



# Let the Inside Out: Empowering Emotional Expression in the Classroom



Lorena Peimbert

“Education is an art built upon the *social relationship* between teachers and students”

Daniel Siegel



# How are you?

*Fine, thank you, and you?*

But, what does *fine* really mean?

Why do we teach our students to say they're fine, when maybe sometimes, they're not!



What if we could...

- Start teaching our students how they feel from the beginning?
- Tell them that it's OK to express what they feel, and to *validate* their emotions?
- Teach them what to do with what they feel, so they could feel better?

This would make your students feel...

valued      accepted      respected

seen      **LOVED!**



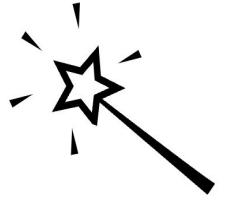


And when you do this, you will be able to create safe bonds with your students.

So, they will feel happy and motivated to learn English with you!



MAGIC in the classroom happens when we create safe bonds because...



We learn best from the people we love



If students TRUST their teachers, they will be open to LEARN what their teachers TEACH them.



Our brain is a social organ!

We need others and learn from others to survive, that's why we create bonds, so we can belong.



If we belong that means we will survive

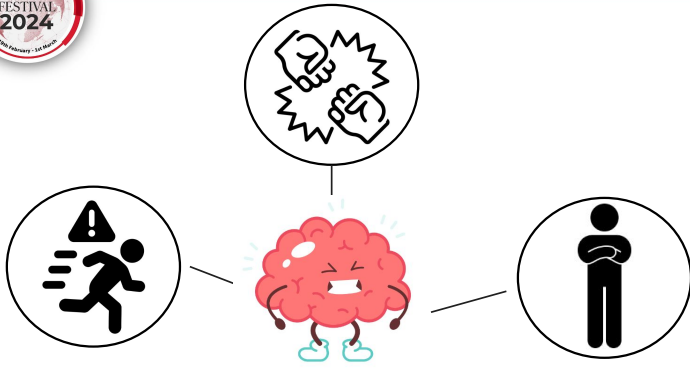


Attachment Theory



Attachment Theory



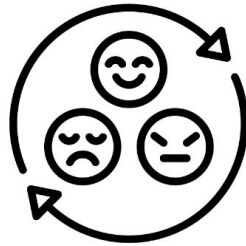


And it will respond automatically and quickly...**IMPULSIVELY** because it's trying to keep us alive making us feel big feelings or hard feelings to feel.



An emotion is...

An unconscious and automatic reaction that we have toward a specific situation or experience we are living internally or externally, and it is very personal.





PHASE 1	PHASE 2
Physical manifestation of the emotion <ul style="list-style-type: none"> <li>• Tears</li> <li>• Knot in our throat</li> <li>• Tension in our muscles</li> <li>• Etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Memories that we have of ever feeling that emotion.</li> <li>• The belief that these memories create about the emotion.</li> </ul>

- Emotions show up in our body in different places.
- Depending on the way they make us feel and where we feel them, we label them to recognize them.
- So, we get the feelings.



Feelings are the names we give to our emotions to recognize them.

- |         |       |        |             |
|---------|-------|--------|-------------|
| happy   | sad   | angry  | frustrated  |
| excited | proud | scared | embarrassed |

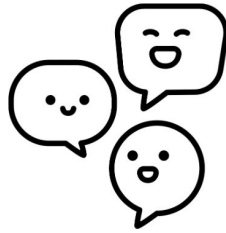
	
<ul style="list-style-type: none"> <li>As we grow old, we become more reflective, so it's easier to recognize how we feel.</li> </ul>	<ul style="list-style-type: none"> <li>For young students it's hard. They are still developing their thinking and emotional skills, and their brain, too!</li> </ul>



Our students don't understand what is going on...

But they can *feel* what's going on...

They need to express how they feel, so they start feeling better!



“Just like children...emotions heal when they are *heard and validated*”

Jill Bolte Taylor

How can we help our students express their feelings?



Label the emotion

Learn the names of the feelings

Recognize how we feel and what we feel

Tips to help students label their emotions that you can include in your daily routine!

<p>1. Show flashcards or posters with the pictures of the feelings</p>	<p>2. Include songs about the feelings</p> <p><i>I feel happy, I feel scared I feel angry I feel sad</i></p> <p><i>That's the way I can feel And it's OK to say How I feel So, I can heal</i></p>	<p>3. Toss a ball. Ask, How do you feel today?</p>
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Tips to help students label their emotions that you can include in your daily routine!

4. Play hot potato. Stop the music. Ask, How do you feel today?	5. Take a turn to speak with a toy. Have the students who want to speak take the toy and say how they feel today.	6. Give students a set of cards. Ask, How do you feel today? Have them show you the card.
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Tips to help students label their emotions that you can include in your daily routine!

7. Do TPR to share with others the feeling they are feeling. For example: If you feel happy, clap your hands. If you feel sad, hug a friend. If you feel angry, stomp your feet.	8. Use a puppet to ask them how they feel. Speaking to a puppet is easy since puppets and stuffed animals become their first friends while still at home, so they will feel confident to share their feelings with it.	9. Play charades!
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Remind students that there are no good or bad feelings. Some feelings are easy to feel, and some are harder to feel and tolerate.

Do not force any student to share. They will do it when they feel safe.



