



Kraków

SZKOŁA z klasą



Szkoła  
bez barier

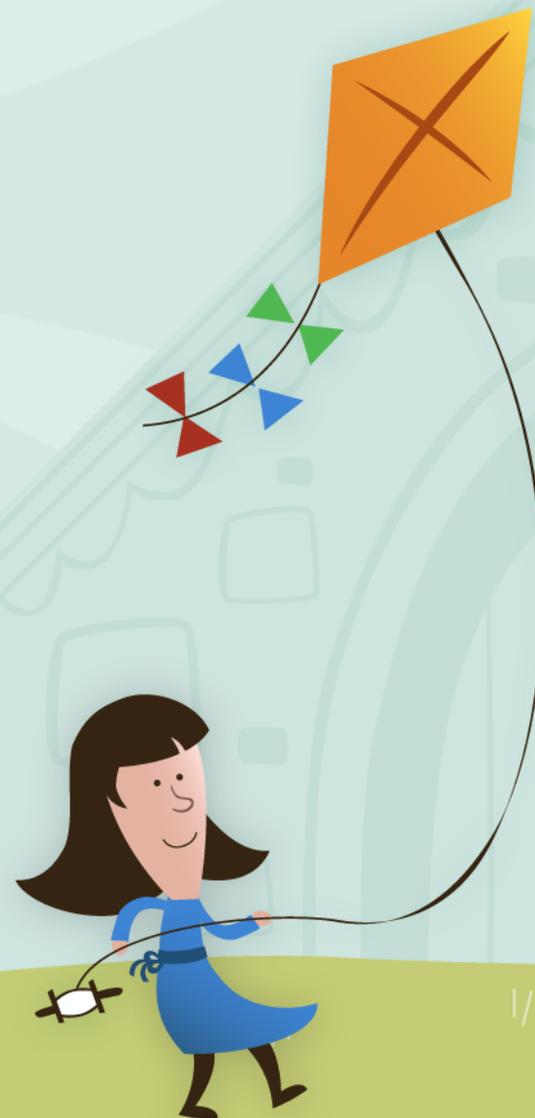
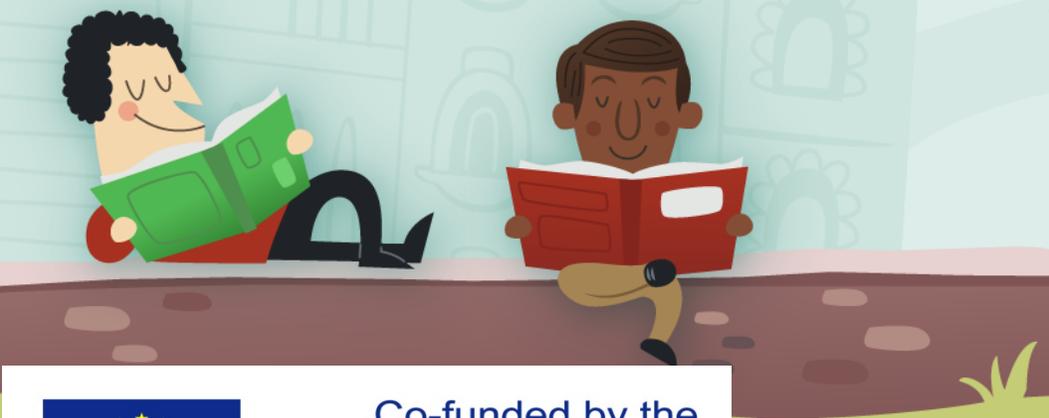
Szkoła Podstawowa z Oddziałami Integracyjnymi nr 12

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# Emotional Training at school

SNIDeR 2020



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# Children at school often have difficulties with:

- recognition of facial expressions and associated emotions,
- imitating or expressing emotions,
- understanding and controlling one's own emotions,
- understanding and interpretation of other people's emotions
- emotional exchange focus on the whole face of the interlocutor (focus on details)
- taking into account the wider context of the conversation (they tend to focus on details),
- anticipating actions,
- initiating and continuing alternating social interactions.



