



How We Can Support Emotional Growth

WHAT WE CAN DO

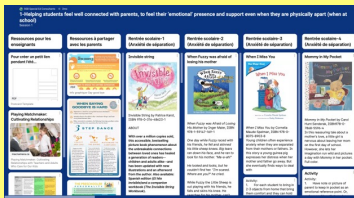
- Invite naming and expression of emotions.
- Provide different venues and opportunities for students to work through emotions in a preventive manner (e.g. quiet corner, personal brain break activities, sensory materials).
- Have classroom activities that help address emotional issues in a learning context (e.g. role plays, targeted children’s literature, building and creating projects).
- Empower students to use strategies available to them (e.g. check-ins, alternate work station, personal bin, sketchbooks).

WHAT TO AVOID

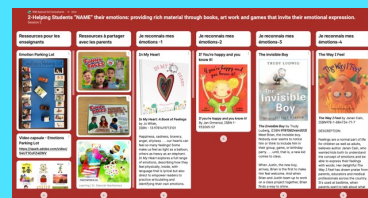
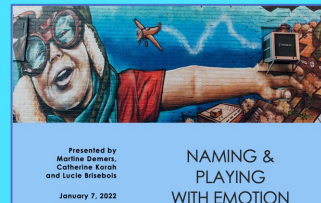
- Convey messages that some emotions are good and others are bad.
- Expecting that students will behave better because they know what is right and wrong.
- Judge and give consequences to students for their emotions.
- Believe that cutting out emotions without releasing them is always possible and needed.
- Expect that a student can stop and prevent from having ‘negative’ expression of emotion.

A collection of resources and presentations to help make sense of emotions, what they stir up in students and a wide range of venues to channel their expression. Please see the recordings of presentations and Padlets below (click on image for the link).

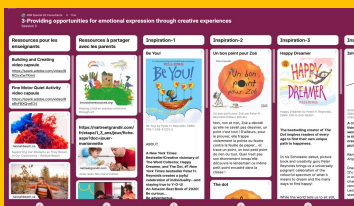
Setting the stage for emotional work PRIMING ATTACHMENTS



NAMING AND PLAYING WITH EMOTION



CREATIVE EMOTIONAL EXPRESSIONS



GETTING PHYSICAL AND OUTSIDE

