

**“Educating the mind
without educating
the heart is no
education at all.”**



Emotions Matter: An Overview for Families

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The Aspen Institute - "What is Learning About?"



What Are Emotions?

An emotion is an immediate response to something that happens in the environment or is evoked in the mind that causes shifts in:

- Thinking (like, dislike)
- Physiology (breathing, heart rate, hormones)
- Expression (face, body, vocal tones)
- Behavior (fight/flight, approach/avoid)

Emotions matter!

Emotions and what we do with our emotions influence:

- ✓ Attention, memory, and learning
- ✓ Decision making and judgement
- ✓ Relationship quality
- ✓ Physical and mental health
- ✓ Everyday effectiveness

...at home and in the classroom!



DEFINING EMOTIONAL INTELLIGENCE

“Emotional intelligence is the ability to monitor one’s own and others’ feelings, to discriminate among them, and to use this information to guide one’s thinking and action.”

-Salovey & Mayer, 1990

-Mayer & Salovey, 1997

RULER



- Evidence-based approach to social and emotional learning
- Helps school communities integrate the teaching and practice of emotional intelligence into daily life
- Trains “everyone with a face” beginning with the adults
- Reduces problem behavior and enhances academic achievement

Anchor Tools

Emotional Intelligence Charter

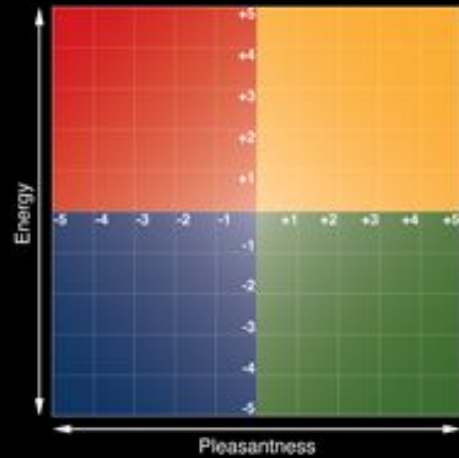
*As a class, we want
to feel...*

*In order to have these
feelings consistently,
we will...*

*We will prevent and
manage conflict by...*

The Mood Meter

How are you feeling?



TAKE A META-MOMENT



Solve problems with The Blueprint

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

THE CHARTER

How do we want to feel in this classroom?

What can we do to help ourselves and each other to experience these feelings consistently and to create a positive learning environment?

What strategies can we use when we feel uncomfortable or like we are not "living" the Charter?

At School We want to
feel: safe, happy & respected

In order to feel **safe** we will:

- * Stay with the group and teachers
- * use tools and toys with **care**
- * have a safe body

In order to feel **happy** we will:

- * help others
- * use kind voices and words
- * play together
- * share

In order to feel **respected** we will:

- * listen with our whole body
- * raise your hand
- * show teamwork!



K-Mo Class Charter

To feel **happy**, we will take care of each other. We will be kind. We will say "hi!" and share.

To feel **safe**, we will follow the rules. We will use quiet hands and feet. We will stay close together.

To feel **smart**, we will listen and look at the speaker. We will try our best and be brave.

EMERSON PARKER J O JULIAN HARPER ABE GAIL
 SOE Mrs. G ARVIN Mrs. A
 OLIVE GEMMA FRTIE
 MEL HANNA MEY
 (P4+0J7AH)

4G'S CHARTER



We, the students in 4G, will work together to create a place where we feel happy, safe, respected, accepted, confident, and successful.

In order to feel this way, we will need to look out for each other, and notice how others are feeling. We will speak kindly to one another and include others. We will listen, focus, and study. We will make sure we follow the rules of the school to stay safe. We will stand up for ourselves, and communicate our feelings. When we have a conflict, we will decide when we can talk it out with each other, and when we need to seek a trusted adult to help.

If we treat others the way we want to be treated, our school and classroom will be a place where we can be our true selves and do our best!



Seri Rater Thomas NATE.M
 Lucas Ben Ms. Jones



Aaron! Kathryn Charlotte Focus



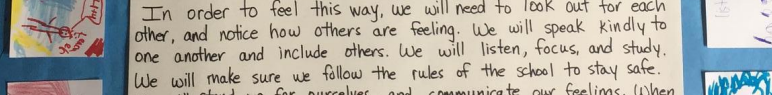
Safe Love Paris nines



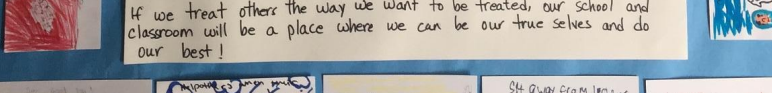
Straw up for your safe



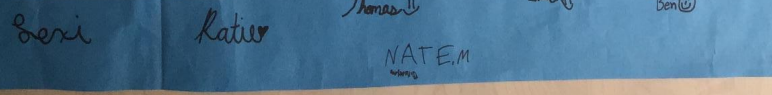
Step to the right



HELP somebody



Sh away from digital Tech



Ms. Jones

OUR CLASSROOM CHARTER

At School we want to feel...

