







# Social and Emotional Learning Among Quebec's Aboriginal Students

# Recognize the priority

 Recognize the importance of social and emotional learning for students' academic success and well-being.

### Begin with children

- Help children realize that it is possible to positively manage their emotions and properly satisfy their needs.
- Strengthen their ability to detect emotional signals in others.

Consider the realities of each Aboriginal child

NATION
COMMUNITY
FAMILY-VALUES
HISTORY AND
EXPERIENCE

### Encourage the team

- Raise the awareness of all professionals about the need to make this learning a priority in school.
- Develop a strategic plan to help students recognize their emotions and needs.

### Introduce a practice

- Integrate daily classroom activities to develop students' emotional literacy.
- Teach them strategies to accept and control their emotions.

A positive and caring classroom climate is a lever for children's self-esteem, educational success and well-being.



## Go towards oneself to better go towards the other!

This educational tool is presented in a spirit of openness to the educational realities of Quebec's First Nations and Inuit. Without being an end in itself, it provides concrete ways for teachers to promote their students' social and emotional learning.



# A few definitions1

Emotions have several functions: they make us more alive, allow us to communicate, live together and evolve. Varying in intensity and sometimes unpleasant, they help us adapt to every situation in our lives. While they reveal a multitude of colours, they are necessary for our personal and social development, as well as for our academic success. It is therefore important to learn how to properly manage them. To do this, we first need to know how to recognize them!

**Emotions** are intense reactions to events that are perceived differently by everyone. We feel them in our body, heart and mind!

Increasingly intense, the so-called **complex emotions** arise from the 7 basic emotions.

Basic emotions	Complex emoti	lons	
> HAPPINESS	Pleasure	Amusement	Euphoria
> SADNESS	Confusion	Guilt	Distress
> ANGER	Frustration	Hate	Rage
> FEAR	Worry	Anguish	Terror
> SURPRISE	Astonishment	Discomfort	Dismay
> DISGUST	Rejection	Disdain	Repulsion
> TRUST	Satisfaction	Willingness	Pride

The **feeling** becomes more permanent in our behaviour (sense of freedom, love, peace, justice, honour, inferiority, loneliness, etc.).

The sensation is a physical reaction (fatigue, cold, heat, tension, pain, etc.)

<sup>&</sup>lt;sup>1</sup> The content of this document is inspired by the work of Coppin & Sander (2010); Frijda (1986); Parrott (2001); Plutchik (2002); Sander (2013) and Scherer (2005).



We all have different ways of responding to situations we encounter. Children thus experience the spectrum of emotions in various ways. The resulting needs are equally varied.

# Needs related to social and emotional learning

Seven needs related to four social and emotional areas of learning can be identified.

7 main needs	4 social and emotional areas of learning	
> Introspection		
I would like to understand what I'm feeling.	SELF-AWARENESS	
Expression I would like to express what I'm feeling.		
> Management	SELF-CONTROL	
I would like to learn to manage my emotions.	)	
> Empathy	SOCIAL AWARENESS	
I would like to understand what others feel.	·	
> Belonging I would like to be part of a group.	_	
> Recognition	RELATIONSHIPS	
I would like to be recognized and respected.	_	
> Guidance		
I would like to be helped and guided.		

In addition, as children grow up, decision-making learning is associated with the freedom of choice.

Suggestions for classroom exercises			
Languages Subject Area	Arts Education Subject Area		
1- Develop a solution tool kit to better manage our emotions (glossary, pictograms, cards, card game, roulette, thermometer, etc.).	1- Make drawings, collages or crafts to express the children's emotions and needs.		
2- Discuss and reflect on emotional situations.	2- Participate in meetings to cultivate listening, assertiveness and empathy. (E.g. talking circle).		
3- Write short texts that discuss the emotions experienced by real or fictional characters.	3- Use role-playing games to support decision-making, conflict management and consensus.		
4- Match elements of nature and animals associated with the emotions. E.g. fear = raven, night; joy = otter, sun; anger = wolverine, storm, etc.	4- Develop artistic creations based on thematic resources (material, audiovisual, sound, literary, etc.). E.g. broken toy, bird songs, etc.		
5- A guest tells a life story in class (identify the emotions, discuss, fill in appreciation sheets).	5- Tell or watch stories (identify the emotions, discuss, fill in appreciation sheets).		
6- Emotion corner: Students can go sit in a special space in the classroom reserved for drawing or writing about their emotions and needs.	6- Emotion chairs: Game in which students associate each chair with one of the 7 emotions. The current emotion can also be included.		



#### MANIFESTATIONS AND NEEDS RELATED TO BASIC EMOTIONS

### BASIC EMOTIONS

#### POSSIBLE MANIFESTATIONS

#### I WOULD LIKE TO ...



**30Y** may occur when something nice happens in your life! It can make you smile and make you see the good side of things.

- ➤ Express my joy (talk about it, write, sing, dance, draw, etc.).
- ➤ Calm down.
- ➤ Say thank you (gratitude).
- ➤ Share my joy with others.



**SADNESS** may occur when something upsets you or an unfortunate event happens. It can make you cry and make you see the wrong side of things.

- ➤ Express my fear (cry, confide in someone, write, draw, etc.).
- ➤ Be reassured. Clear my mind.
- ▶ Be alone.



**ANGER** may occur when something happens that displeases you. It can make you clench your teeth, make you want to let off steam and make you see the wrong side of things.

- ➤ Express my anger (talk about it, write, draw, etc.).
- Clear my mind.
- Calm down, breathe.
- ▶ Be alone.
- ➤ Move, exercise.



FEAR may occur when you feel in danger or you have something new to do. It can make you feel uncomfortable and make your heart beat faster.

- ➤ Express my fear (confide in someone, write, draw, etc.).
- ➤ Be reassured; feel safe.
- > Overcome my fear (find courage).



**SURPRISE** may occur when something unexpected happens. It can be positive or negative. It can make you jump or make you feel uncomfortable.

- ➤ Express my surprise (talk about it, write, sing, dance, draw, etc.).
- ➤ Calm down.
- ➤ Say thank you (gratitude).
- ➤ Share my surprise with others.



**DISGUST** may occur when you are confronted with something you do not like. It can make you take a step back and withdraw.

- ➤ Express my disgust (talk about it, write, draw, etc.).
- ▶ Move away from what disgusts me.
- ➤ Accept difference and change.



**CONFIDENCE** may occur when you feel able to face challenges or when you know you can trust others. It can make you feel at ease, motivated and proud of yourself!

- ➤ Express my confidence in myself.
- ➤ Be recognized for my accomplishments.
- Express my trust in others.



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