# Signals of difficulty in regulating emotions:

- Avoiding eye contact
- Keeping toys/things that give them feel of secure
- Thumb sucking
- Isolating, hiding from people, running away from others
- Self-locking, not speaking with other peers
- Asking the same questions about certain things
- Crying, shouting



# Teacher, remember this:

- do not assume any level of student's understanding of emotions
- remember to individualize and engage the student in the activity
- teach your student to report non-verbally about their emotional states (especially when they are under stress)
- avoid pejorative terms (uncomfortable feelings, not "bad" feelings)



## Teacher, remember this:

- specify strategies that the student and his / her environment can use independently in a stressful situation
- work closely with his/her home environment, remembering that the same resources and messages should be used at school and at home to support emotional development effectively.



**Regulation of emotions are "processes through which a person influences what emotions appear in him and how he experiences and expresses these emotions"**

Regulation of emotions is associated with the ability to recognize emotions, control them and respond to the emotions of others

**Why is Emotional Regulation so important?**

The ability to regulate emotions is a condition for effective adaptation to and outside the school environment Willingness to undertake education at school is determined, among others, by the ability to regulate emotions



# Factors affecting emotional regulation

- Development abilities
- The ability to use language
- Cognitive abilities
- Other's behaviour



# Factors affecting emotional regulation

- Close relations with others
- Environmental conditions
- Predictable environment
- Exercices adapter to the current level of child's development



# A role of teacher

- Tell a pupil about your emotions (I feel sad because....)
- Tell a pupil about his/her emotions you can see (I can see you are cross...)
- Show a pupil various way to cope with his/her emotions (If you want to ease of,you can count to 10)



# A role of teacher

- Teach a pupil to cope with others' emotions
- Show him/her how you get on with your uncomfortable emotions
- Talk to the parents constantly about a pupil's emotional life
- Talk to a form teacher about the pupil and his/her problems



# The examples of coping with emotions



# How to regulate emotions at school?

Talk with the children how to cope with emotions.

Read the books about others' emotions

Show the films about emotions

Organise workshops about feelings

Meet with parents and talk about the pupil

## Steps fo regulating the emotions

Step 1: Recognize one's emotions

Step 2: Recognize emotions in others

Step 3: Self regulation

Step 4: Emotional adjustment and response for the behaviour of others

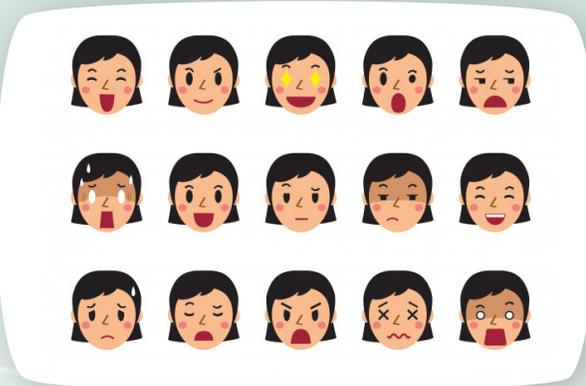
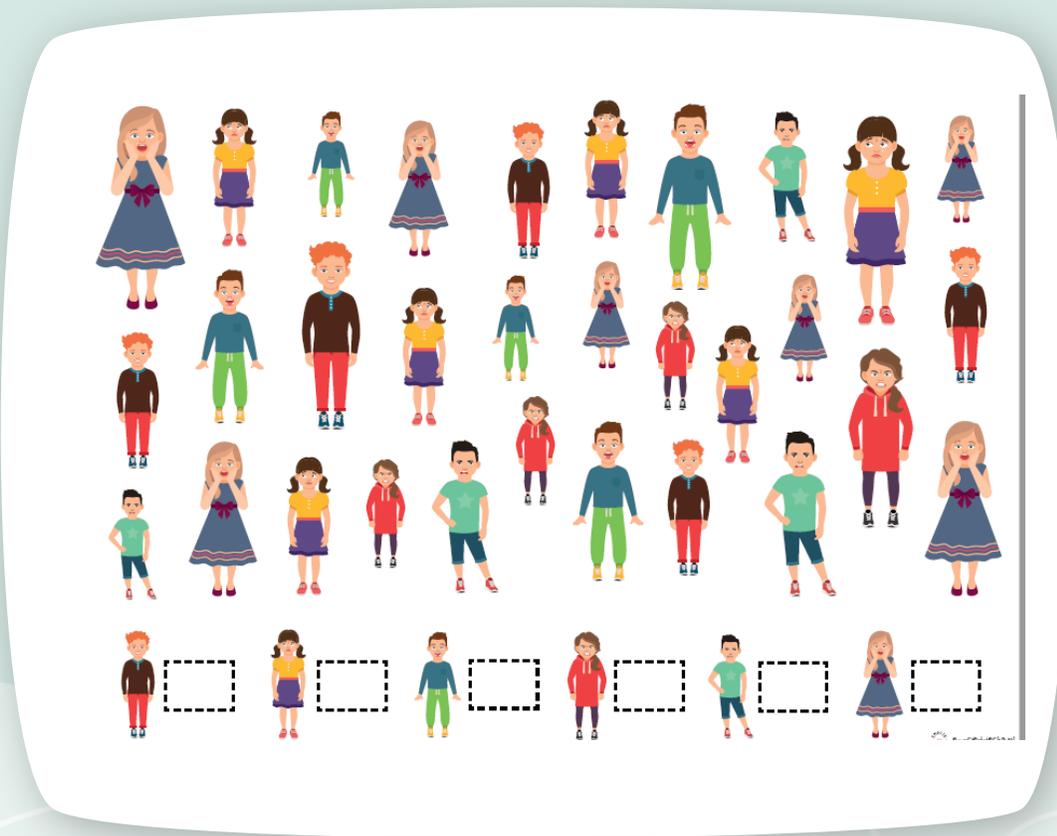