Happy

CHALLENGED

Safe

Kind

INCLUDED

Follow directions

Do your best and forget the rest

greet friends
Say "Hello!"

tone of voice

the more you practice the better you get

try new things

We Promise to...

When we break this promise, we will...

turn it around and say sorry.

talk as a class about being nice and respectful

help each other make better choices

Clean up

give a compliment

invite others to play together

teachers protect us

help a friend clean up

help others

Keep tables germ-free

ask others to join in

make new friends

Walk

Keep calm bodies

notice how someone is feeling

take a moment: Relax! think! Breathe!

talk about our problems and find a Solution

encourage each other

Because... YOU do next It's what COUNTS!

Because... **YOU** do next
It's what **COUNTS!**
that

October

November

December

Crosby Crew Charter

The Crosby Crew
3rd Graders will
work together to
feel...

safe

included

loved

respected

happy

In order to do
this we will..

own our
mistakes and
be accountable

be KIND
and
responsible

be active
listeners

treat others
the way you
want to be
treated

have a
positive
attitude

Be YOU
and have
FUN!

be mindful
of people
and
surroundings

As a staff at Saugatuck, we want to feel...

Joyful

In order to feel joyful we will...

- ❑ Celebrate accomplishments and personal milestones
- ❑ Laugh together
- ❑ Focus on the positives
- ❑ Give back to the community.



Inspired

In order to feel inspired we will...

- ❑ Dedicate time and energy to share, talk and collaborate with each other across the school.
- ❑ Notice the small things that matter.



Connected

In order to feel connected we will...

- ❑ Create time and opportunities to come together in both academic and social settings, across disciplines and grade levels.
- ❑ Get to know and take an interest in everyone.



Valued

In order to feel valued we will...

- ❑ Listen intently to others and honor all voices.
- ❑ Use encouraging words to recognize efforts.
- ❑ Assume positive intentions in other people's actions.
- ❑ Respect the needs of others.



Balanced

In order to feel balanced we will...

- ❑ Allow time for social-emotional wellness and professional growth that supports our individual needs.
- ❑ Honor everyone's varied responsibilities, both in and out of the school day, and trust in positive intentions.



Supported

In order to feel supported we will...

- ❑ Show empathy and ask others how they are feeling
- ❑ Ask how we can help and follow up.
- ❑ Understand that planning, brainstorming and collaborating requires time (and food).



We will manage conflict and unwanted feelings by...

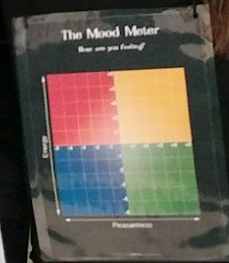
- ❑ Asking people, "What are you thinking about this?"
- ❑ Having someone that you can go to discuss a part of the charter that isn't working for you personally.
- ❑ Helping people meet a need by reaching out and helping. Being a sounding board.
- ❑ Asking ourselves, what isn't working quite right? What can I change?
- ❑ Having a conversation with the person you are having a conflict with, rather than discussing it with someone else or letting it get worse.

A word cloud of positive adjectives centered around the words 'SAFE' and 'HAPPY'. The words are in various colors (blue, green, yellow, orange, red, purple) and sizes, arranged in a circular pattern. The largest words are 'RESPECTED', 'SAFE', 'HAPPY', and 'INCLUDED'. Other prominent words include 'PROUD', 'JOYFUL', 'LOVED', 'SUPPORTED', 'PEACEFUL', 'CONFIDENT', 'SUCCESSFUL', 'ACCEPTED', 'WELCOMED', 'VALUED', 'ENTHUSIASTIC', 'OPTIMISTIC', 'CHALLENGED', 'SECURE', 'HELPFUL', 'KIND', 'COMFORTABLE', 'BALANCED', 'ENERGIZED', 'AMAZING', 'WELCOMING', 'BETTER', 'SPECIAL', 'LEARNING', 'UNITED', 'CALM', 'GRATEFUL', 'PROGRESS', 'SELF-CONFIDENT', 'EMPOWERED', 'ACCOMPLISHED', 'EXTRAORDINARY', 'INSPIRED', 'SMART', 'MOTIVATED', 'CONNECTED', 'APPROXIMATE', and 'APPRECIATED'.



Energy \longleftrightarrow

Pleasantness ←



Angry
Furious
Livid

glum
down
tired

tired
down
glum

Content

Calm

Cozy

excited



Emotional intelligence refers to five key skills:

- **R**ecognizing
- **U**nderstanding
- **L**abeling
- **E**xpressing
- **R**egulating



Recognizing Emotions

Identifying emotions in oneself and others by interpreting facial expressions, body language, vocal tones, and physiology.



