



## Social and Emotional Learning Among Quebec's Aboriginal Students



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 definitions<sup>1</sup>

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 emotions		
➤ <b>HAPPINESS</b>	Pleasure	Amusement	Euphoria
➤ <b>SADNESS</b>	Confusion	Guilt	Distress
➤ <b>ANGER</b>	Frustration	Hate	Rage
➤ <b>FEAR</b>	Worry	Anguish	Terror
➤ <b>SURPRISE</b>	Astonishment	Discomfort	Dismay
➤ <b>DISGUST</b>	Rejection	Disdain	Repulsion
➤ <b>TRUST</b>	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>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.





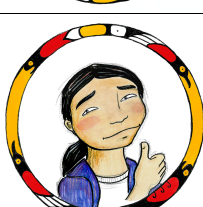
7 main needs	4 social and emotional areas of learning
➤ <b>Introspection</b> I would like to understand what I'm feeling.	<b>SELF-AWARENESS</b>
➤ <b>Expression</b> I would like to express what I'm feeling.	
➤ <b>Management</b> I would like to learn to manage my emotions.	<b>SELF-CONTROL</b>
➤ <b>Empathy</b> I would like to understand what others feel.	<b>SOCIAL AWARENESS</b>
➤ <b>Belonging</b> I would like to be part of a group.	
➤ <b>Recognition</b> I would like to be recognized and respected.	<b>RELATIONSHIPS</b>
➤ <b>Guidance</b> 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 ...
	<b>JOY</b> may occur when something nice happens in your life! It can make you smile and make you see the good side of things.	<ul style="list-style-type: none"><li>➤ Express my joy (talk about it, write, sing, dance, draw, etc.).</li><li>➤ Calm down.</li><li>➤ Say thank you (gratitude).</li><li>➤ Share my joy with others.</li></ul>
	<b>SADNESS</b> 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.	<ul style="list-style-type: none"><li>➤ Express my fear (cry, confide in someone, write, draw, etc.).</li><li>➤ Be reassured.</li><li>Clear my mind.</li><li>➤ Be alone.</li></ul>
	<b>ANGER</b> 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.	<ul style="list-style-type: none"><li>➤ Express my anger (talk about it, write, draw, etc.).</li><li>➤ Clear my mind.</li><li>Calm down, breathe.</li><li>➤ Be alone.</li><li>➤ Move, exercise.</li></ul>
	<b>FEAR</b> 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.	<ul style="list-style-type: none"><li>➤ Express my fear (confide in someone, write, draw, etc.).</li><li>➤ Be reassured; feel safe.</li><li>➤ Overcome my fear (find courage).</li></ul>
	<b>SURPRISE</b> may occur when something unexpected happens. It can be positive or negative. It can make you jump or make you feel uncomfortable.	<ul style="list-style-type: none"><li>➤ Express my surprise (talk about it, write, sing, dance, draw, etc.).</li><li>➤ Calm down.</li><li>➤ Say thank you (gratitude).</li><li>➤ Share my surprise with others.</li></ul>
	<b>DISGUST</b> may occur when you are confronted with something you do not like. It can make you take a step back and withdraw.	<ul style="list-style-type: none"><li>➤ Express my disgust (talk about it, write, draw, etc.).</li><li>➤ Move away from what disgusts me.</li><li>➤ Accept difference and change.</li></ul>
	<b>CONFIDENCE</b> 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!	<ul style="list-style-type: none"><li>➤ Express my confidence in myself.</li><li>➤ Be recognized for my accomplishments.</li><li>➤ Express my trust in others.</li></ul>

Deeply rooted in children's personal and collective histories, life stories are excellent educational resources. Based on oral tradition, they promote students' ability to describe their emotional experiences.





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