

# =TOLERANCE=

Open Educational Resources  
for educating in diversity

## KNOWLEDGE OF EMOTIONS

### QUESTIONNAIRE FOR TEACHERS/TRAINERS/MENTORS: EMOTIONAL COMPETENCES

By using a five-level evaluation scale, to assess, to what extent the certain statement applies to you, mark your answer with an X.

	1. Does not apply at all	2. Mostly does not apply	3. Sometimes apply	4. Apply most of the time	5. Always apply
1. I can maintain good mood even if something bad happens to me.					
2. I can usually describe my feelings and emotions with words.					
3. Even when people around me are in bad mood, I can maintain a good mood.					
4. I learn from unpleasant experiences that I should behave differently in the future.					
5. When someone praises me or rewards me, I work with more commitment.					
6. If I do not like something, I will show it immediately.					
7. If I like someone, I would do everything that this person likes me to.					
8. If I am in a good mood, it is hard to get me into a bad mood.					
9. If I am in a good mood, I easily solve every problem.					

10. I learn and memorise most, if I am in a good mood.					
11. When I stubbornly insist, I can solve even at first glance unsolvable problem.					
12. When I am with someone who appreciates me, I watch how I behave.					
13. If I meet an acquaintance, I immediately know in which mood he is.					
14. If I see how someone feels, I usually know what is happening to him.					
15. I know when a friend is sad or disappointed.					
16. I can easily find a way to get to the person I like.					
17. I can describe the emotions I experience at a certain moment.					
18. I quickly notice a change in the mood of my friend.					
19. I can easily remember how to cheer up the friend I am visiting for his birthday.					
20. I can quickly convince a friend that there is no reason for concern.					
21. I can express my feelings well.					
22. I can describe how I feel.					
23. I can see if anyone feels helpless.					
24. One can always tell how I feel.					
25. I usually understand why I feel bad.					
26. I can always tell how one feels by expression on their face.					
27. I can notice if someone is trying to hide his bad mood.					
28. I can notice if someone acts different from his mood.					
29. I can name most of my emotions/feelings.					
30. I can recognize most of my emotions/feelings.					
31. I can notice if someone is feeling guilty.					

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## KNOWLEDGE OF EMOTIONS

### QUESTIONNAIRE FOR TEACHERS/TRAINERS/MENTORS: METHODS USED IN A CLASS TO HELP STUDENTS DEVELOPE EMOTIONAL SKILLS

By using a five-level evaluation scale, to assess, to what extent the certain statement applies to you, mark your answer with an x.

	1-never	2-very rare	3-sometimes	4-often	5-very often
1. I take time, so the students can tell me what happened to them at home or at school.					
2. When I notice that the student is angry, I talk to him about what triggered that and how he can control himself.					
3. I take into account diversity (for example, religious, ethnic diversity) of children in the planning and execution of classes.					
4. I take into account children's special needs when planning and carrying out classes.					
5. In a discussion or some other activity, I also include learners who are quieter and stay behind.					
6. When a conflict situation arises in a classroom, I try to solve and analyze the resulting conflict with the pupil / pupils.					
7. I explain to students that all the effects of their efforts are not immediately visible and are long-term, for example, learning for life, enrollment at college.					

8. I encourage pupils to learn in pairs or groups.					
9. When I notice that pupils are tense or tired, I do with them relaxation activities.					
10. When I notice that because of my pupils' behavior I feel tense or tired, I use a relaxation technique (e.g. deep breathing)					
11. In the case, that someone violates the class rules, I draw attention to this and explain the reasons for the appropriate behavior to him.					
12. I encourage pupils to be patient with others.					
13. In the discussion, I encourage pupils to describe their feelings and emotions that they experience in connection with a certain topic.					
14. I read stories and fairy tales to pupils on the topic of emotion.					
15. I encourage pupils to draw based on their emotional experience.					
16. I encourage pupils to write a diary.					
17. I encourage pupils to write original songs.					
18. I encourage pupils to perform pantomime and / or role-play.					
19. I encourage pupils to be charitable and mutual help in the classroom.					
20. I encourage pupils to create products in which they represent themselves.					
21. I solve conflicts in pairs or in groups with pupils.					
22. I reward students for their proper behavior or compliance with arrangements.					
23. I encourage the students to the knowledge of manners and bonton.					
24. I praise the students for their achievements.					
25. In class, I take time to laugh and have fun with pupils.					

26. In class, I encourage an optimistic attitude.					
27. I am talking to pupils about their problems at school or at home.					
28. I have high expectations for students' learning achievements					
29. I encourage pupils to have a fair and honest relationship.					
30. Other: (Write down other methods you use, that help students develop emotional skills.)					