proposal and the tools used to obtain data are useful and have achieved positive improvements and developments in students.

If my project continues and grows further, my final contribution and projection to society would be research work that proposes methods to improve the self-esteem of children from the primary stage to ensure good development in the spheres of life: family, academic and social. Therefore, an intervention plan aimed at all children would be guaranteed to allow their well-being to improve and be adequate.

The agents directly involved in the project are the class group tutor and the students, who are also the recipients. The relationships between them are obvious, as the tutor is the reference of the students and is responsible for ensuring their well-being so that their academic performance and educational experience are the best possible.

This article is closely related to two SDGs. "Good health and Well-being" corresponds to SDG 3 and "Quality education" corresponds to SDG 4.

In relation to SDG 3, this research seeks to make a contribution to the field of education that improves the well-being of students. Emotional and psychological well-being is crucial for mental health, that is why this article could be related to this goal. Specifically, it can be related to el goal target 3.4: *"By 2030, reduce by one-third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being."*

In relation to SDG 4, the proposal seeks to improve the effectiveness of the educational experience of students in order to make them more satisfied and capable of fulfilling their potential in academic activities, which is of great importance. More concretely, it can be related to goal target 4.1: *"By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes."* and goal target 4.4: *"By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship"*

For these reasons, I can state that this article contributes to better knowledge for the short, medium or long term resolution of an educational challenge or problem: well-being in primary education.

- REFERENCE: Objetivos y metas de desarrollo sostenible - Desarrollo Sostenible. (n.d.). Retrieved from https://www.un.org/sustainabledevelopment/es/objetivos-de-desarrollo-sostenible/

## 9.2 Instruments

As for the instruments for collecting data, these can be divided into tools from which data have been collected before the unit is implemented (related to the second aim) and tools from which data have been collected during and after the implementation (related to the third aim).

**Instruments related to the second aim:**

- INTERVIEW

1. A grans trets, com definiries la teva classe?
2. En general, quins aspectes creus que destaquen més com a "els seus punts forts"?
3. En general, quins aspectes creus que destaquen com a "podrien millorar"?
4. Creus que els alumnes es beneficiarien d'un programa destinat a desenvolupar continguts com ara l'autoestima i l'autoconcepte?
5. Pensant en els teus alumnes i les seves famílies, creus que a casa se'ls reforcen aspectes com l'autoestima i l'autoconcepte? O és una cosa que probablement només treballen a l'escola?
6. Com a tutora, has presenciat alguna vegada situacions en les quals algun alumne/a s'ha mostrat insegur/a?
   Creus que aquesta inseguretat és relacionada amb aspectes acadèmics?

Creus que aquesta inseguretat és relacionada amb el propi autoconcepte que té l'alumne de sí mateix/a?

7. Creus que a classe hi ha alumnes que creuen mes en si mateixos que d'altres? Si és que sí, en quins aspectes? Acadèmics, altres…
8. Com creus que es pot manifestar una baixa autoestima en el context escolar?
9. Creus que l'autoestima i l'autoconcepte poden afectar en el desenvolupament dels alumnes?
10. Creus que l'autoestima i l'autoconcepte poden afectar en el benestar dels alumnes?

- INITIAL TEST

**Test Inicial: Quina puntuació et poses?**

Llegeix les preguntes i respon de manera sincera quina puntuació et dones tu mateix en cada aspecte.

- Per exemple: si jo sóc molt bona jugant a esports triaré el 4, però si em costen una mica posaré un 2.

Després, escull la careta de les 4 opcions per indicar com et fa sentir això.

-Per exemple, si els esports em costen una mica i de puntuació m'he posat un 2 i això no em posa gaire contenta, posaré una careta trista.

-Les caretes no tenen per què anar lligades amb la puntuació, potser jo em poso un 2 a "jugant a esports" però em sento molt bé perquè sé que estic millorant i m'ho passo bé.

Les teves respostes són anònimes i no les llegirà ningú. Si tens algun dubte, pots aixecar la mà i demanar-ho a la mestra.

