



# How We Can Support Emotional Growth

## WHAT WE CAN DO

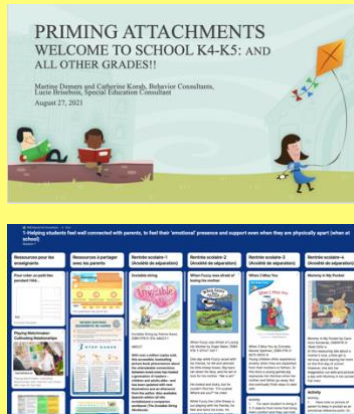
- Invite naming and expression of emotions.
- Provide different venues and opportunities for students to work through emotions in a preventive manner (e.g. quiet corner, personal brain break activities, sensory materials).
- Have classroom activities that help address emotional issues in a learning context (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 workstation, 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