# What helps the pupil to regulate the emotions?

- Reading short books
- Listening to soothing music
- Talking about feelings with someone
- Writing down how do you feel at the moment
- Doing physical exercises
- Saying jokes
- Hugging
- Thinking of something nice
- Drawing emotions

Remember to be with your pupil at his/her hard times.





## Step zero- playing with emotions

This method is suitable for younger children. Play with your pupils, have fun talking about emotions and feelings.

# Playing with emotions



# Playing with emotions

- Do the emotion puzzles
- Sing various songs about emotions
- Read books and fables about feelings
- Do a memory game about emotions
- Watch movies about emotions
- Play with a pupil ( e.g. emotion sorting game, character tree, robot flashcard, emotion jar, feelings snake, emotion charts, feelings balloons)





# 30 Games, Activities & Printables TO TEACH EMOTIONS To Young Kids



## EMOTION MIX-UP PRINTABLE GAME

DOWNLOAD VIA [WWW.733BLOG.COM](http://WWW.733BLOG.COM)

## Emotions

Free Printable  
Board Game

## INSIDE OUT EMOTIONS GAME

Free  
Printable



# First step: Recognizing one's emotions

Start with using a small mirror where a child can see his/her face. Play the game

Show me how your mum/dad is...(happy,sad, angry, suprised..)Then tell :

„Look in a mirror. This is your sad face/happy face/angry face/suprised face” etc.

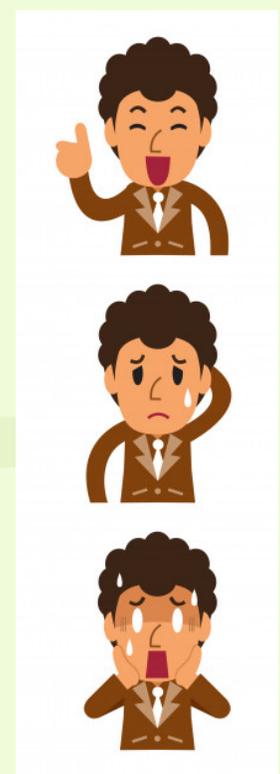
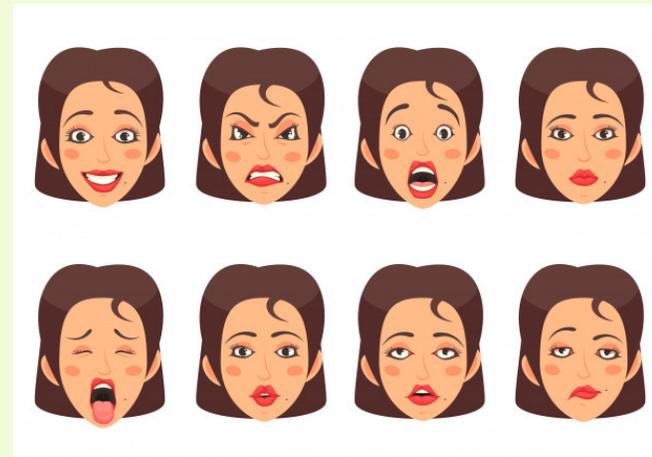
**Remember to talk about only ONE emotion at the time.**

