# Checklist with learning objectives of “The Mind Readers” [[1]](#footnote-1)

This list provides you an **overview of all learning objectives** of “The Mind Readers”.

You can use this checklist also as an **assessment tool** that helps you to decide with which exercise you should beginn: Observe your students and stick the competencies that your students already have. Then you can see which module you can start with.

You can use this list also as a **checklist** within the training: Tick the exercises that you have already carried out and the learning objectives that your students have achieved.

*Hint*: Within the modules **please stick to the order of the learning objectives**. You do not have to carry out all exercises to reach one learning objective. You can choose the exercises that fits best the needs of your students. Under “hints” you find some helpful information how to proceed.

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|  |  | **The students are able to:** | **BEGINNERS** | **ADVANCED** | *Achieved* | Hints |
| D:\ProToM\Program\Bilder\Icons Gabi 30.1.20\Icon_Modul 1.png | *The students recognize and name emotions on the basis of expressive cues.* | show basic emotions with their facial expression and their gesture and recognize basic emotions in the facial expression and gestures of other people. | 1.1 | 1.2  1.3  1.4  1.5  1.6 |  | 1.1 and 1.7 are introductory exercises which should be carried out by all. The other exercises serve to deepen the knowledge. |
| name basic emotions in relation to different situations. | 1.7 | 1.8  1.9  1.10 |  |
| D:\ProToM\Program\Bilder\Icons Gabi 30.1.20\Icon_Modul 2.png | *The students identify external causes as reason for emotions.* | recognize and name emotions of other people caused by a specific situation. | 2.1  2.2 | 2.3  2.4  2.5 |  | You can choose between 2.1 or 2.2 for the introduction. |

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|  |  | **The students are able to:** | **BEGINNERS** | **ADVANCED** | *Achieved?* | Hints |
| D:\ProToM\Program\Bilder\Icons Gabi 30.1.20\Icon_Modul 3.png | *The students understand that memories of past experiences affect emotions.* | understand that elements of a present situation (e.g. looking at photos or a specific smell) can serve as reminders for former experiences/situations. | 3.1 | 3.3  3.4 |  | 3.1, 3.2 and 3.3 are introductory exercises which should be carried out by all. The other exercises serve to deepen the understanding. |
| remember and name emotions that they experienced in former situations and understand that memories of past experiences can cause the same emotions in the present situation. | 3.2 |  |
| understand that the intensity of an emotion linked to a former situation can decrease with time. | 3.5 | |  |
| D:\ProToM\Program\Bilder\Icons Gabi 30.1.20\Icon_Modul 4.png | *The students know that people’s emotional reactions depend on their desires and understand that two people may feel a different emotion about the same situation because they have different desires.* | express their own desires and understand that people can have different desires. | 4.1  4.2 | 4.3 |  | You can choose between 4.1 or 4.2 for the introduction. 4.4 and 4.5 should be completed one after another. |
| understand that desires can cause emotions and that two people may feel a different emotion about the same situation because they have different desires. | 4.4 | 4.6 |  |
| understand that people´s desires can guide their actions. | 4.5 |  |
| C:\Users\Fabienne Schwartz\AppData\Local\Temp\Temp1_die neuen Icons.zip\die neuen Icons\Icon_Modul 5.png | *The students know that person´s beliefs, whether false or true, will determine his or her reaction and/or emotional response to a situation.* | understand, that people can have different beliefs. | 5.1 | 5.3 |  | Objectives of M4 should be achieved before starting with M5.  5.1, 5.2, 5.4, 5.6 are introductory, the other exercises deepen the understanding. |
| understand, that people can have different access to knowledge. | 5.2 |  |
| understand, that people can have false beliefs, because of their previous knowledge and information that is accessible to them. | 5.4 | 5.5 |  |
| understand that a person’s belief (false or true) will determine his or her reaction and/or emotional response to a situation. | 5.6 | 5.7 |  |
|  |  | **The students are able to:** | **BEGINNERS** | **ADVANCED** | *Achieved?* | Hints |
| C:\Users\Fabienne Schwartz\AppData\Local\Temp\Temp1_die neuen Icons.zip\die neuen Icons\Icon_Modul 6.png | *The students know that there can be a discrepancy between emotions felt on the inside and emotions shown on the outside and that people can hide their inner feelings on purpose.* | understand that there can be a discrepancy between emotions felt on the inside and emotions shown on the outside and understand that people can hide their feelings. | 6.1 | 6.2 |  |  |
| put on different outward expressions to hide the actual felt emotion for different purposes and reasons and that in some situations it is good to “clear the air” and in other situation it is good to hide the emotions. | 6.3 | 6.4 |  |
| realize that people can hide not only their emotions but their thoughts and beliefs by showing a behavior that is different from their inner state. | 6.5 | |  |
| C:\Users\Fabienne Schwartz\AppData\Local\Temp\Temp1_die neuen Icons.zip\die neuen Icons\Icon_Modul 7.png | *The students know that listening to their own emotions can help them navigate through life. However, if emotions have a negative impact on themselves or on others, it is helpful to control their own emotions. They know that they can regulate their own emotions by different strategies.* | understand that it is important to recognise their own emotions and that emotions can sometimes trigger actions that can have negative impact on themselves and others. | 7.1 | 7.4  7.5  7.6  7.7 |  | 7.1 and 7.2 are introductory. In the other exercises different strategies are explained and trained. |
| understand that it is important to control negative emotions in order to reduce the negative impact of them towards themselves and others. | 7.2 |  |
| acknowledge strategies to control emotions and can judge which are more effective. | 7.3 |  |
|  | *The students know that a person may have mixed / multiple or even contradictory emotional responses in a given situation.* | distinguish and name two emotions that can co-occur in one situation and simultaneously felt by one person (multiple/mixed emotions). | 8.1 | 8.2 |  |  |
| recognize that some of these multiple/mixed emotions can be contradictory. | 8.3 | 8.4 |  |

