

Come as you are!

HONORING STUDENTS' EMOTIONAL EXPRESSION



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Connecting



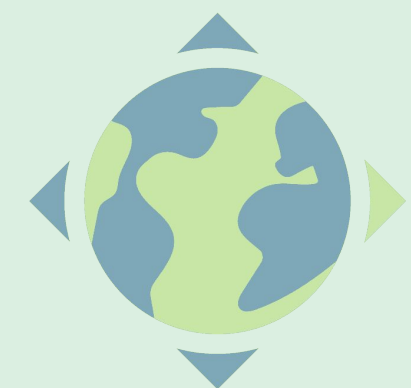
Name and role in the district

**Name three emotions you've
already felt today.**

**Your partner gets to choose
one to hear more about!**



- People cry in public (or *you* cry in public)
- You get “shushed” by others
- Facilitators call on you to participate when your hand isn’t raised
- You have to shout loudly to get a friend’s attention
- You’re told to “calm down”
- You’re told to “speak up”



Grounding Thoughts



Why is it so important to recognize and honor emotional expression in the classroom?

What barriers prevent us from honoring emotional expression in the classroom?



Equity feels like...

- A. I am valued for my strengths and contributions
- B. I have the resources and supports I need to meet my goals and potential as a learner
- C. I am respected for who I am
- D. My voice is heard and appreciated
- E. I feel cared about and I care about others
- F. I see myself represented in curriculum
- G. I feel comfortable and welcomed at school
- H. I am academically confident and challenged
- I. I am empowered to achieve my goals, dreams, and full potential
- J. I see my place and responsibility in creating a more just society



Restrained

- Internalized emotion
 - Minimal display
 - Constrained vocalization (monotone)
 - Hides feelings through nonverbal behavior (crossed arms, looking away)
- Sensitive to: attention for emotion or hurting the feelings of others
- Builds trust through emotional control
- Emotional suppression necessary for credibility

Expressive

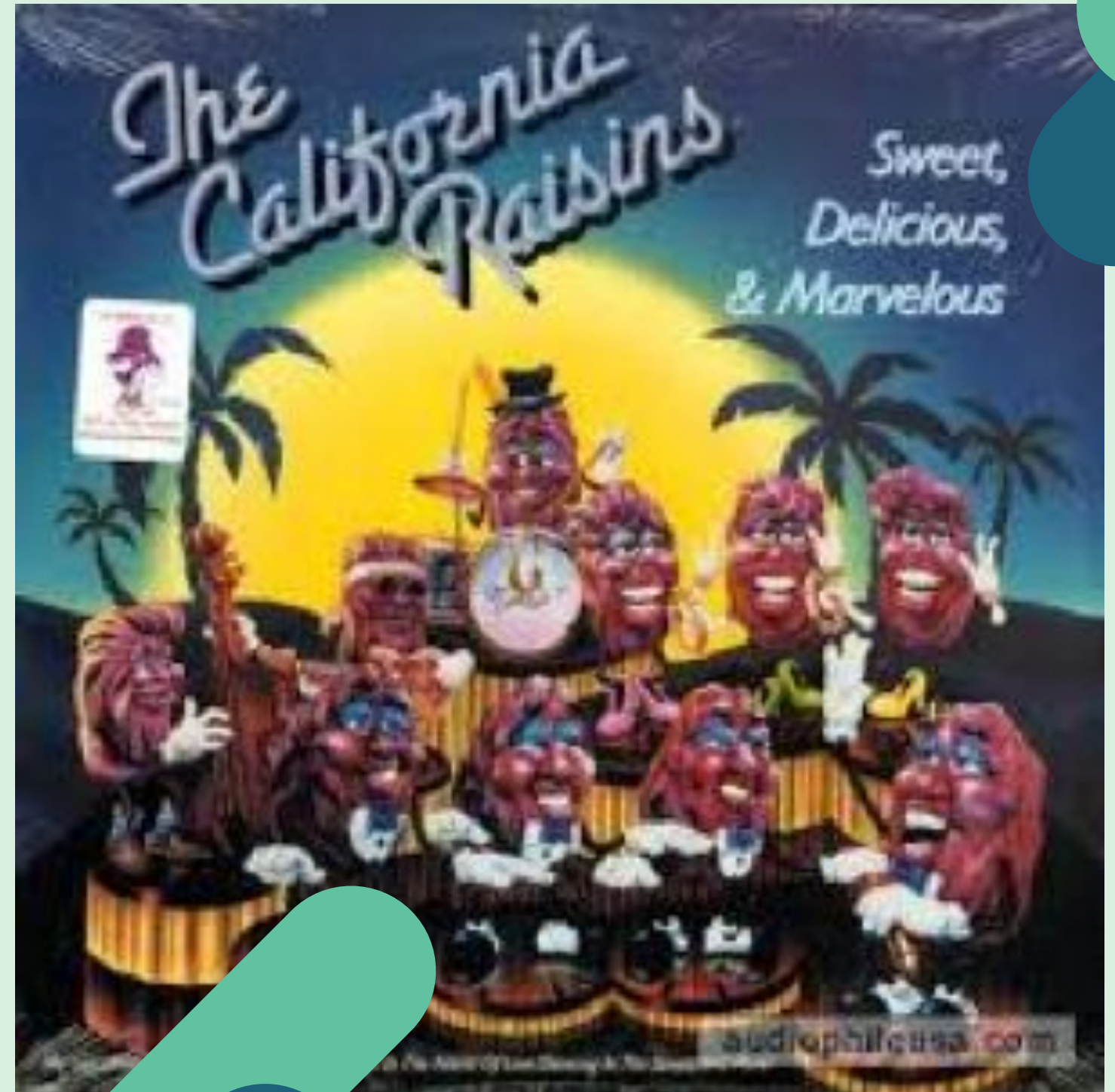
- Externalized displays of emotion:
 - Overt
 - Varied vocalization
 - Display feelings with nonverbal behavior (facial expressions, hand gestures)
- Sensitive to: being asked to restrain own emotions
- Builds trust through emotional commitment
- Emotional information is necessary for credibility



Case Study

“Not Time for Stories”

- What were some of the issues (especially regarding emotional expression)?
- What might be the impact of what happened?
- What could have been done differently in this moment?
- What could be done moving forward to create more space for emotional expression?



Brainstorm

What are some ways to expand benefit to students who are emotionally expressive? Find space for students who are emotionally restrained?