Tell a child when he/she shows an emotions :

„I can see you are... angry, happy, sad, frightened”



# Recognizing one's emotions

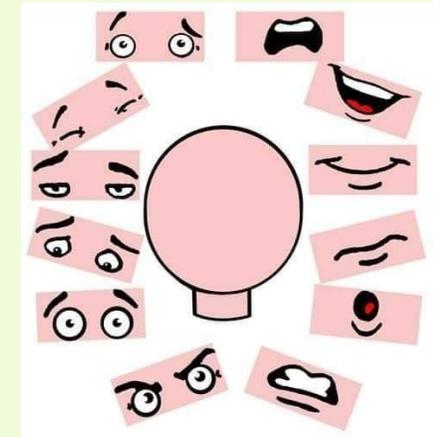
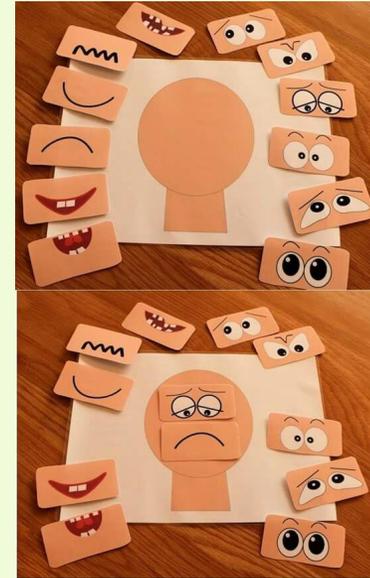
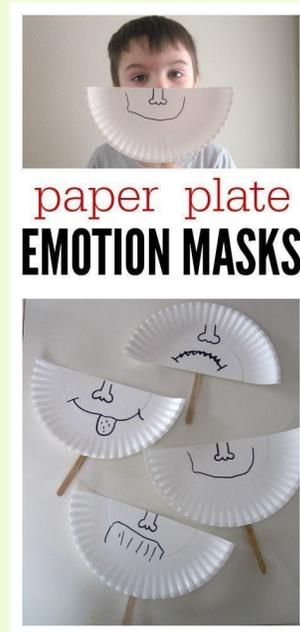


# Non verbal body language

They are important in recognizing differences in emotions.

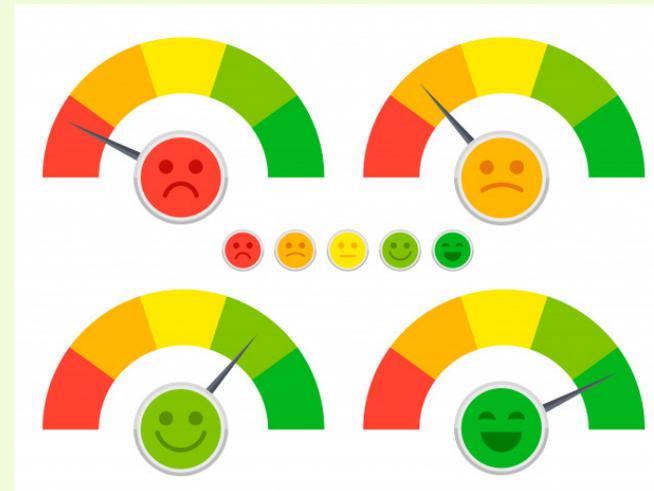
Teaching children to recognize emotions should pay attention to three elements:

1. **Voice**
2. **Face expression**
3. **Body language**



# Emotion grading and scaling

Let's teach children to graduate and scale their feelings using visual aids  
(drawings, symbols, feeling diagrams, feeling thermometers)



# The order feelings need to be taught

- Make sure that the student has an idea about basic emotions before we start dealing with more complex and subtle emotions.
- Students may be able to use words to describe the emotion, but they have trouble identifying them



# Second step: recognizing others' emotions

We name / mark our emotions in natural situations: we indicate how we feel and why.

"I have a birthday today. I feel great. All this morning my family and friends are wishing me all the best. "

We point to our voice, body and face language in relation to specific emotions.

