

Lesson 2

Title: Emotional expression in the classroom

Time frame: 1 hour

Number of participants: Ideally between 4 to 16 participants

Learning outcomes:

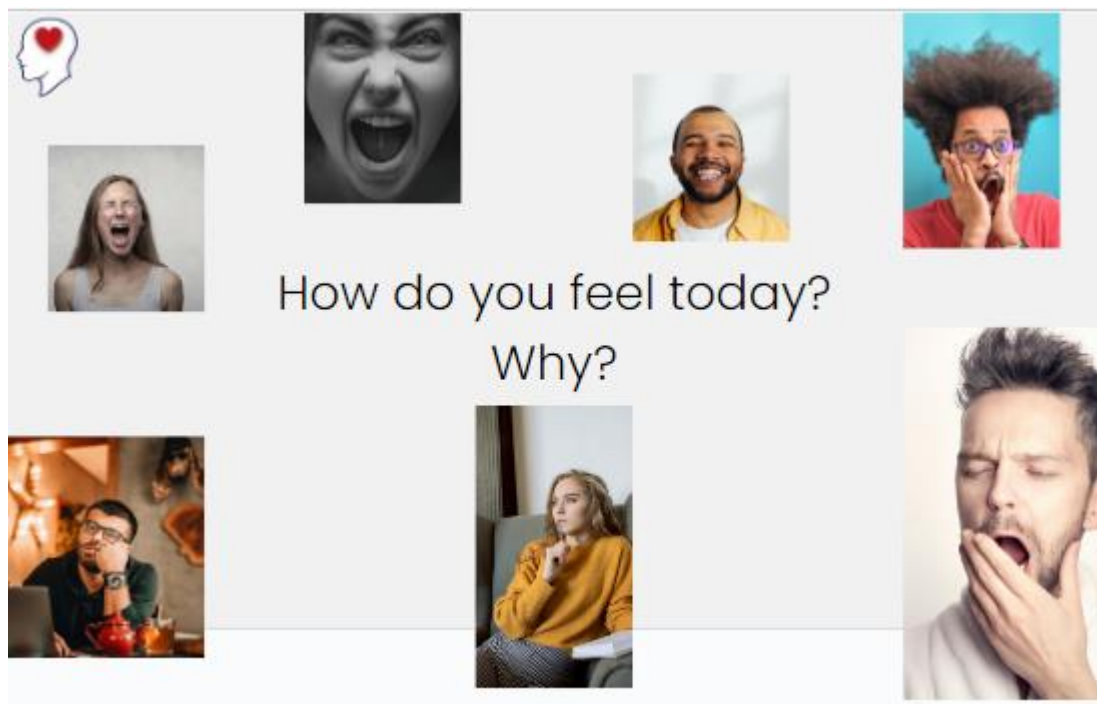
1. Understand the importance of emotional expression in the classroom
2. Understand the relevance of relationships between the teacher learner and between the learners in the classroom
3. Understand the link between emotional expression and a pleasant learning atmosphere

Lesson structure:

Introduction

The facilitator welcomes the participants and asks them how they are doing. He/she first gives an example and talks about his/her feelings today. Then each person takes his/her turn and says not only how he/she is doing, but also explains why.

Slide 4:



Afterwards, there is a plenary discussion about what feelings are and how we can use them in the classroom. Finally the facilitator reads out the quote, gives some tips and explains them.

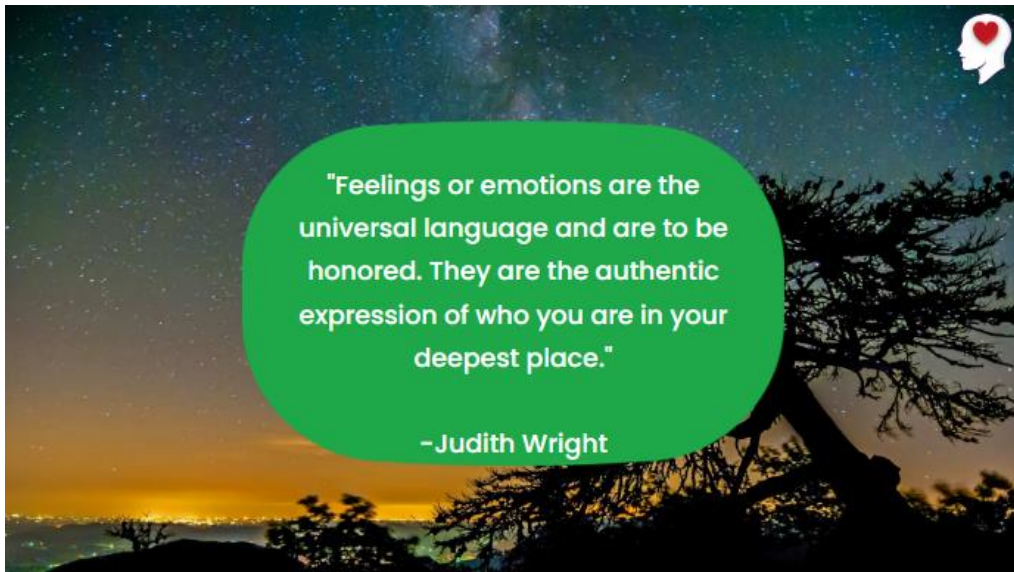
Slides: 5, 6 and 7:

Slide 5:



What are feelings? How do they affect learning?


