

**The influence of early childhood
teachers on children's emotional
development: Tuning in to Kids in the
preschools
Workshop Materials**

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Workshop Exercise Materials

1. Emotion Coaching Scripts x 2
2. Non-verbal Emotion Coaching

Exercise 1: Emotion Coaching Scripts (2 per break-out room – 5-7 minutes)

Goal: This exercise aims to help teachers see the difference between emotion dismissing and emotion coaching.

In pairs go through the 1 or 2 scripted role plays. Try to act out the roles as much as possible.

One person plays the child; one the teacher

1. Start by reading the dismissive script
2. Then share how it felt to be the child and the teacher
3. Next read the emotion coaching script
4. Share how it felt to be the child and the teacher

Feedback and discussion



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Being dismissive: Teacher and Lin

Teacher: What's the matter?

Lin: My picture's ugly.

Teacher: Let me see. Lin, it's a beautiful picture. What's wrong with it?

Lin: It's no good. Joy's picture was much better ...

Teacher: Oh don't be silly. Your picture is just as good as hers I'm sure.

Lin: Huh?

Teacher: Come on, let's go and read a story. You'll be alright.

Lin: Naa. I don't want to. (walks off)



Emotion Coaching: Teacher and Lin

Teacher: What's the matter?

Lin: My picture's ugly.

Teacher: Let me have a look. What is it that you don't like?

Lin: It's no good. Joy's picture was much better...

Teacher: Hummm... you're disappointed that your picture isn't as good as Joy's.

Lin: Yeah. She always draws better pictures!

Teacher: So you like her pictures and wish yours were more like hers. It looks like you've put a lot of work into this one! It's so frustrating when you try really hard and then you don't think your picture is good enough. I feel sad too when I don't do as well as I would like.

Lin: Mmm.

Teacher: Are there bits in this picture that you like? I really love this corner here where you have drawn all the beautiful flowers.

Lin: Yeah, but that's the only bit!

Teacher: Maybe we just keep the bit you like? You could cut it out and keep it.

Lin: Yeah, okay (smiles)

Being dismissive: Teacher and Leo

Leo is refusing to join in with the other children in outdoor play.

Teacher: What's wrong Leo?

Leo: Nothing.

Teacher: Why aren't you playing with the other kids?

Leo: Don't want to. (said with some anger)

Teacher: Oh don't be silly. You should join in with them. They are having fun and you're missing out.

Leo: No! (said with anger).

Teacher: Come on, don't be like that. They won't want to play with you if you are going to be angry.

Leo: (walks off looking angry and sad)

Emotion Coaching: Teacher and Leo

Leo is refusing to join in with the other children in outdoor play.

Teacher: What's wrong Leo?

Leo: Nothing.

Teacher: Why aren't you playing with the other kids?

Leo: Don't want to. (said with some anger)

Teacher: Oh. (pauses) Looks like you're a bit angry?

Leo: No. I'm not! (said with anger).

Teacher: (moves closer and sits down close to Leo). Sounds like something's not quite right there.

Leo: (looking more sad) mmm.

Teacher: Something's made you a bit sad... (said with gentle voice)

Leo: Jack and Kimio squashed my sand castle and laughed and said I was a baby.

Teacher: Oh dear. That sounds tough. (pauses). Do you want a bit of a hug?

Leo: (Comes and sits on teacher's lap).

Teacher: It hurts when people call us names. (rocks and cuddles Leo for a few minutes).

Leo: (starting to look a little less sad and angry). Can you make a tower with me?



Teacher: Sure. Maybe we can see what the boys are doing now.

Exercise 2: Non-verbal Emotion Coaching (2 per break-out room – 5-7 minutes)

Goal: This exercise aims to help teachers to use non-verbal ways of emotion coaching

- Introduce yourselves.
- Each person think about a recent emotional experience they have had (sad, angry, scared, jealous, guilty etc).
- Each take turns. One person thinks of their experience and shows as much of the feeling without words.
- The other person is to try to emotion coach without words. Use your facial expression, body movements, tone of voice, posture, or sounds to mirror the emotion.
- When finished discuss what it felt like to be emotion coached without words. What was it like to be the emotion coach?



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