

Module Three

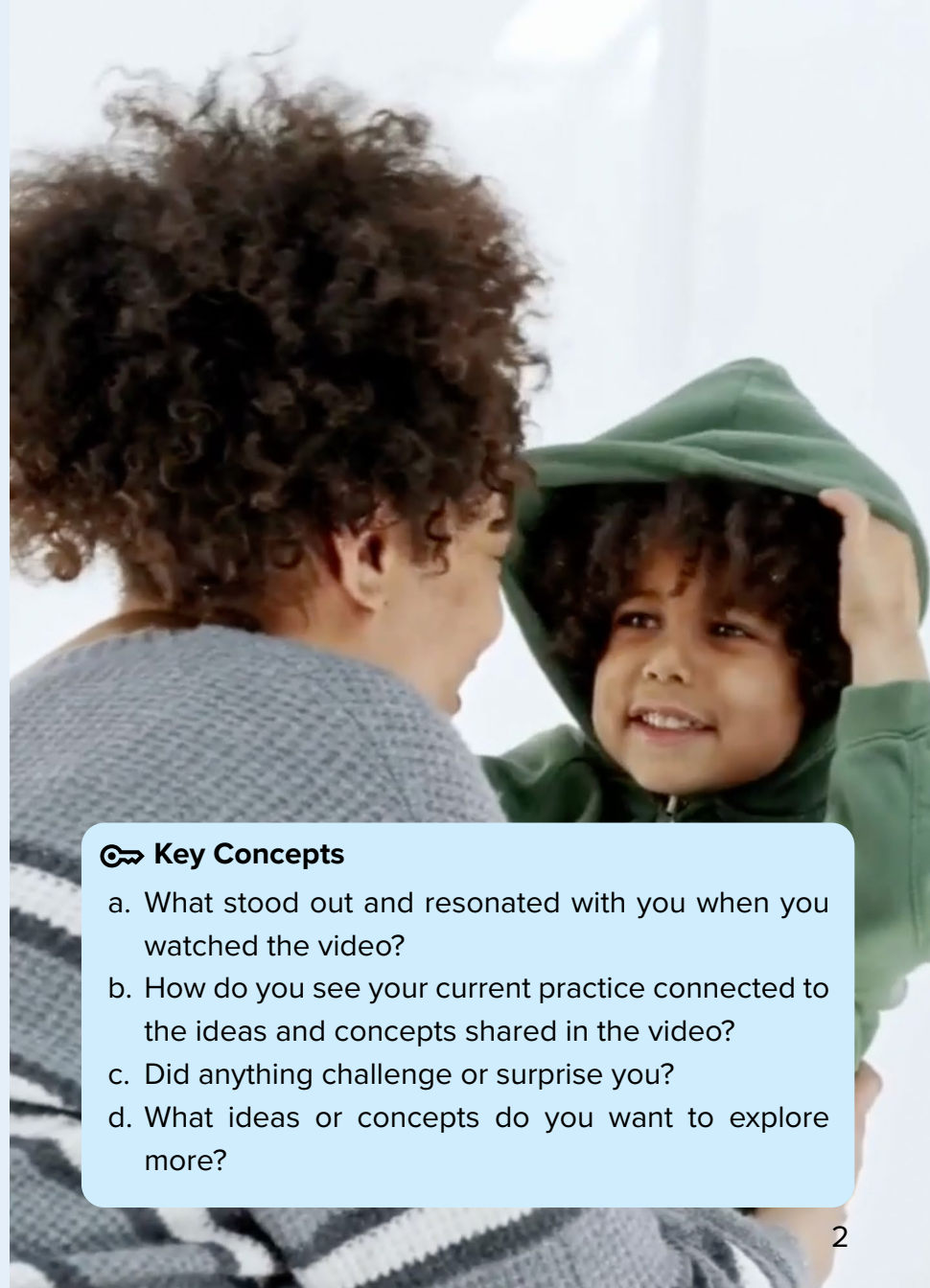
Emotions

“One reason big feelings can be so uncomfortable for small children is that they don’t know those emotions are temporary.”

— Dan Siegel

Before you begin...

- What do notice about the emotions that you are most comfortable and familiar with?
- What are the scripts we carry with us when we consider emotions?