**QUINA PUNTUACIÓ ET POSES…**

| **Jugant a esports** | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| **"Jugant a esports" Com et sents?** | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |

| | | | |
|---|---|---|---|
| | | | |

| "Llegint" | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| "Llegint" Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |

| "Fent matemàtiques" | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| "Fent matemàtiques" Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |

| “Fent expressió escrita” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “Fent expressió escrita” Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “Fent les tasques” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “Fent les tasques” Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “En les notes de l'escola” |
|---|
| |

| 1 | 2 | 3 | 4 |
|---|---|---|---|

| “En les notes de l'escola”Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “Jugant amb els meus amics” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “Jugant amb els meus amics”Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “Amb els meus pares” |
|---|
| |

| 1 | 2 | 3 | 4 |
|---|---|---|---|

| “Amb els meus pares”Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “Amb els meus companys” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “Amb els meus companys” Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “El meu caràcter/personalitat” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “El meu caràcter/personalitat” Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |

| | | | |
|---|---|---|---|
| | | | |

| **“Fent amics”** | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| **“Fent amics” Com et sents?** | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |

| **“El meu aspecte físic”** | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| **“El meu aspecte físic” Com et sents?** | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |

| “Les meves qualitats” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “Les meves qualitats” Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

- SOCIOGRAM

Peer nomination is shown to be the most appropriate tool for assessing student relationships. This sociogram enables the detection of students at risk of aggressive behaviour or victimization, reflecting a specific developmental moment in the group of students.

The questionnaire allows for determining:
- The social status of the student within the class group
- Students who exhibit physical, verbal, or relational aggression behaviours, according to their classmates.
- Students who exhibit prosocial behaviours, according to their classmates.
- Students who are called by their peers victims of aggression physical, verbal, or social exclusion.

| Centre i grup: | | | | | | | | | | | Data: | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Agressivitat | | | | | | | | Prosocial | | Alumnes | Victimització | | | | | | | | Estatus sociomètric | | | | | | | |
| Total Agressivitat | Agressivitat Física | Agressivitat Verbal | Agressivitat Relacional | Total Agressivitat | Agressivitat Física | Agressivitat Verbal | Agressivitat Relacional | Prosocialitat | Prosocialitat | | Total Victimització | Victimització Física | Victimització Verbal | Victimització Relacional | Total Victimització | Victimització Física | Victimització Verbal | Victimització Relacional | Popular | Rebutjat | Ignorat | Controvertit | Normatiu |Ties positives | Ties negatives |
| 46 | 17 | 17 | 12 | X | X | X | X | 1 | | 1 | 15 | 7 | 6 | 2 | X | X | X | | | | | X | | 4 | 6 |
| 4 | 1 | 1 | 2 | | | | | 5 | X | 2 | 7 | 0 | 5 | 2 | | | X | | | | | X | | 4 | 3 |
| 1 | 0 | 1 | 0 | | | | | 4 | X | 3 | 6 | 2 | 3 | 1 | | | | | X | | | | | 6 | 0 |
| 2 | 0 | 0 | 2 | | | | | 5 | X | 4 | 14 | 6 | 6 | 2 | X | X | X | | | | | X | | 4 | 3 |
| 1 | 0 | 0 | 1 | | | | | 4 | | 5 | 3 | 1 | 1 | 1 | | | | | | | | | | 2 | 0 |
| 44 | 17 | 17 | 10 | X | X | X | X | 1 | | 6 | 20 | 8 | 6 | 6 | X | X | X | X | | | | X | | 2 | 6 |
| 7 | 1 | 2 | 4 | | | | | 6 | X | 7 | 11 | 5 | 3 | 3 | | X | | | | | | | | 3 | 1 |
| 1 | 0 | 0 | 1 | | | | | 2 | | 8 | 1 | 0 | 1 | 0 | | | | | X | | | | | 4 | 0 |
| 40 | 15 | 15 | 10 | X | X | X | X | 1 | | 9 | 17 | 7 | 5 | 5 | X | X | X | X | | X | | | | 1 | 4 |
| 0 | 0 | 0 | 0 | | | | | 6 | X | 10 | 13 | 8 | 3 | 2 | X | X | | | X | | | | | 6 | 1 |
| 3 | 0 | 1 | 2 | | | | | 6 | X | 11 | 8 | 2 | 4 | 2 | | | X | | X | | | | | 3 | 0 |
| 14 | 5 | 3 | 6 | | | | X | 2 | | 12 | 9 | 1 | 3 | 5 | | | | X | | | | X | | 3 | 6 |
| 3 | 1 | 0 | 2 | | | | | 3 | | 13 | 3 | 1 | 2 | 0 | | | | | | | | | X | 2 | 2 |
| 5 | 1 | 0 | 4 | | | | | 2 | | 14 | 5 | 1 | 1 | 3 | | | | | | | | | | 2 | 4 |
| 1 | 0 | 1 | 0 | | | | | 3 | | 15 | 5 | 0 | 2 | 3 | | | | | X | | | | | 3 | 0 |
| 3 | 0 | 1 | 2 | | | | | 6 | X | 16 | 12 | 3 | 6 | 3 | X | | X | | | | | | | 3 | 2 |
| 3 | 0 | 0 | 3 | | | | | 4 | | 17 | 9 | 5 | 1 | 3 | | X | | | | | | X | | 4 | 3 |
| 1 | 1 | 0 | 0 | | | | | 3 | | 18 | 3 | 1 | 0 | 2 | | | | | | | | | | 4 | 2 |
| 2 | 1 | 0 | 1 | | | | | 0 | | 19 | 10 | 0 | 0 | 10 | | | | X | | X | | | | 0 | 8 |
| 3 | 0 | 1 | 2 | | | | | 2 | | 20 | 9 | 2 | 2 | 5 | | | | X | | X | | | | 0 | 9 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 21 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 22 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 23 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 24 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 25 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 26 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 27 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 28 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 29 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 30 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 31 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 32 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 33 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 34 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 0 | 0 | 0 | 0 | | | | | 0 | | 35 | 0 | 0 | 0 | 0 | | | | | | | | | | 0 | 0 |
| 5,14 | 1,71 | 1,71 | 1,71 | | | | | 1,71 | | mitjana | 5,14 | 1,71 | 1,71 | 1,71 | | | | | | | | | | 1,71 | 1,71 |
| 12,12 | 4,64 | 4,60 | 3,05 | | | | | 2,06 | | desviació estándar | 5,91 | 2,63 | 2,16 | 2,30 | | | | | | | | | | 1,93 | 2,56 |