"I'm smiling. I feel calm. "



We use visual aids - we can have our own scale of feelings .You can use drawings and similarly identify a person's emotions.

We name the emotions in their natural context: we pay attention to the emotions of others described by means of a gesture or facial expression.

For example, you can say: "Look - Ania smiles. Is happy"

We show the relationship between behaviour and thoughts (a sad person may cry, have a "horseshoe" mouth, eyes lowered, little talk).  
context of the situation



Remember to draw the child's attention to the wider social context

# Recognizing and naming emotions

- The analysis of emotional experiences of heroes / historical characters (during a lesson)
- The analysis of feelings related to the hero, character in a processed material  
"I like, I don't like, I like, I hate, I love, I dislike ... because"
- Examples of questions:
  - How would you feel if you were like (character / hero)?
  - How do you think (character / hero) feels?



# Recognizing and naming emotions

- How do you know that ?
- Do you remember when you felt that way?
- What made this character behave this way? (choose one reason)
- How else would you behave in this situation?
- Which character in history do you identify with the most and why?



## Step three : Sel-fregulation

- Recognizing and identifying factors that affect emotional loss
- Identifying early symptoms of overload (ability to prevent escalation of an adverse reaction)
- Identifying critical emotional points
- Identifying tools for coping with emotional regulation (sensory support, calming techniques, thinking strategies)
- Teaching different ways to react in emotionally difficult situations





Physical activity



Talking to a person about feelings



# Emotion Coping Methods



Breathing (breath in, count to 4, breath out, count to 4)



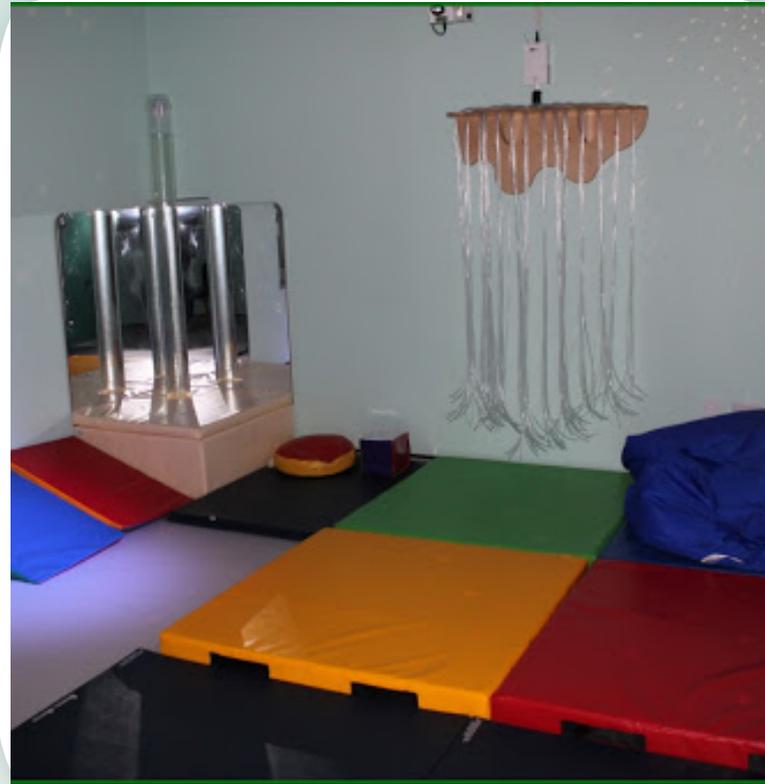
Drawing situations that make us feel in different way



## Other Emotional Coping Methods



Thinking about something nice



Going to a quiet place, where you can ease of a little



## Other Emotional Coping Methods



designed by freepik.com

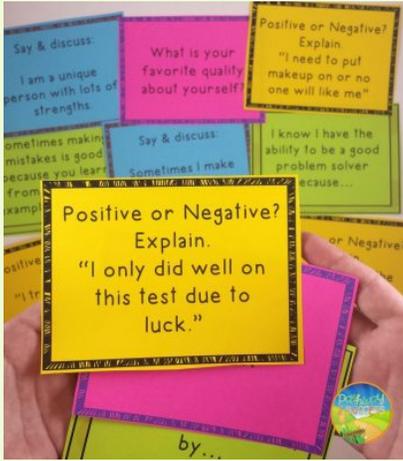
A box with cognitive strategies  
(puzzles, crosswords, riddles,  
rebus)