🔗 Key Concepts

- a. What stood out and resonated with you when you watched the video?
- b. How do you see your current practice connected to the ideas and concepts shared in the video?
- c. Did anything challenge or surprise you?
- d. What ideas or concepts do you want to explore more?

Text Rendering

Take a minute to read the quote shown on the right together. Have each participant choose the following:

- a. A sentence that was meaningful to you and helped you gain a deeper understanding of the text.
- b. A phrase that moved, engaged, provoked or was in some way meaningful to you.
- c. A word that captured your attention or struck you as powerful.

Invite each participant to briefly share their responses to the group and explain why they selected the sentence, phrase and word that was chosen.

After each has shared, the group might consider the common themes that emerged from the conversation, and how the discussion deepened their understanding of IEYMH.

If you want to dig a little deeper with the group you may consider the following questions helpful.

- How does the text you selected connect to your values?
- What did you learn about yourself and others through this exercise?

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What is the science behind emotion? What we know is you have a subjective feeling, you've got a physical response, you feel it somewhere in your body, and then you have an external behavior. You show it in your behavior. So, emotion in the brain is fascinating. We've got a limbic system, an emotional system, our amygdala's connected in there, and when we experience a stressor, boom, up go all of the stress hormones. Over time, as you learn to be able to express what you're experiencing, your feelings, then you're able to manage your behavioral responses. What's literally happening in the brain, particularly as you give language to feeling, is that there's a connection happening between the more primitive emotional part, the reactive part of the brain, and the stop, plan and think about it part of the brain.

— Dr. Jean Clinton

Deconstructing Big Ideas

- How do we embrace the fullness of being human and all of the emotions that come with it?
- What can we notice about how children regulate their emotions?
- What role do both educators and the environment play in regulating emotions?

Close Read

Refer to the quote on the right

- What do you think Adam is referring to when he says “emotions are always relational”?
- What might be the relational aspects that cause children to move to fight, flight, freeze, or fawn?
- How might you support children through these moments?

Personal Writing

- What do you notice about the emotions that you are most comfortable and familiar with?
- Which emotions in yourself and children are more challenging to deal with?
- What in your experience may be influencing this and how does it impact your practice in supporting children’s big emotions?
- Share your thoughts with the group.

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I think that that’s really important to know that emotions are always relational because when you’re in an environment where you’re constantly in survival mode you want to take advantage of any opportunity you can to escape and get out of that space. Neuroscience talks about this with the fight flight freeze or fawn...Children will take advantage of one of those coping mechanisms in order to survive. And infants will do the same thing and will have even less tools to manage it and navigate it. Because again, our environment impacts us at such a young age.

— Dr. Adam Davies



🔍 Thinking Lens

- What captures your attention in this image?
- What in your background and values may be influencing your response here?
- What emotions are evoked for you?
- What language of emotions could we begin to build from this moment?

Please feel free to pause the video and study another image of your choice.

Final Word

- Invite each individual to write a short reflection of the big ideas that resonated with them in the video. What new understandings do they have? What questions are still lingering on their minds?
- Each participant then has the opportunity to present their reflection and shares with the group.
- The group then has a chance to ask probing and clarifying question and shares their thoughts.
- The presenter then responds to the discussion offering how the ideas and thoughts of others has influenced their thinking.
- Repeat the process for each member of the community of practice. (This is best done in groups of four or five).
- The group then considers the common threads and values that have been illuminated through the process.

Final Reflections

- This conversation makes me think about...
- This is important to me because...
- How will I bring these ideas into my practice...
- What questions might I carry with me...

Facilitator Final Thoughts and Reflections

- What surprised or challenged you in the dialogue with your community?
- What kinds of questions are you finding engage and deepen the conversations?
- What new strategies are you taking up and what are you learning through them?

References

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- Covey, Stephen. 1989. *The Seven Habits of Highly Effective People: Restoring the Character Ethic*. New York: Simon and Schuster.
- Curtis, Deb, Margie Carter, Debbie Lebo, and Wendy C.M. Cividanes. 2013. *Reflecting in Communities of Practice: A Workbook for Early Childhood Educators*. St. Paul, MN: Redleaf Press

Acknowledgment

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agency

Collectively we are committed to our vision and goal....

“In communities across Ontario, early years and child care programs will create and nurture conditions where all experience foundational conditions for healthy social emotional development and recognize when there are challenges to that healthy development.”