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|  |  | **The students are able to:** | **BEGINNERS** | **ADVANCED** | *Achieved?* | Hints |
| D:\ProToM\Program\Bilder\Icons Gabi 30.1.20\Icon_Modul 9.png | *The students understand that negative feelings ensue from a morally reprehensible action and that positive feelings ensue from a morally praiseworthy action.* | understand the concept of normative rules. | 9.1 | |  | 9.1 is introductory for all. |
| understand the concept of moral and apply some basic moral principles and understand that behavior which is morally reprehensible can evoke negative feelings and that positive feelings arise due to morally praiseworthy actions. | 9.2 | 9.4  9.5 |  |
| apply advanced moral principles and understand moral reasoning, moral judgment, and emotion attribution. | 9.3 |  |
| recognize moral dilemmas, realize that in these situations there are different options for action, assess a social situation, by taking into account the others' intentions and emotions. | 9.6 | |  |
|  | *The students master different words/signs for emotions and mental states and can produce complement sentences with different verbs for mental states.* | have a broad vocabulary of different words and/or signs to describe inner states and feelings. | L.1 | L.2  L.3 |  | L.1, L.2, L.3 can be carried out parallel to all modules. Do not start with L.4 and L.5 before module 4. |
| master complement sentences with verbs for mental states. | L.4\_BSL/ L.4\_Eng | L.5\_BSL/ L.5\_Eng  L.6\_BSL/ L.6\_Eng |  |

1. The overall learning objectives for each module are based on: Pons, F., Harris, P.L., & de Rosnay, M. (2004). Emotion comprehension between 3 and 11 years: developmental periods and hierarchical organization. *European Journal of Developmental Psychology, 1*(2), 127-152. DOI: doi.org/10.1080/17405620344000022 (07.03.2018). [↑](#footnote-ref-1)