What Can Parents Do?

- ✓ Pay attention to your emotions and the emotions of your child
- ✓ Point out and talk about the facial expressions, tone of voice, and body language that reflect different emotions

ACTIVITY

How skilled are you at recognizing emotions?

How are you feeling?



How are you feeling?



WHAT DID THIS ACTIVITY TEACH US ABOUT RECOGNIZING EMOTIONS?

- ✓ It's not as easy as we think
- ✓ Some expressions are more clear than others
- ✓ We are not always sure how others are reading us
- ✓ How well we know a person may influence how we read them

Understanding Emotions

Knowing the causes and consequences of emotions

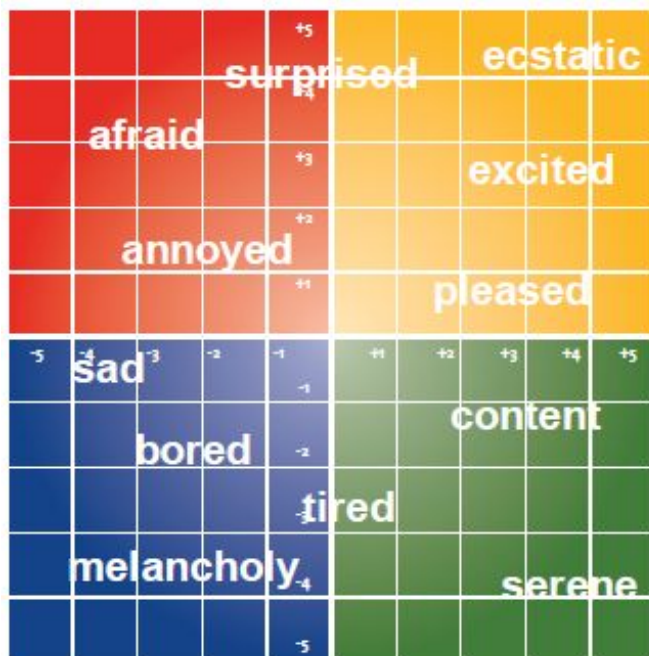


What Can Parents Do?

- ✓ Discuss with your child what leads him or her to feel a range of emotions
- ✓ Share how your feelings have affected your thoughts and behavior