**Instruments related to the third aim:**

- OBSERVATIONAL GRID

This is the observation grid that I created myself in order to be able to keep a constant and personalized follow-up of each student. The table allows the evaluation of competencies related to each session, and the writing of additional observations of the student's development.

| **SESSIÓ 1** | | | | | | |
|---|---|---|---|---|---|---|
| Orientacions per a l'avaluació:<br>1- Assoliment Insuficient<br>2- Assoliment Satisfactori<br>3- Assoliment Notable<br>4- Assoliment Excel·lent<br>Criteris:<br>1.Coneix les capacitats i els interessos propis i mostra un nivell adequat d'autoestima.<br>2.Mostra motivació per la millora personal i respon als reptes i les dificultats amb esforç.<br>3.Mostra un nivell de gestió emocional adequat en la relació amb els altres en les activitats quotidianes.<br>4.Respecta les característiques dels altres i escolta i respecta les seves opinions.<br>5.Identifica quines són aquelles conductes que pot modificar per tal de no ferir als altres. | | | | | | |
| **Alumne/a** | **C1** | **C2** | **C3** | **C4** | **C5** | **Observacions addicionals.** |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

- FINAL INTERVIEW

1. En general, creus que la unitat didàctica els ha anat bé als alumnes? Si és que si, hi ha algun aspecte concret que vulguis destacar?
2. Creus que ara són més conscients de la importància d'estimar-se i conèixer-se a un mateix?
3. Creus que amb un programa més llarg/intensiu es poden veure canvis significants en els seus nivells d'autoestima?
4. Creus que treballar l'autoestima i l'autoconcepte és útil i beneficiós per a tots els alumnes?
5. De cara al futur, utilitzaries aquesta unitat didàctica o alguna sessió en concret amb els futurs alumnes?

- FINAL TEST

**Test Final: Quina puntuació et poses?**

Llegeix les preguntes i respon de manera sincera quina puntuació et dones tu mateix en cada aspecte.

- Per exemple: si jo sóc molt bona jugant a esports triaré el 4, però si em costen una mica posaré un 2.

Després, escull la careta de les 4 opcions per indicar com et fa sentir això.

-Per exemple, si els esports em costen una mica i de puntuació m'he posat un 2 i això no em posa gaire contenta, posaré una careta trista.

