

DIGITAL WELL-BEING through CREATIVE THINKING and EMOTIONAL INTELLIGENCE

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Creative thinking is one's ability to generate new ideas and approach problems from different perspectives. It shows up in problem-solving, innovation and adaptability to change. It involves imagination, curiosity, and flexibility.



Emotional intelligence (EQ) - a concept made popular by Daniel Goleman - is the ability to recognize, understand and manage your own emotions while also being aware of /and influencing the emotions of others.



How do they connect ?



Ideas on how to use Creativity and E.Q. in Teaching English

1. Creative Writing with Emotional Focus (e.g. rewrite a sad ending into a happy one)
2. Practical Role-Play Activities (e.g. apologizing to a friend)
3. What Would You Say? (discussions)
4. Storytelling from different perspectives
5. Visual Prompts + Emotional Language (e.g. How do people feel?)



More ideas on how to use Creativity and E.Q. in Teaching English

1. Problem-Solving Scenarios (You see a classmate being excluded: what do you do?)
2. Improvising (quick, fun activities like: continue the story..)
3. Identifying emotions in music and lyrics;
4. Reflection feedback e.g. How did you feel during the activity?
5. Projects in teams: e.g. Design a campaign (anti-bullying)



Using Creativity and Emotional Connection to Teach English

- Teaching English is actually one of the best spaces to develop both creativity and emotional intelligence at the same time. For this reason, the teacher has to create situations where students think, feel, and express.
- When planning a lesson, always ask yourself:
 - Do students have choices? Is there space for creativity?
 - Can students express their feelings?
- If both are included, the lesson becomes more meaningful and engaging.





Lesson project: Digital Well-being

Level: 6th grade

Duration: 45 minutes

Topic: Digital addiction & emotional awareness

Specific Competences Targeted

(Programa școlară pentru disciplina LIMBA MODERNA 1 Clasele a V-a – a VIII-a București, 2017)

- 1.2. Identificarea semnificației generale a mesajelor orale curente, clar și rar articulate
- 2.1. Realizarea unei expuneri scurte, exersate, asupra unui subiect familiar
- 2.2. Participarea la scurte interacțiuni verbale cu sprijin din partea interlocutorilor
- 2.3. Exprimarea unei păreri în legătură cu un subiect familiar/ o situație cunoscută
- 2.4. Manifestarea interesului pentru participarea la schimbul verbal
- 4.2. Prezentarea unei activități în scris, utilizând cuvinte de legătură



Learning Objectives

By the end of the lesson, students will be able to:

- identify emotions associated with the use of digital devices: boredom, stress, loneliness;
- express opinions and personal experiences using appropriate language;
- participate in simple dialogues and role-plays enhancing communication & collaboration;
- suggest ideas for balanced digital behavior and apply creative thinking to redesign digital environments in healthier ways;
- write a short personal message on realistic behavior change regarding screen habits



Teaching notes

- Avoid framing technology as “bad”, focus on balance and awareness;
- Validate students’ experiences as they rely on screens socially;
- Encourage sharing, but never force personal disclosure;
- Encourage realistic, achievable changes, not perfection;
- Keep activities dynamic as students benefit from movement and interaction;





1. Warm-up: Your Screen Time Reality

(5 minutes)

Specific objective: to establish a safe classroom climate where students begin recognizing emotional patterns;

PROCEDURE:

- T. gives each student a sticky note and asks: *How many hours/ day do you spend on screens (phone, tablet, gaming, TV) and What are your favourite apps?* Students write the number and the applications (anonymously).
- T. collects and groups responses on the board (e.g., 1–2h, 3–5h, 6+h).
- T. asks follow-up questions: *How do you usually feel after a long time online? Does it always feel the same?* Possible answers: tired, relaxed, happy, anxious, bored, distracted, etc.
- T. prompts: *Can the same activity make us feel both good and bad? Why might that happen?*



2. Role-Play – The Inner Battle (15 minutes)



Specific objectives: to build self-awareness by externalizing internal thoughts, to understand internal conflict and practice empathy toward themselves and the others;

PROCEDURE:

- T. divides the class into groups of four and presents the scenario:
A student is trying to do homework but keeps checking his/her phone.
- T. assign roles: *The student* (main character), *The Logic* (responsibility, goals) *The Emotion* (boredom, stress, curiosity), *The Temptation* (apps, notifications, instant reward) and gives instructions: you have to act a 2 minutes sketch that includes a conflict and a decision.
- Preparation time of 2-3 minutes is given for the groups to read the script;
- T. asks volunteer groups to perform in front of the class and asks some follow up questions *Which voice was strongest?, Why?, Did the student make a helpful choice?, What would you do differently?;*



Mini theatre sketch: Just one more check....



Characters: **Student** (sitting at desk with notebook) **Logic** (calm, serious tone) **Emotion** (dramatic, expressive) **Temptation** (energetic, playful, like notifications)

Student: Ugh... this is so boring. I don't even understand this question.

(Phone buzz sound — Temptation jumps in excitedly)

Temptation: Hey! New notification! What if it's something important? Just one quick check...

Logic (firmly): No. You have homework to finish. You said you'd be done in 30 minutes.

Emotion (dramatic): But I'm tired... and bored... and this is stressful. I need a break!

Temptation (teasing): Exactly! Just 2 minutes. Maybe it's a funny video... you'll feel better.

(Student picks up phone slightly)

Logic: If you check now, you'll lose focus. Remember last time? "2 minutes" became an hour.

Emotion: But what if my friend texted me? What if I'm missing something?.....





3. Digital Triggers activity (10 minutes)

Objectives: to suggest ideas for balanced digital behavior and apply creative thinking to redesign digital environments in healthier ways; to help students identify why they reach for devices ;

PROCEDURE:

- T. asks the students to draw a simple table with 3 sections: situation, emotion, action.
- Students fill in 2–3 real examples individually and give examples.
- Teacher asks: *Do we always notice why we pick up our phone? Which emotions show up the most?*
- Situation: alone at home (When do I use my phone?)
- Emotion: boredom (How do I feel before/during?)
- Action: endless scrolling (What do I do on my device?)



4. Redesign My Habit activity

(10 minutes)

Objectives: to turn awareness into practical strategies, to apply creative thinking to redesign digital environments in healthier ways;

- The Students working in pairs choose one common digital habit (e.g. scrolling before bed, checking notifications constantly) then redesign the habit using this structure:
- My habit /When it happens (trigger) / Healthier habit.
scrolling / before bed / read 5 pages of a book
- The pairs share their ideas with the class. Teacher asks: *What makes a habit easier to change? What would make this actually work in real life?"*





5. One Small Change follow-up

(5 minutes)

Objectives: to write a short personal message on realistic behavior change for their own screen habits this way connecting learning to real-life behavior;

Procedure:

T. instructs learners to complete the following message on a given card:

- i. One thing I've learned*
- ii. One small change I will try this week*

Examples: *No phone during homework/ Take a 10-minute break after 1 hour online/ Turn off notifications at night.*

Assessment and feedback:

T. observes and notes learners' engagement in discussions and role-play; the learners' ability to name and explain emotions, the learners' creativity in redesigning ideas.





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