Positive self talking (I can cope with my anger, I can  
control my sadness)

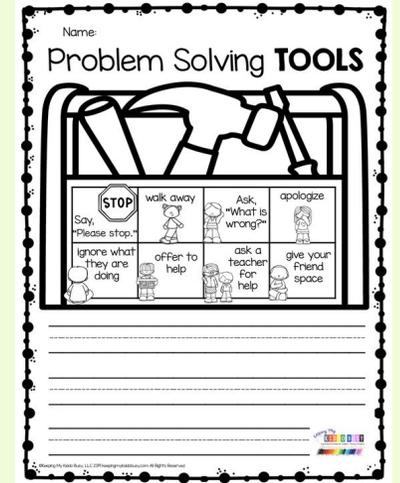
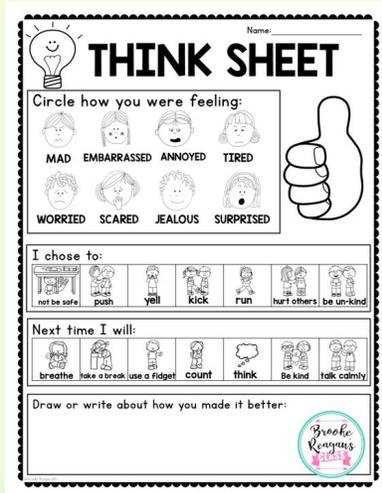


## Other Emotional Coping Methods



# Other strategies

- Coping strategies - drawings / symbols
- Positive self-help scripts
- Social stories or scripts / modeling Video
- The sedative sequence in visual form
- Relaxation strategies



# Behavior Reflection Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## How are you feeling?

 Scared
  Angry
  Sad
  Worried

## What happened?

Not on task

Not following directions

Not using kind words

Being disrespectful

Pushing or hitting

Out of seat/area

## What will you do differently next time?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Teacher Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

© Read Like a Rock Star 2015

## STOP Calm Down Reflection

It is important to stop and think about my actions

### How are you feeling?

 tired
  sad
  excited
  frustrated
  embarrassed
  scared

### What did you do?

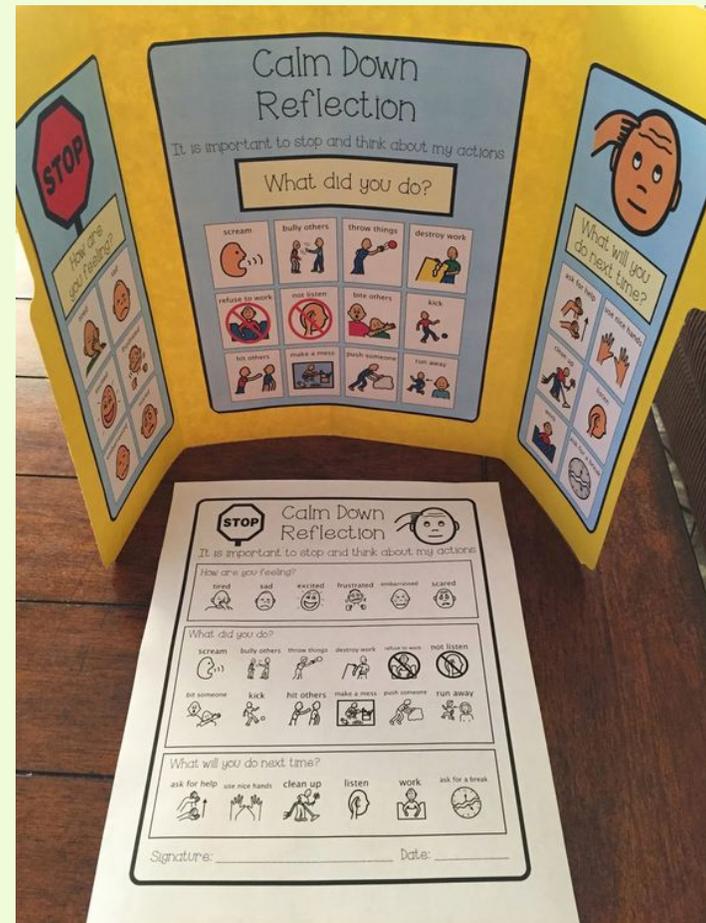
 scream
  bully others
  throw things
  destroy work
  refuse to work
  not listen