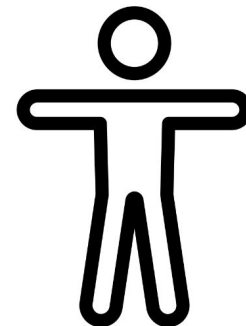
Tolerate the emotion

Say where in their bodies they feel that feeling.

*"I need to calm my body first so then I'm able to calm my mind."*

Tips to help students tolerate their emotions that you can include in your daily routine!

1. After saying how they feel, ask them to point to the place where they feel that feeling in their own bodies.	2. Display a poster with a body silhouette and have students point to the place where they feel that feeling.	3. Give them a body silhouette and ask them to color the place in the body where they feel that feeling.
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Recuperate from the emotion

Learn what to do with what we feel.

Tips to help students recuperate from their emotions that you can include in your daily routine!

1. Breathe in and out. Take that emotion out of your body. We don't want it inside because it hurts.	2. Breathe in and stretch their arms, trying to reach the ceiling and breath out, putting their arms down as they say: ahh! This will help them release the stress they have.	3. Ask students to close their eyes, listen to their heart for one minute.
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Tips to help students recuperate from their emotions that you can include in your daily routine!

4. Give them clay. Have them model the emotions they are feeling.	5. Go to the peace corner to calm down. This is a space you can create in the classroom where you can have students learn to manage their conflict: say sorry or listen to a friend.	6. Go to the Big Feelings Corner. This is a space where students can sit quietly and have books or toys to help students calm down.
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## The Monster



## The Monster

1. Draw a monster's face and paste it on top of a cereal box.
2. Cut out the monster's mouth
3. Give the monster a name.
4. Explain the monster likes to eat: our big feelings!
5. Ask students to say *how* they feel.
6. Ask them to draw a picture that represents that feeling in a small piece of paper and fold it.
7. Have them put that paper in the place where they feel that emotion (in their body), close their eyes and imagine they are pulling it away.
8. Once that feeling is not part of them, they can give it to their monster.

Once they calm down, you can help them find solutions to the problem they have and help them solve it.

If you see a child struggling with a big feeling, take the time to speak one on one to them while the others are quietly working or working individually.



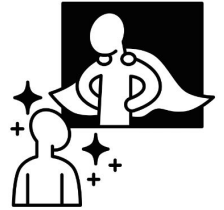
You may need to use L1 so they can express what they feel. If they trust you but don't have the words to tell you how they feel in English, they might feel scared to ask for help.

If a child is overwhelmed with a BIG feeling and comes to you crying, shouting, talking too fast, etc., **model them how to calm down**, so they can calm down, too, as you also speak to them.

*Remember, children see, children do.  
We are role models*

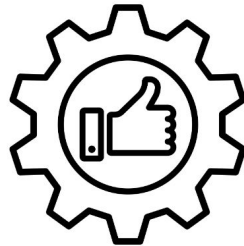
If the adult knows how to self-regulate, the children will also learn to self-regulate.

If the adult doesn't know how to self-regulate, children will not learn how to self-regulate either and will not know how to control their impulses, behavior, emotions, etc.

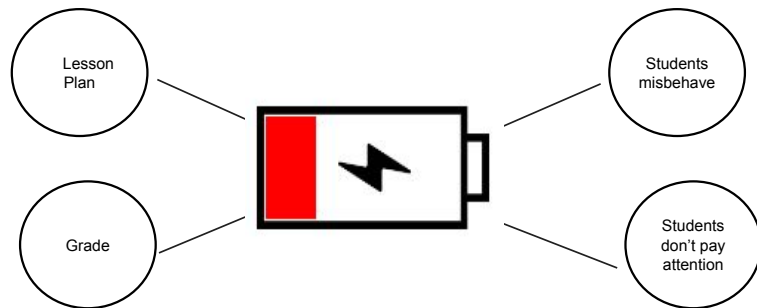


The good thing about doing this with your students is that you are benefiting, too!

The more you practice these skills with your students, the better your brain and their brain is going to respond when it feels a big feeling or a hard feeling to feel. It will know what to do because it practiced a lot.



Especially for You!



If our internal battery is low because we didn't sleep well, we feel sick, we feel stressed,

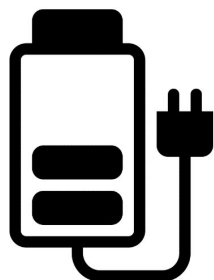
*How can we think clearly?*

So, you have to fill up your tank!

The more **energy** we have, the better we can regulate our emotions.

*How often do you pamper yourself?*

*How often do you take care of yourself?*



Here's something you can do!

Think of all the tiny things that happen in your day that make you happy and can help you recharge your energy.



Write all those things in the following chart:

Day	What situation made me feel recharged?	What feelings did that situation make me feel?	How did that situation change my day for the better?
1			
2			
3			
4			
5			
6			
7			

Connect with your heart. Listen to it if possible, using a stethoscope, for 5 min. Breathe in and out. Do it 3 times a day.



Feel grateful for what you have! Choose a stone any you like. Put it next to your side table. Before going to sleep think of the best thing that happened to you today!



Dance, shake, sweat all those emotions that feel heavy in your heart! Do it with your students as a transitional activity or at home!



Don't forget to smile!

The best of life is in your hands!

thank you