

PRESCHOOL

Example of how to support the development of personal and social competencies

Recognize their emotions, manage frustration properly and control motor impulses

Two weeks after the start of the school year, Miss Martine notices that the students struggle to recognize and name their emotions. This creates difficult situations and conflicts in class. Martine takes the initiative to help students better manage their emotions. The element of content **Recognize their emotions, manage frustration properly and control motor impulses** corresponds to the competencies to be developed in her group, and she draws on it to create her learning activities.

CONTENT

**PRE
SCHOOL**

4-6 years old

Collaboration with parents

- Martine uses the first parent-teacher meeting to inform parents of the competencies that will be developed during the school year.
- She provides them with information and strategies to encourage the practice of these competencies at home.
- She encourages them to participate in workshops that the school will give on this topic.

Structured educational intervention

- Martine chooses the morning period, while the students are well awake and more attentive, to carry out her intervention.
- She uses situations that took place in the classroom to feed discussions about the different emotions that may arise.
- Using images, she talks about the physical sensations associated with different emotions and helps students to recognize and name them. These images are then displayed on the classroom wall so that her students can refer to them whenever they need to.
- She explains to them that anger and sadness can sometimes provoke inappropriate reactions, like pushing others, throwing a toy, using hurtful words, etc. She explains to them that it is important to stop and calm down before doing anything so as not to hurt anyone, which makes it possible to find appropriate solutions to problems.

- She normalizes the emotions of anger and sadness and asks the students to name methods that could help them calm down. She creates a poster with them and, on it, takes note of the ideas using images: taking deep breaths, drawing, looking outside, counting clouds, imagining something that makes us happy, etc. The group is encouraged to explore and test the different methods.

Putting the learning into practice in everyday life and modelling by adults

- Martine encourages her students to identify and name their emotions on a daily basis as well as to recognize them in their peers. She uses the images on the wall to help them.
- She also uses the poster with the methods to calm down that is displayed on the wall to help the students take a minute before interacting with others when they are experiencing strong emotions. This will enable them to put into practice the methods they have been taught.
- She takes time individually with the students to support them in this learning based on their needs and the situations they each have experienced.
- She makes sure to use the methods herself in front of the students in order to model them. For example, she uses "I" statements when voicing her expectations and feelings, identifies her needs and emotions in the context of situations and discussions, takes the time to stop whenever needed to moderate her reactions, etc.

Collaboration of the school team and transfer of learning

- During a staff meeting, Martine informs her colleagues of the content conveyed to her group.
- All school staff is encouraged to reinforce these skills in students, whether they are support staff, daycare or cafeteria workers, monitors or other teachers.

- The daycare service plans the same learning activity with its groups of students. This enables preschoolers to practise recognizing their emotions and managing their frustration properly. This method enables older students to reapply what they learned in previous years.

Validation and recognition of the competencies and collaboration of the administration

- After a few weeks, Martine sees a difference in her class. While conflicts still occur every day, her students have increased control over their attitudes and behaviours. Martine makes a point of naming every good deed as soon as it happens.
- The principal shares with the group the nice comments received and highlights the efforts of everyone.
- A note is sent to parents to inform them of the improvements seen in class and to encourage them to continue supporting their child.