-Les caretes no tenen per què anar lligades amb la puntuació, potser jo em poso un 2 a "jugant a esports" però em sento molt bé perquè sé que estic millorant i m'ho passo bé.

Les teves respostes són anònimes i no les llegirà ningú. Si tens algun dubte, pots aixecar la mà i demanar-ho a la mestra.

**QUINA PUNTUACIÓ ET POSES…**

| **Jugant a esports** |
|---|
| |

| | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| "Jugant a esports" Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| "Llegint" | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| "Llegint" Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| "Fent matemàtiques" |
|---|
| |

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

| “Fent matemàtiques” Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “Fent expressió escrita” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “Fent expressió escrita” Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “Fent les tasques” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “Fent les tasques” Com et sents? |
|---|

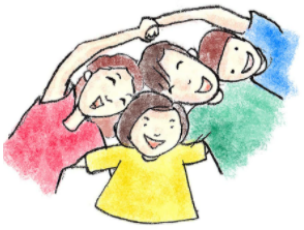
| Molt bé | Bé | No gaire bé | Malament |
|---|---|---|---|
| | | | |

| “En les notes de l'escola” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “En les notes de l'escola”Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “Jugant amb els meus amics” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “Jugant amb els meus amics”Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “Amb els meus pares” | | | |
|---|---|---|---|
|  | | | |
| 1 | 2 | 3 | 4 |

| “Amb els meus pares”Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “Amb els meus companys” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “Amb els meus companys” Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “El meu caràcter/personalitat” |
|---|
| |

| | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “El meu caràcter/personalitat” Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “Fent amics” | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| “Fent amics” Com et sents? | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| “El meu aspecte físic” |
|---|

| | | | |
|---|---|---|---|
| | | | |
| 1 | 2 | 3 | 4 |

| **“El meu aspecte físic” Com et sents?** | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

| **“Les meves qualitats”** | | | | |
|---|---|---|---|---|
| | | | | |
| 1 | 2 | | 3 | 4 |

| **“Les meves qualitats” Com et sents?** | | | |
|---|---|---|---|
| Molt bé | Bé | No gaire bé | Malament |
| | | | |

## 9.3 Didactic proposal

Regarding the educational proposal, these sessions are designed to achieve the general aim of the study, so these activities are aimed to improve the knowledge and the levels of the children in respect of self-esteem and self-awareness.

| **SESSIÓ 1: Què és l'autoestima? + Test inicial+ Sociograma.** | |
|---|---|
| **Temporització** | 1 hora 30 minuts. |
| **Organització** | Individual. |
| **Recursos** | Presentació amb una metàfora per fer la introducció a l'autoestima.<br>Test de l'autoestima.<br>Sociograma<br>Ordinadors. |
| **Idioma** | Català. |
| **Descripció de l'activitat** | En aquesta primera sessió l'objectiu és fer una introducció sobre la temàtica que s'anirà treballant així com fer una primera observació per tal d'avaluar l'autoestima dels infants, conèixer el seu autoconcepte i la manera en què s'avaluen a si mateixos, així com els aspectes més necessaris a reforçar en el grup.<br><br>1.Presentació amb una metàfora per fer la introducció a l'autoestima. Es parla i es comenta en gran grup. (Annex 1)<br><br>2. Es dóna a cada alumne/a un portàtil, i se'ls explica que han de respondre un formulari (Annex 2) en el qual és molt important que responguin de manera sincera. En aquest apareixen una sèrie d'àmbits en els quals els alumnes hauran de puntuar-se, de l'1 al 4. A més, a sota de cada puntuació hi ha també quatre cares, de més feliç a més trista, perquè expressin com els fa sentir aquesta puntuació.<br><br>3. La mestra anirà llegint les preguntes del test que estarà projectat a la pissarra digital per d'assegurar-se que tots els alumnes entenen la pregunta i van al mateix ritme.<br><br>4. Per últim es demanarà als alumnes que responguin a les preguntes del sociograma CESC, que també es farà en gran grup i a partir del guiatge de la mestra. (Annex 3). |
| **Avaluació** | 1. TAULA D'OBSERVACIÓ I AVALUACIÓ.pdf<br><br>2. Per a avaluar aquest test d'autoestima previ es consideraran les següents pautes:<br><br>Puntuació alta, careta feliç: l'infant reconeix les seves capacitats, i està orgullós d'elles. L'autoestima és adequada.<br><br>Puntuació alta, careta trista: l'infant creu que té una qualitat, però no la considera important. L'autoestima podria millorar-se. |