Slide 6:



"Feelings or emotions are the universal language and are to be honored. They are the authentic expression of who you are in your deepest place."

-Judith Wright

Slide 7:



Advice for Dealing with Emotions in the Classroom


Learn to name emotions and connect them to behavior	Explore zones of regulation	Think about emotions in advance	Share and model your own emotions	Teach mindfulness strategies	Build emotional resilience
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Content

The facilitator reads out the three questions from slide 9:

- *What is meant by the emotional expression?*
- *How can we express our emotions?*
- *What function does emotional expression have?*

Slide 9:



1 What is meant by emotional expression?	2 How do we express our emotions?	3 What function does emotional expression have?
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She clarifies any ambiguities and asks the participants to talk about these questions in groups. Afterwards, the questions are also answered in plenary from the students. Then the facilitator summarises the content of the ninth and tenth slides or he/she reads them out.

Slides 10, 11:

Slide 10:

Emotional Expression



- Emotional expression is a fundamental aspect of communicating with others
- Can be verbal or nonverbal: These may include facial expressions, body language (inflection and posture), tone of voice or volume, simple behaviours like crying, and more complex behaviours like giving a gift.
- Emotional expression can occur with or without self-awareness
- The way an emotion is expressed depends on the intensity of the emotion



Slide 11:

Functions of Emotions



There are three main functions of emotions vital to our survival and bring purpose to our lives. When we share these emotions with others, it can enhance our lives and help us build even stronger relationships. The three primary functions of emotions are:

1

**Preparing us for
action**

2

**Shaping our
future behaviour**

3


**Interacting with
others**

The facilitator next asks the learners to talk in pairs about who they would describe an emotionally-aware teacher and how they would describe a pleasant learning atmosphere in the classroom.

Slide 12:

Discussion

How would you describe an emotionally-aware teacher?
What about a pleasant learning atmosphere in the classroom?



After these questions have also been discussed in the plenary, the facilitator summarises the content of the thirteenth, fourteenth and fifteenth slides regarding the skills and knowledge of a good teacher and the importance of a pleasant learning atmosphere.

Slides 13,14, 15:

Slide 13:

Emotional Expression in the Classroom

- it is not enough for teachers to have only academic knowledge and good instruction skills
- Research has indicated that teachers' emotional interaction with students is also an important issue, since good emotional support from teachers affects student relationships



Slide 14:



A warm
atmosphere
in the
classroom
can
increase....



- 1 Confidence among students
- 2 Students' level of comfort in the class
- 3 The potential for positive relationships to develop

Slide 15:

Encouraging Positive Emotions

- It is important to establish mutual respect and goodwill
- Praise can work wonders to make students feel valued and enjoy learning
- With such a positive atmosphere, students become motivated to express themselves freely and engage in active listening with each other



Sample activities

The facilitator can choose some of the following tasks to do in the classroom, but some tasks can also be given as self-awareness homework. The participants can record their voice or make a video and get to know themselves better:

1. The same sentence pronounced with different feelings

This activity can also be performed in two different ways. The facilitator can choose the variant that suits the group better or he/she can present both variants and the participants choose one of them.

Variation A

The participants work in pairs and say the same sentence: ***Can you help me?*** with different feelings.

The feelings could be the following: anger, fear, sadness, despair, happiness, frustration, etc.

After the pair work, reflect on the task in plenary. Ask the participants how they felt when saying and listening to the sentences.

Slide 18:

Same Sentence, Different Feelings (Variation A)

The participants work in pairs and say the same sentence: "Can you help me?" with different feelings.

- The feelings could be the following: anger, fear, sadness, despair, happiness, frustration, etc.
- After the pair work, students will reflect on the task. Ask them to discuss how they felt during the activity and how they express different emotions.

Variation B

The participants work in pairs and think about the situations in which the sentence: ***Can you help me?*** can be said and what feelings are connected with this sentence. They write down at least 5 situations. Then they choose 2 of the situations and they do a role play using this sentence.

After the pair work, reflect on the task in plenary. Ask the participants how they felt when saying and listening to the sentences.

Slide 19:

Same Sentence, Different Feelings (Variation B)

- The participants work in pairs and think about the situations in which the sentence: ***Can you help me?*** can be said and what feelings are connected with this sentence. They write down at least 5 situations.
- The students choose 2 of the situations and do a role play using this sentence.
- After the pair work, students will reflect on the task. Ask them to discuss how they felt during the activity and how they express different emotions.

2. Pictures and emotions

The students work on their own with the given worksheet (Worksheet 1) and write down the answers to the following questions:

1. *What feelings do people express?*
2. *What do you think these people are saying?*

Then the results are first compared in groups of 3 and then presented in plenary.

Slide 20:

Pictures and Emotions

For this activity, you will need a worksheet (see facilitator notes).

