

We are Love.  
We are One.  
We are how we treat each other when the day is  
done.

We are Peace.  
We are War.  
We are how we treat each other and nothing  
more.

# Why Emotions Matter

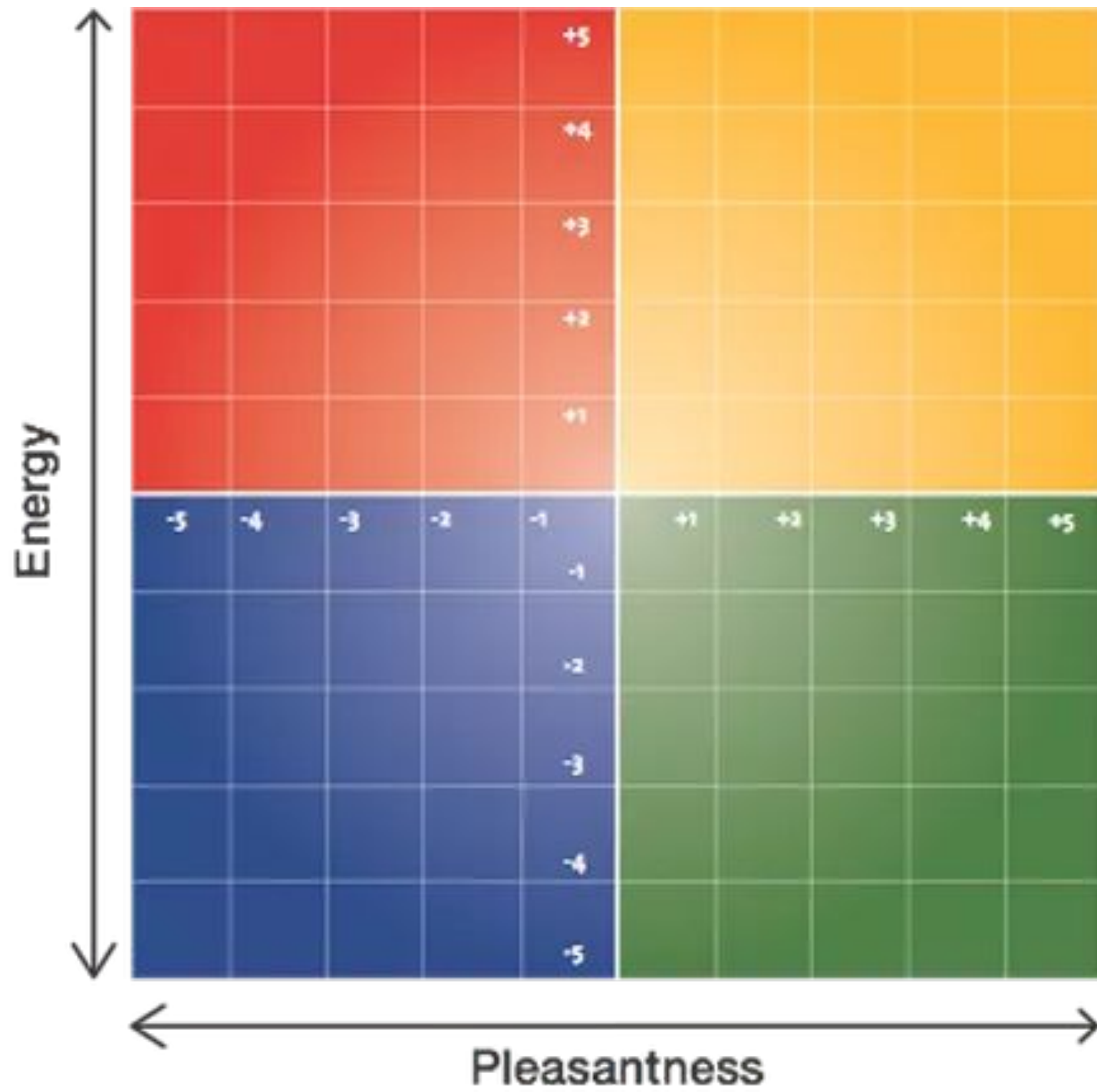
An Overview for Families

First Church 1652  
November 19, 2019

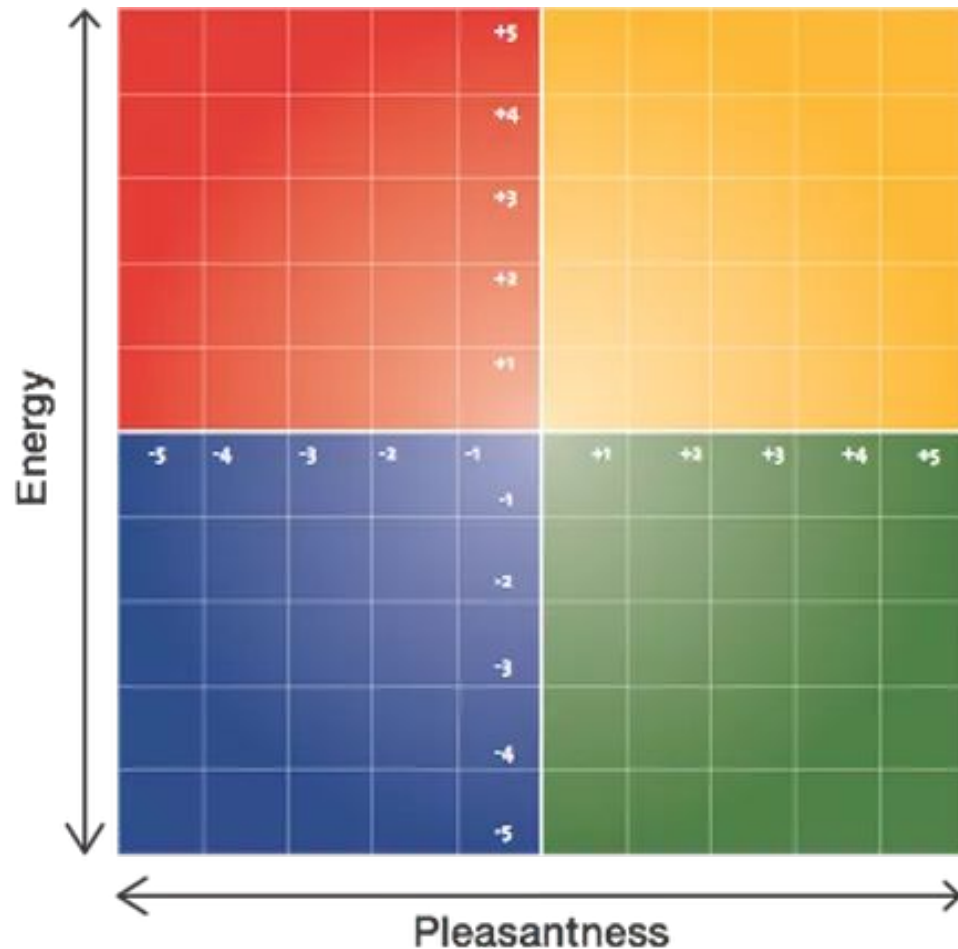
Write down one  
word that answers:

How are you  
feeling?





# HOW ARE YOU FEELING?



Open a web browser on your phone, tablet, computer and put in this link:

Moodmeter.online

7w7cp2

**“I’ve learned that people  
will forget what you said,  
people will forget what you did,  
but people will never forget  
how you made them feel.”**

Maya Angelou

What are  
Emotions?

# 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)



Other terms commonly used to describe emotions are:

**Feelings:** private experiences about emotions

**Moods:** less intense emotions that are longer in duration and may not have an identifiable cause

**Disposition:** one's overall tendency to respond to situations based on the types of emotions and moods a person tends to experience





# 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, at school, at work..everywhere!!!



# Poker Face

While watching the following slide show, keep your best stone cold poker face...

[https://docs.google.com/presentation/d/1seNS9xQ6B-XMUUnlzz3FLhFlxU7XJp-vBQZ\\_kRP0aOA/edit#slide=id.p](https://docs.google.com/presentation/d/1seNS9xQ6B-XMUUnlzz3FLhFlxU7XJp-vBQZ_kRP0aOA/edit#slide=id.p)

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- Who was able to keep a straight face?
- What strategies did you use to keep your faces neutral?
- What did you think about during the exercise?
- What does this activity tell us about regulating emotion?