| | |
|---|---|
| | Puntuació baixa, careta feliç: l'infant reconeix les seves limitacions, però no suposen un problema per a ell.<br><br>Puntuació baixa, careta trista: Les limitacions que l'infant té o creu tenir el fan sentir-se descontent/a. Pot existir un problema d'autoestima.<br><br>S'ha utilitzat una escala de quatre nivells en tots dos casos perquè és la més reduïda i no ofereix la possibilitat de triar un terme mitjà. Es tindrà en compte que l'autoestima no és global, i que pot ser adequada en uns àmbits i deficient en uns altre al mateix temps. |

| **SESSIÓ 2: "Boundin i ales para volar".** | |
|---|---|
| **Temporització** | 2 hores. |
| **Organització** | Primer individual, després en parelles. |
| **Recursos** | - Curt "Boundin" de Disney. https://www.youtube.com/watch?v=pR6MtDZs_eM&t=2s<br><br>- Fitxa de reflexió personal.<br><br>- Fitxa per la dinàmica "Alas". |
| **Idioma** | Castellà. |
| **Descripció de l'activitat** | 1. Visualització del curt "Boundin". Aquest curt mostra la història d'una ovella que està orgullosa del seu aspecte físic, fet el que el fa sentir-se segur de sí mateix, fins que un dia l'esquilen i per les burles d'altres animals, la seva confiança desaparei. Un dia coneix a un "conejílope" que li fa entendre que la seva aparença no és el que importa, i que l'actitud és el que compta.<br><br>2. Realitzar unes preguntes en veu alta als alumnes per reflexionar sobre el curt: ¿Cómo se siente la oveja cuando tiene lana? ¿Y cuándo no? ¿Por qué se reían los topos de la oveja cuando la esquilan? ¿Cómo creéis que se sintió ella?<br><br>4. A continuació, es demanarà als infants que realitzin la fitxa de reflexió personal (Annex 4).<br><br>3. Dinàmica "Alas para volar": S'agrupen als alumnes per parelles. Després es reparteixen dues fulles amb una ploma dibuixada en elles (Annex 5). S'indica que en una cara de la ploma que té cadascú, han d'escriure dues qualitats del seu company/a. En l'altra cara, l'alumne/a escriu una qualitat que li agradi de si mateix/a, i en finalitzar han d'acolorir la cara en la qual es veu la qualitat del company/a amb el qual formen parella. Un cop fet això, es poden intercanviar les plomes, llegir el que hi ha escrit i retallar les plomes.<br>Ja amb les plomes retallades, formarem la silueta de dues ales intercalant plomes, i les col·locarem a la paret de la classe. Per últim, es farà la següent reflexió en veu alta: cada alumne/a és una ploma, i junts, formem les ales, que és el grup classe. |