The students work on their own with the given worksheet and write down the answers to the following questions:

- Which feelings do people express?
- What do you think these people are saying?


Then the results are first compared in groups of 3 and then presented in plenary.

3. Situations and feelings


The participants work in groups of 2 or 3. They name situations in which they have experienced the following emotions: *pride, anger, disappointment, surprise, fear, frustration, joy*, (or similar) Then they tell each other about these situations in more detail and the others listen carefully.

Slide 21:

Situations and Feelings



- The participants work in groups of 3. They name situations in which they have experienced the following emotions: *pride, anger, disappointment, surprise, fear, frustration, joy*, (or similar)
- Then they tell each other about these situations in more detail and the others listen carefully.




4. Role play

The participants work in pairs and play the role plays. (The situations for the role plays can be found on the 2nd worksheet). The students try to express their feelings clearly and use a lot of body language.

After the pair work, a reflection is done in plenary, where everyone can briefly report on how this task was for them.

Slide 22:

Role Play



For this activity, you will need the worksheet found in the facilitator notes.

- Students work in pairs to play out the situations. Students try to express their feelings clearly and use a lot of body language.
- After the pair work, a reflection is done in plenary, where everyone can briefly report on how this task was for them.

Example:

Person A: You work on the human resources department. A customer comes to you and complains about your company's product. Although the customer is not right, you try to stay calm and patiently listen to her and clarify the situation.

Person B: You bought a product from company X that broke after 2 days. You are very angry and you complain to the company's human resources department.

For example:

Person A: *You work in the human resources department. A customer comes to you and complains about your company's product. Although the customer is not right, you try to stay calm and patiently listen to her and clarify the situation.*



Person B: *You bought a product from company X that broke after 2 days. You are very angry and you complain to the company's human resources department.*

Conclusion

The following questions could be asked as a reflexion:

- *Am I sufficiently aware of the emotional expression?*
- *How can I foster better interaction between learners?*
- *How can I create a more pleasant learning atmosphere?*

Slide 23:



Conclusion

- Am I sufficiently aware of emotional expression?
- How can I foster better interaction between learners?
- How can I create a more pleasant learning atmosphere?

Bibliography and resources for further learning

Further information on the topic can be found under the following links:

Heather S. Lonczak, Ph.D. (2022, December 24). *How to Express Your Feelings: 30+ Emotional Expression Tips*. PositivePsychology. <https://positivepsychology.com/express-emotions/>

Hernández MM, Eisenberg N, Valiente C, VanSchyndel SK, Spinrad TL, Silva KM, Berger RH, Diaz A, Terrell N, Thompson MS, Southworth J. (2016, Jun 16) *Emotional expression in school context, social relationships, and academic adjustment in kindergarten*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4868802/>

Hosotani, R., Imai-Matsumura, K. (2011, August 6). *Emotional experience, expression, and regulation of high-quality Japanese elementary school teachers*. Teaching and Teacher Education. <https://www.sciencedirect.com/science/article/abs/pii/S0742051X11000370>

Ryan, H. (2013, Juni 12). *The Effect of Classroom Environment on Student Learning*. Honors Theses. Western Michigan University ScholarWorks at WMU. https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=3380&context=honors_theses

Study Smarter. (n.d.). *Emotional Expression*. <https://www.studysmarter.us/explanations/psychology/emotion-and-motivation/emotional-expression/>

The University of Kansas Health System. (n.d.). *Why is Emotional Expression Important?* Emotional Expression. <https://www.kansashealthsystem.com/health-resources/turning-point/programs/resilience-toolbox/emotional-expression/why-is-emotional-expression-important>

We Are Teachers. (2022, November 29). 10 Tips for Teaching Emotional Regulation. We Are Teachers. <https://www.weareteachers.com/emotional-regulation/>

Notes for the facilitator:

If the course is held online, you can ask the participants to post a photo of their feelings in a forum such as Padlet (www.padlet.com) instead of naming them, and maybe report on it afterwards.

Printable materials:

Worksheet 1

Answer the following questions and write down the answers:

1. What feelings do people express?

2. What do you think these people are saying? (1-2 sentences)



A.

1. Feelings:

2. What do people say?

.....



B.

1. Feelings:

2. What do people say?

.....



C.

1. Feelings:

2. What do people say?

.....



D.

1. Feelings:

2. What do people say?

.....



E.

1. Feelings:

2. What do people say?

.....



F.

1. Feelings:

2. What do people say?

.....

Worksheet 2

Situation 1

Person A: You work on the human resources department. A customer comes to you and complains about your company's product. Although the customer is not right, you try to stay calm and patiently listen to her and clarify the situation.

Person B: You bought a product from company X that broke after 2 days. You are very angry and you complain to the company's human resources department.

Situation 2

Person A: You want to fly to.... (e.g. Munich) to an important business meeting, but due to an accident on the way, you arrived at the airport after closing the gate only 5 minutes later. You ask for understanding and try to convince the airport staff that it was not your fault and that you have to fly now.

Person B: You work at the airport and the rules are very strict. If someone arrives after the gate closes, you are only allowed to let them fly despite the delay in very few cases.