# Suppressing Emotions

*When we are trying to suppress our emotions (like keeping a neutral face while watching something funny), we limit our cognitive ability to process or remember what we have seen or heard.*

- *How would the attention, memory and learning of student be affected during their school day if they were constantly suppressing their emotions?*
- *How would your attention, memory and learning be affected if you were trying to suppress your emotions during your workday or at home?*

# How do emotions impact our lives?

Emotions drive EVERYTHING in our lives. Our Emotion helps or hinders our:

- Attention, memory, and learning
- Decision making
- Relationship Quality
- Wellbeing (physical and mental health)
- Overall effectiveness

# What the research says....

45,000 High School students were asked how they feel at school

75% of the time at school students report they feel...

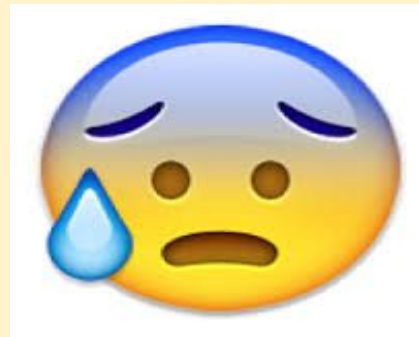
Stressed



Tired



Bored





# What the research says....

9,000 Educators were asked how they feel at work:

- Frustrated
- Overwhelmed
- Stressed
- Happy

# What the research says....

25,000 working adults were asked how they feel at work:

**STRESSED**

# Social and Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

***Collaborative for Academic, Social, and Emotional Learning (CASEL)***

# Framework for Systemic Social and Emotional Learning



# Our approach to Social and Emotional Learning



[RULER Video](#)

# The Emotional Intelligence Skills

**R**

**ecognizing emotions in self and others**

**U**

**nderstanding the causes and consequences of emotions**

**L**

**abeling emotions accurately**

**E**

**xpressing emotions appropriately**

**R**

**egulating emotions effectively**

# Anchor Tools

## Emotional Intelligence Charter

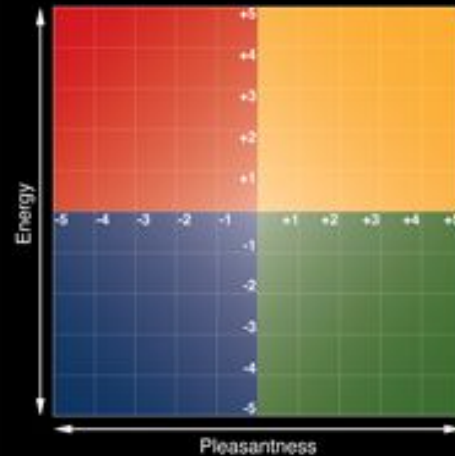
*As a class, we want  
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*We will prevent and  
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## The Mood Meter

How are you feeling?

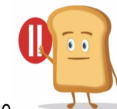


## META-MOMENT

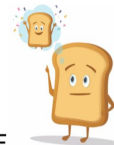
1. Sense



2. Pause



3. See your BEST SELF



4. Strategize and Act



## 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?	

# Research Shows...

- Early environments matter and nurturing relationships are essential
- Children's early development depends upon the health and wellbeing of their parents.
- Parents affect children, and children affect their parents. It gets complicated!— *National Scientific Council on the Developing Child*
- "Relationships are the soil in which children's SEL [social-emotional learning] skills grow." — *Jones & Bouffard*



How did your own family deal with emotions?

Think about it: our upbringing impacts how we deal with emotions in our current families

# The Emotional Intelligence Skills

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## 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

# Scientist vs. Judge

Emotion Scientists are...

Empathetic

Inquisitive

Active Listeners

Contemplative

Focus on facts

Emotion Judges are...

