



SHARE 2018 – Integrating ELT

## Emotions go to school, too.

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According to Marc Brackett of Yale Center for Emotional Intelligence, the

RULER Approach deals with:

RECOGNIZING

UNDERSTANDING

LABELING → EMOTIONS

EXPRESSING

REGULATING

- ✓ *Emotions are felt by everyone. How we feel affects learning, decision taking, communication with others and well-being.*
  - ✓ *The emotional state of a class guarantees its success or failure.*
  - ✓ *Demotivated teachers may cause indiscipline, lack of students' interest and conflicts.*
  - ✓ *School is a microcosm no matter which level you work at*
  - ✓ *We should bear in mind our role at the time of motivating students. ✓ We can work with emotions explicitly or implicitly*

*To work on poems and tales, you can get the bilingual book written by Cecilia: "Relatos en la autopista mente Corazon"/ "Tales on the mind heart highway". Ed. Dunkin at Estari Libros. If you get the book, contact Cecilia and she will send the song in English and Spanish*

Yale research shows that "students with higher emotional intelligence are better prepared to manage their emotional

lives so that they can focus, learn, and do their best in school"

- "Emotional awareness enables students to get the most out of their learning experiences.

- This awareness is a skill that should be taught.

- Today there is instability in homes and society in general as well as poverty that can exacerbate the difficulties of coming to school emotionally prepared to learn"

Mood meter areas and possible emotions felt according to level of energy and feeling:

Energy	HIGH	IRRITATED ANGRY FRUSTRATED STRESSED ANXIOUS	HAPPY MOTIVATED ENERGETIC PRODUCTIVE EXCITED
	LOW	SAD DISCOURAGED DISAPPOINTED DEPRESSED BORED	COOPERATIVE PEACEFUL CALM SAFE RELAXED
		UNPLEASANT	PLEASANT

Description of some micro expressions and voice corresponding to the different quadrants:

<p>Lips pressed together Eyebrows pulled together, down or raised high High voices, might shout Speak fast</p>	<p>Smiling Mouth maybe open Eyebrows raised Cheeks high High voices and/or laughter Speak quickly</p>
<p>Frown or pout Lip corners down Eyebrows pushed together and up Wrinkled brow Low voices Slow speech</p>	<p>Small smile Lips relaxed Eyebrows relaxed Cheeks relaxed Soft, quiet voices</p>

### Tips for the class

<ul style="list-style-type: none"> <li>✓ DRAW A GRAFFITI</li> <li>✓ MAKE SIGNS</li> <li>✓ WRITE A PERSUASIVE ARGUMENT</li> <li>✓ DRAW THE SITUATION</li> <li>✓ BGM</li> <li>✓ BREATHING</li> </ul>	<ul style="list-style-type: none"> <li>✓ BRAINSTORM</li> <li>✓ PROBLEM-SOLVING ACTIVITIES</li> <li>✓ TEAM WORK</li> <li>✓ DO YOGA MOVEMENTS</li> <li>✓ CHECK TO-DO LIST</li> </ul>
<ul style="list-style-type: none"> <li>✓ READING</li> <li>✓ PAIRWORK; SPEAKING</li> <li>✓ THINK OF A SOLUTION TO YOUR PROBLEM</li> <li>✓ WRITE A LETTER TO CHEER UP SB</li> </ul>	<ul style="list-style-type: none"> <li>✓ DO GROUP WORK</li> <li>✓ ORGANISE FEEDBACK ACTIVITIES</li> <li>✓ WRITE A DIARY PAGE</li> <li>✓ LISTEN TO UPBEAT MUSIC</li> <li>✓ TAKE A WALK</li> </ul>



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**Sources**

*The ruler approach:* <http://ei.yale.edu/ruler>

Article from "The guardian": <https://www.theguardian.com/lifeandstyle/2009/mar/07/health-and-wellbeing-psychology1> Book "Emotions revealed" by P. Ekman <https://zscalarts.files.wordpress.com/2014/01/emotions-revealed-by-paul-ekman1.pdf> <http://www.howardschatz.com>

Book: *In character.*