

The Background

St Margaret's Primary School is implementing the Emotion Works programme in support of our learners health and wellbeing. The Scottish Government have suggested this as a possible resource to support families and children as we return back to school following post lockdown.

Emotion Works is a resource which has been purpose built to help provide a trauma informed and relational approach in supporting children making the transition from home to school (and vice versa) following the return to school in August 2020.

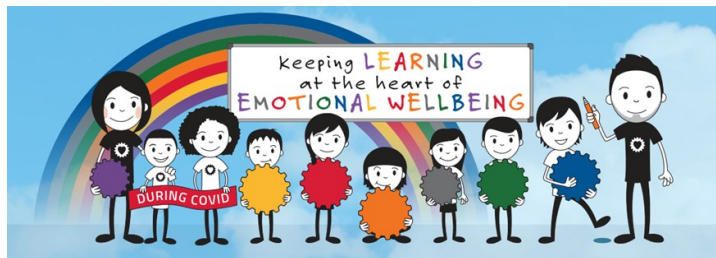
The resource builds on an ethos of safety and positive relationships, in relation to our school's Visions, Values and Aims as well as our Relationship Policy.

There will be ample opportunities for children to discuss and explore their emotions in a way that will help them to:

- ⇒ process experiences
- ⇒ support re-engagement with learning
- ⇒ promote wellbeing



About Emotion Works



Emotion Works is a colourful education programme designed to help children:

- ⇒ learn about emotional language
- ⇒ develop emotional understanding
- ⇒ manage feelings and emotional behaviours

Emotion Works is based on a 'Cog Model'. It breaks the topic of emotions down into seven parts that interlink together to help children and young people understand their emotions and how to express and manage them in a healthy way.

The programme is being implemented throughout our school, from Primary 1 to Primary 7, to support our children's readiness to learn in an environment where they are happy, settled and confident.



Emotion Works in St Margaret's Primary School

Keeping **LEARNING**
at the *heart* of
Emotional Wellbeing



The Cogs

Emotion Works through Art at St. Margaret's

Emotion Works at Home

Orange—Emotion Words: The words we use to name our feelings and emotions.

Red—Body Sensations: The sensations we notice in our body when we feel an emotion.

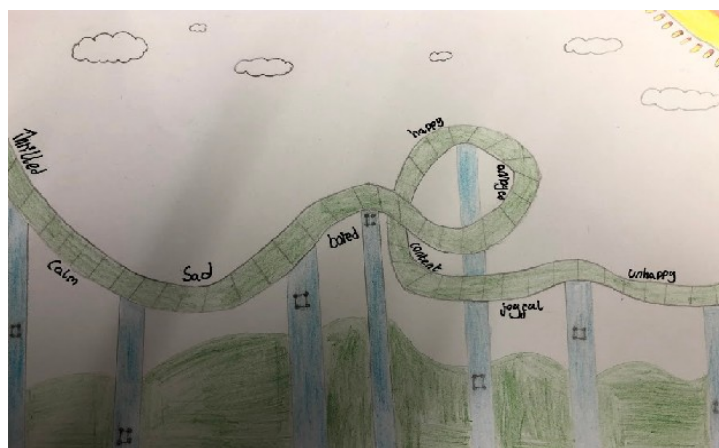
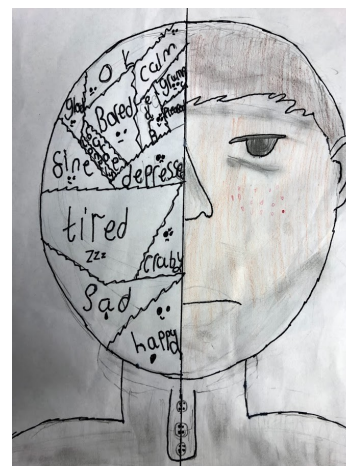
Yellow—Triggers: Situations that happen to cause or trigger an emotional reaction.

Green—Body Behaviours: The physical responses we make to show our emotions on the outside.

Blue—Regulation Strategies: Strategies that can help us feel better when emotions do not feel good.

Grey—Intensity: The different ways we can report the size and strength of our emotions.

Purple—Influencing Factors: The situations that influence how we react to emotional triggers.



When your child has an emotional response to something at home, use the cogs to help them tell the story of how they feel and what caused them to feel that way. Think of the five 'feel better' strategies detailed below to support conversations with your child.

You could also do this when looking at how characters feel in books and films, or share some stories of your own.

Talking through and rehearsing responses helps children learn how to cope with and react appropriately to different emotions.

Five steps to the discussion:

- 1.Name it:** What emotion word describes how you feel?
- 2. Acknowledge how it feels inside:** Where do you feel it in your body? What does it feel like?
- 3.Triggers and Causes:** What made you feel this way?
- 4.Behaviour:** What did you do to show this feeling to others? Is this behaviour ok? What else could you do?
- 5.Regulate to feel better:** What strategies could you use to calm down, cheer up or feel safer?