Critical

Reactionary

Inflexible

Make assumptions



Behavior does not always equal emotion





# Behavior does not always equal emotion



## Understanding Emotions

Knowing the causes and consequences of emotions



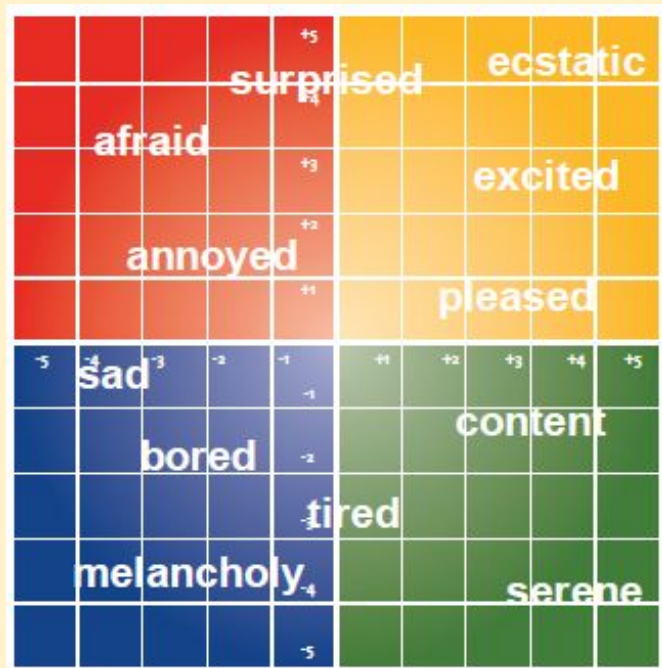
## What Can Parents Do?

- ✓ 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 to model for your child
- ✓ Practice using the the best words to describe your own emotions and encourage your child to find the best word to describe his or her feelings

## 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

## 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

*Emotions cause changes in our physiology, facial expressions, thoughts, and behaviors. But even when we are aware of our emotions and how they are affecting us, we might not be aware of how we are communicating those emotions and influencing others.*

## Joy!!!

Think of a recent time when you were joyful. Think about where you were, what was happening, and any other details that contributed to your joyful feeling.

Turn and face your partner. Take one minute each and describe this situation when you experienced joy.

- When you remembered feeling joyful, how did your body feel?
- When you told your story, how did you express your feelings? In your face? In your body? In your voice?
- What did you see in your partner's face and body as they told their story? How did their voice sound?
- How were you feeling when you shared your story? When you listened to the other person?

# 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





# Four steps to support healthy co-regulation

## Step 1: Set yourself up for success

- You have to take the Meta-moment before you can help a child! You are the role model, the co-regulator. Your facial expressions, vocal tones, body language matters!

## Step 2: Explore

- Be the emotion scientist: the learner not the knower, listen more than talk. Validate, show unconditional love and support, help to de-activate if necessary. Listen for themes. Remember that behavior is NOT emotion.

## Step 3: Strategize

- Once we know the feeling/have a sense of the situation, we can support our child with a short-term strategy: self talk, reappraisal, support, a hug, just being present. There is no criterion of correctness. Work on go-to strategies. Have plan B and C.

## Step 4: Follow up

- Emotion regulation is a life journey. History often repeats itself. Children need regular check-ins and continuous support. Consider: what are the conditions we can create for our children to support their healthy emotional development? Forgiveness!

# Anchor Tools

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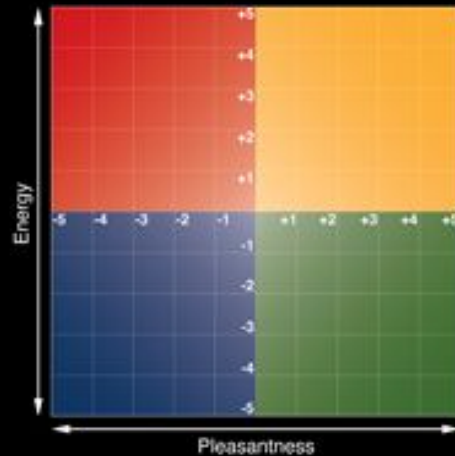
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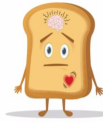
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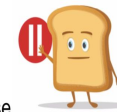