| | |
|---|---|
| **Avaluació** | TAULA D'OBSERVACIÓ I AVALUACIÓ.pdf |

| **SESSIÓ 3: “El poder de les paraules i l'amic invisible”.** | |
|---|---|
| **Temporització** | 2 hores. |
| **Organització** | Individual i gran grup. |
| **Recursos** | -Fitxa “el poder de les paraules”.<br>-Fitxa “amic invisible”. |
| **Idioma** | Català. |
| **Descripció de l'activitat** | 1. En primer lloc demanarem a dos infants voluntaris que facin una representació de teatre simple amb un guió donat. En ella, la mestra demana que dibuixin una papallona a la pissarra. Un d'ells comet algun error en el dibuix, i l'altre l'aprofita per a riure's d'ell.<br><br>Un cop representat, la mestra dona les gràcies als voluntaris i demana en veu alta a tota la classe que pensin sobre el que acaben de veure, i com pensen que devia sentir-se el company que havia comès l'error. A continuació es permetrà que entre tota la classe es comentin algunes experiències similars en les quals s'hàgin sentit ferits per les frases d'altres persones, i arribarem a la conclusió que cal vigilar de no ferir ningú quan ens relacionem.<br><br>2. A continuació, a cada alumne se li entrega una fitxa (Annex 6). En aquesta, hi apareixen unes frases poc amables que els alumnes hauran de tornar a escriure de manera que es puguin dir sense ferir els sentiments de ningú. Així doncs es demanarà als/les alumnes que reformulin les frases per tal de que no siguin tant feridores. Per exemple: “Has suspès l'examen, per al pròxim podríem estudiar junts i així t'ajudo”. Finalment, comentarem les respostes dels alumnes, per tal d'arribar a la conclusió que cal anar amb compte amb el que diem per a no fer sentir malament a ningú, ja que amb les paraules podem fer molt mal.<br><br>3. En aquesta segona part de la sessió, es demostrarà que amb les paraules també es poden aconseguir coses molt positives. Primerament, es repartirà a cada alumne un tros de paper amb la silueta d'un telèfon mòbil (Annex 7). En la zona reservada al destinatari, escriuràn el seu propi nom. A continuació, la mestra recollirà tots els mòbils i els tornarà a repartir a l'atzar. D'aquesta manera, cada alumne tindrà l'oportunitat d'escriure-li un missatge al nen o nena que hi havia posat el nom.<br>Aquest missatge pot ser una felicitació, un recordatori d'alguna qualitat positiva o simplement un text amable i afectuós. En tot moment, han d'escriure coses positives. Per finalitzar la sessió, comentarem si els ha agradat el que altres companys i companyes els han posat. |
| **Avaluació** | TAULA D'OBSERVACIÓ I AVALUACIÓ.pdf |

| SESSIÓ 4: “Així em veig jo, així em veuen els altres”. | |
|---|---|
| **Temporització** | 1 hora 30 min. |
| **Organització** | Individual i gran grup. |
| **Recursos** | -Fitxa “així em veig jo, així et veig jo”.<br>-Papers amb el nom de tots els alumnes de classe. |
| **Idioma** | Català. |
| **Descripció de l'activitat** | 1. Cada infant respondrà la primera cara de la fitxa “així em veig jo, així et veig jo” (Annex 8) parlant de si mateix. A continuació, els infants tornaran a escriure una definició, aquesta vegada del seu company/a de taula. Es deixarà un temps als alumnes per a que pensin, escriguin, i demanin al company/a de taula algun dubte en cas que no sàpiguin alguna característica seva.<br><br>2. Una vegada tots els infants hagin acabat, la mestra recollirà els papers i començarà a llegir-los al gran grup un a un. El repte que es proposarà als/les alumnes serà esbrinar a qui pertany cada definició (òbviament l'autor del text haurà de romandre en silenci), de manera que la sessió acabarà amb un joc de coneixement dels companys i companyes de clase. |
| **Avaluació** | TAULA D'OBSERVACIÓ I AVALUACIÓ.pdf |

| SESSIÓ 5: “Ho he superat i ho superaré”. | |
|---|---|
| **Temporització** | 1 hora. |
| **Recursos** | -Conte: “Clàudia, la pastissera”.<br>-Fitxes de “L'escala”. |
| **Idioma** | Català. |
| **Descripció de l'activitat** | En aquesta sessió el que es busca és que els infants puguin centrar-se en els propis assoliments en comptes d'en els fracassos i que creguin en la capacitat de superar nous reptes.<br><br>1. En primer lloc, es deixarà 15 minuts als alumnes per a que llegeixin el conte “Clàudia, la pastissera” (Annex 9). A continuació,entre tota la classe es parlarà sobre el que han entes del relat i es debatrà la importància d'acceptar tant els triomfs com els fracassos com a part dels passos que ens acosten a l'èxit.<br><br>2. Seguidament, repartirem una fitxa de “L'escala” (Annex 10) a cada alumne/a. En els graons inferiors demanarem als infants que escriguin allò que ja han aconseguit. I en els |

| | |
|---|---|
| | graons superiors els aspectes que superaran en breu, o que volen aconseguir, confiant en les seves pròpies habilitats.<br><br>3. Finalment, explicarem als infants que poden quedar-se aquesta escala personal per animar-se a aconseguir els objectius que es proposin. |
| **Avaluació** | TAULA D'OBSERVACIÓ I AVALUACIÓ.pdf |