 bit someone
  kick
  hit others
  make a mess
  push someone
  run away

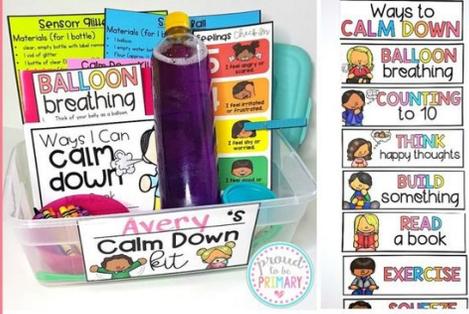
### What will you do next time?

 ask for help
  use nice hands
  clean up
  listen
  work
  ask for a break

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



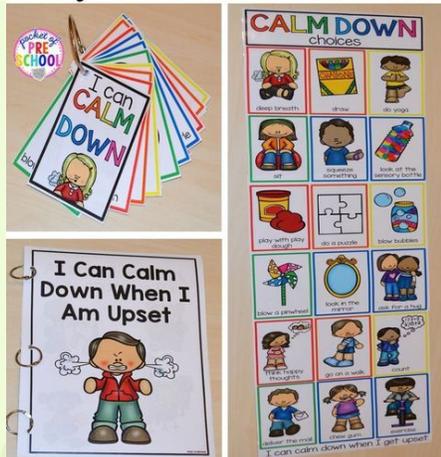
# Social & Emotional Learning



## Teaching Kids to self-regulate



## Calm down kit for little learners



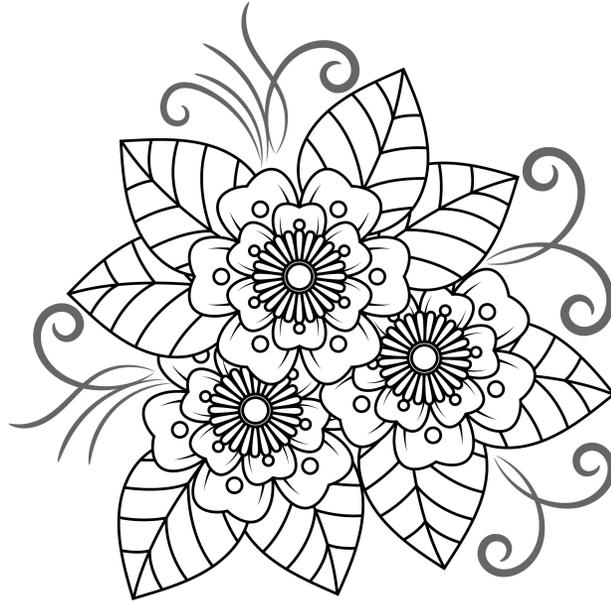
## Calm Down Area Resources



# Relaxing strategies

- Listening to calming music
- Reading calming books
- Breathing with stars or triangle
- Relaxing colouring
- Dancing
- Painting on a glass
- Jacobson's technique
- Schult's technique





**Star Breathing**

Start at any "Breathe in" side, hold your breath at the point, then breathe out. Keep going until you've gone around the whole star.

[www.copingskillsforkids.com](http://www.copingskillsforkids.com)

**LAZY 8 BREATHING**  
Start with an 8 on its side. Starting in the middle, go to the left and trace the left part of the 8 with your finger while you breathe in. When you get to the middle of the 8 again, breathe out while you trace the right part of the 8 with your finger.

**TRIANGLE BREATHING**  
Start at the bottom left of the triangle. Follow the sides around the whole triangle to complete one deep breath.

**SQUARE BREATHING**  
Start at the bottom right of the square, and follow the arrows around the whole square to complete one deep breath.

**STAR BREATHING**  
Start at any "Breathe in" side, hold your breath at the point, then breathe out. Keep going until you've gone around the whole star.

**COPING SKILLS FOR KIDS**



# Fourth step

## Emotional fitting

- Towards pro-social behaviour we teach the children by using visual aids, movies, games, stories about favorite characters from books, school books etc.
- Recognizing the other person's state of mind "What can he feel"
- Adopting the perspective of the other person in a particular situation "Why did he behave this way?"
- Adjusting my own reactions to the emotional state of the other person "How can I help him in such a situation?"