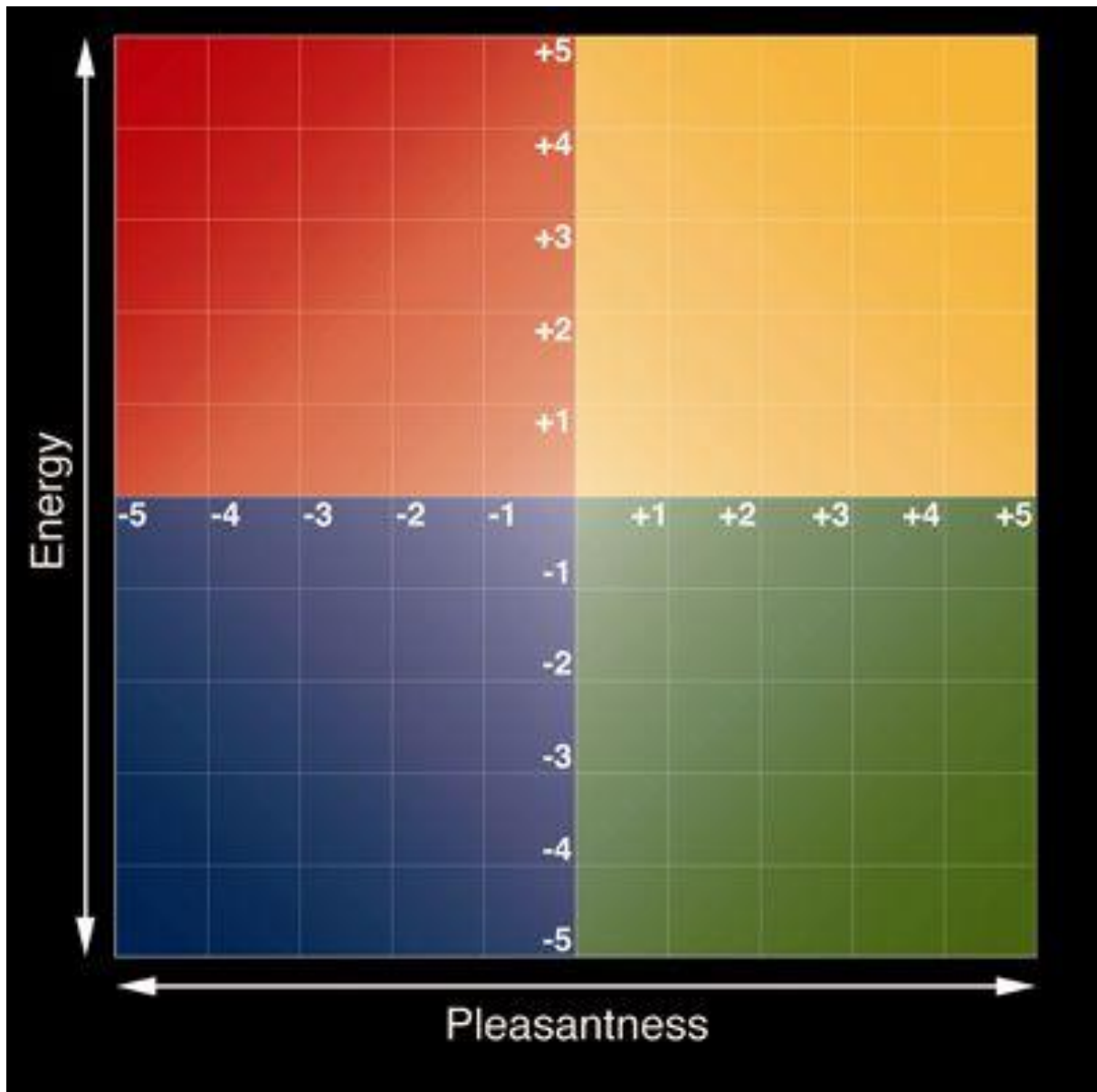
Labeling Emotions

Having and using a wide array of words to describe the full range of emotions



What Can Parents Do?

- ✓ Use a wide range of emotion words with your child
- ✓ Encourage your child to find the best word to describe his or her feelings



Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene

🔍 mood meter



Cancel

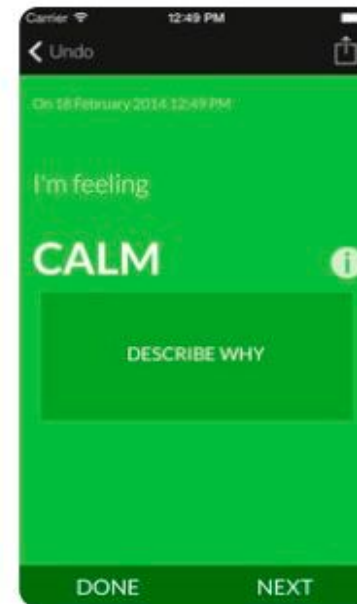
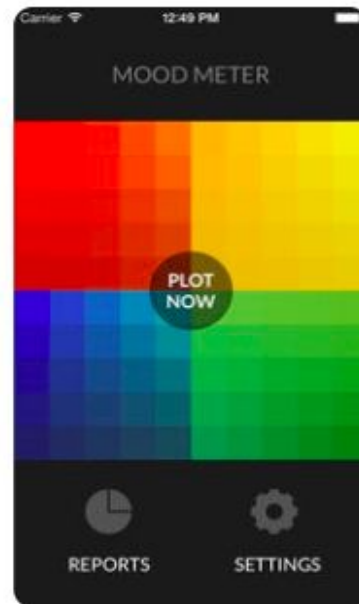


The Mood M...

Education

★★★★☆ 25

OPEN



moodmeter.online/

Expressing Emotions

Knowing how and when to express emotions with different people and in multiple situations



What Can Parents Do?

- ✓ Express feelings at the best time, in the best place, and in the best way
- ✓ Help your child evaluate the best time and place to express their feelings

ACTIVITY

Pair Share:

Successful Expressions of Emotions

Regulating Emotions

Knowing and using effective thought and action strategies to prevent, reduce, initiate, maintain, and enhance different emotions



What Can Parents Do?

- ✓ Model many different effective strategies for your child when you manage your own feelings
- ✓ Help your child find useful and successful strategies for managing the range of emotions they experience

ACTIVITY



DEBRIEF

- How did Claire regulate her emotions?
- What was she modeling?
- Are there other strategies that could have been used?

HELPFUL STRATEGIES

Thought Strategies

- ***Positive self-talk***
- ***Positive reappraisal***
- Acceptance
- Visualization
- Humor
- Distraction (short-term)

Action Strategies

- Good health habits:
 - Food, sleep, exercise
- Social support
- Constructive activity
- Avoiding/modifying situation
- Problem solving
- Seeking professional help

Practices For Parents

- ✓ Pay attention to your emotions and the emotions of your child
- ✓ Discuss with your child what leads him or her to feel a range of emotions
- ✓ Use a wide range of emotion words with your child
- ✓ Express feelings at the best time, in the best place, and in the best way
- ✓ Model many different effective strategies for your child when you manage your own feelings



QUESTIONS?



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