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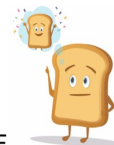
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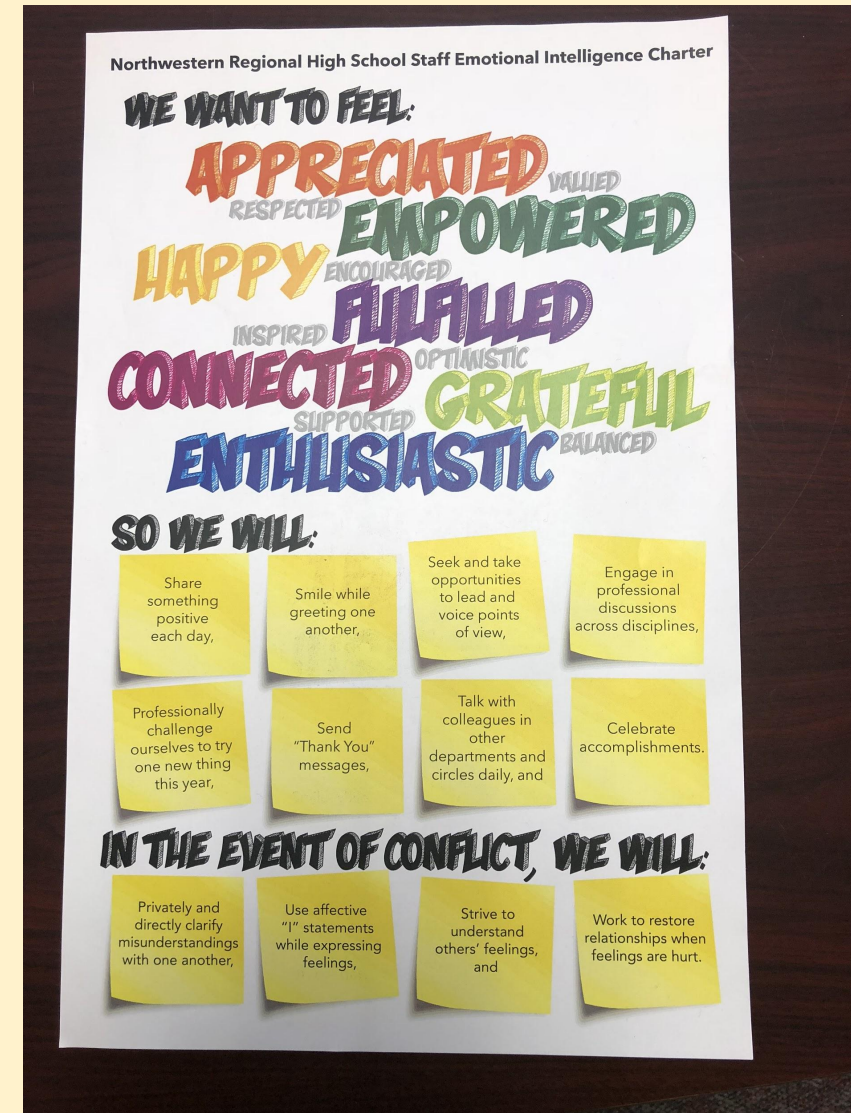
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# Building a Positive Emotional Climate

As a team, the feelings we want to have in school are:





# The Barkhamsted School

As **LEARNERS** we want to feel...



As **FRIENDS** we want to feel...



## **We can:**

- ★ Be Helpful, Kind and Encouraging
- ★ Spread Happiness (give compliments, greet others, smile, high five)
- ★ Show Gratitude, Look for the Good, Think Positive Thoughts
- ★ Include Others and Accept Differences
- ★ Check-in with Others (show interest, ask how they are feeling, listen)
- ★ Comfort Someone Who Needs It
- ★ Take Care of Ourselves (eat healthy, get sleep, exercise)
- ★ Set Goals To Stay Motivated
- ★ **SOAR to Success**



# Gratitude



# How are you feeling?



Open a web browser on your phone, tablet, computer and put in this link:

[moodmeter.online](https://moodmeter.online)

7w7cp2

# Thank You!!!

Fran Amara  
Principal  
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Kristen Plocki  
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[kplocki@barkhamstedschool.org](mailto:kplocki@barkhamstedschool.org)

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