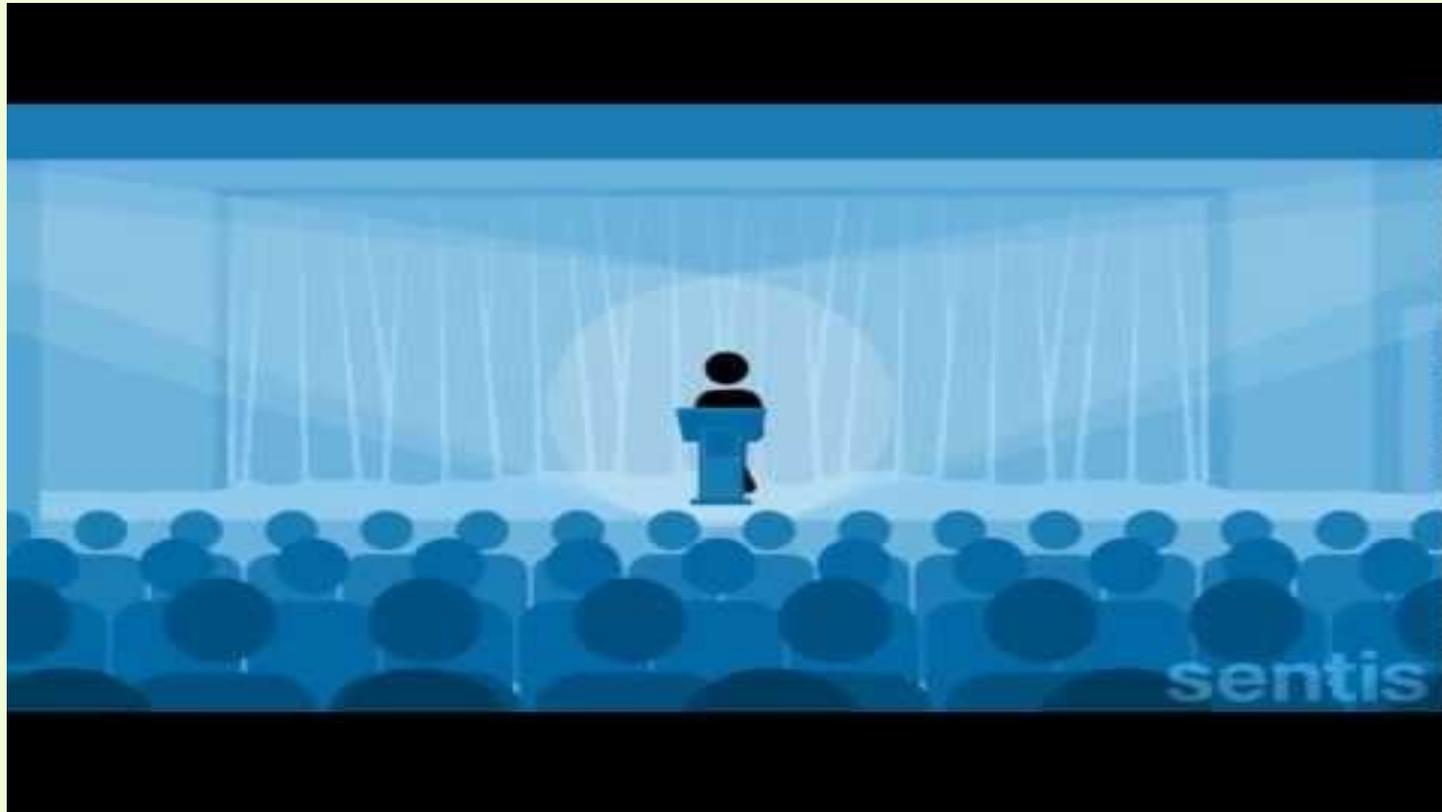
# Films, the teacher can use while talking about emotions



# The films you, as a teacher, can use while talking about emotions



# The films you, as a teacher, can use while talking about emotions



# The films you, as a teacher, can use while talking about emotions

Why do we lose  
**CONTROL**  
of our  
emotions?



# The films you, as a teacher, can use while talking about emotions



■

# Thank You for watching