| **SESSIÓ 6: "Les meves estrelles".** | |
|---|---|
| **Temporització** | 1 hora. |
| **Organització** | Individual. |
| **Recursos** | -Fitxa "Mis estrellas".<br>-Material per escriure.<br>-Taula amb adjectius positius.<br>-Test final. |
| **Idioma** | Castellà. |
| **Descripció de l'activitat** | En aquesta sessió es busca fomentar les bones relacions a la classe i recordar als companys i companyes les seves virtuts.<br><br>Per començar, la mestra dirà als alumnes que després d'haver treballat la descripció, ja són uns experts en adjectius. Així doncs, demanarà als alumnes si, per torns, poden dir algun adjectiu positiu per descriure a una persona. Per exemple: amable, gracioso, tímida, nerviosa….<br><br>Un cop tinguem uns quants dits de manera oral, es projectarà una taula amb adjectius (Annex 11). La mestra els llegirà un per un i s'assegurarà que els nens i nenes entenen els significat de tots, resolent dubtes en cas necessari.<br><br>A continuació, els dirà que amb aquests adjectius, ja podem començar l'activitat. S'explicarà el següent: primerament, a cada alumne/a se li repartirà una fitxa (Annex 12), i en la part superior escriurà el seu nom. A continuació, al senyal de la mestra, passaran la fitxa al company/a del costat. En aquest moment, quan el nen o nena rebi el full del company/a del costat, haurà d'emplenar una estrella amb un comentari positiu sobre el propietari o propietària de la fulla (ho veuran pel nom, escrit a dalt). De nou, al senyal de la mestra, tots passaran el full i escriuran una nova estrella en la fitxa que els arribi sobre al company/a a qui pertanyi.<br><br>D'aquesta manera, quan cada paper torni al seu propietari, les estrelles estaran plenes de bons desitjos, aspectes positius i paraules boniques cap a cada nen i nena. |

| | |
|---|---|
| | Després, es repartiran les fitxes (Annex 13) i es farà el test final de l'autoestima. La mestra recordarà a tots els nens i nenes que la fitxa és personal que no hi ha respostes més o menys vàlides i que, sobretot, siguin sincers i sinceres. |
| **Avaluació** | TAULA D'OBSERVACIÓ I AVALUACIÓ.pdf |

| **SESSIÓ 7: "La millor classe".** | |
|---|---|
| **Temporització** | 1 hora 30 min. |
| **Organització** | Gran grup. |
| **Recursos** | -Material per dibuixar i escriure.<br>-Papers de colors.<br>-Elements decoratius.<br>-Portada<br>-Diplomes |
| **Idioma** | Català i Castellà. |
| **Descripció de l'activitat** | Aquesta sessió final de tancament busca recordar i recopilar tot el que hem après durant tota aquesta proposta educativa. També permetrà als/les alumnes reflexionar sobre el que hem treballat i si els ha servit o ajudat en algun aspecte.<br><br>1. En primer lloc, la mestra anunciarà que aquesta serà l'última sessió, per la qual cosa la dedicarem a recordar tot el que s'ha après en les sessions anteriors. Cada infant, per torns, anirà dient una cosa nova que ha après, la cosa més li ha agradat o el que considera més important.<br><br>2. A continuació, donarem a cadascun/a un paper de color perquè hi escriguin el que han anat comentant en veu alta, o el que han pensat a partir de la reflexió grupal. Aquests papers seran enganxats en un mural comú, el qual es titularà "La millor classe".<br><br>3. Podran decorar el mural com desitgin, afegir missatges, dibuixos, etc. Finalment escriuran els noms dels nens i nenes de tota la classe, i penjaran el mural al passadís de Cicle Mitjà. Està previst que les dues classes de tercer hagin fet aquesta unitat didàctica de manera que al final es poden exposar els dos murals, perquè tots els/les alumnes puguin veure els valors que ha après cada grup.<br><br>Després, se'ls entregarà la portada (Annex 14) per tal de poder muntar un àlbum amb totes les fitxes fetes al llarg de la sessió que es podràn endur a casa.<br>Finalment i per tancar tota la unitat, es farà entrega dels diplomes d'experts i expertes en l'autoestima i l'autoconcepte (Annex 15) a tots els/les alumnes, que seran cridats un per un davant de classe, i se'ls felicitarà pel seu esforç i treball. |
| **Avaluació** | TAULA D'OBSERVACIÓ I AVALUACIÓ.pdf |