

MENTAL HEALTH AWARENESS FOR TEACHERS

InnerDrive resources



BLOG 1

HOW CAN WE PROMOTE TEACHER RESILIENCE DURING SCHOOL CLOSURES?



The British Psychological Society [has recently released](#) a report discussing teacher resilience during school closures due to the COVID-19 pandemic. It is an insightful and very detailed report that highlights how to promote resilience in teachers. We have picked what we believe is some key advice and summarised the report in this blog.

WHAT IS RESILIENCE?

Resilience is the ability to overcome adversity and to adapt to challenging situations. Those with a good level of resilience have the ability to get back on their feet quicker, and with less stress than someone whose resilience is less developed. [Evidence shows](#) that resilience is a process and not a trait as it can be enhanced over time.

Furthermore, [research suggests](#) that teachers need resilience to be able to teach effectively. Whilst we are always looking to promote ways to [increase resilience](#), there are times where it can become tough to keep going. It is important for teachers and senior leaders to take initiative and ensure that their resilience continues to develop as it is as

important as ever during these times.

ENHANCING TEACHER RESILIENCE

Teachers demonstrate resilience every day in the classroom and continue to do so during school closures. There are three areas that the British Psychological Society consider to be the most important to focus on when aiming to enhance teacher resilience: belonging, help-seeking, and learning. Let's take a closer look at each one...

Belonging

During these times of isolation and remote working, feeling a sense of belonging and connectedness is fundamental. As a teacher, there are a number of relationships that are key; this includes those with the senior leaders, colleagues, students, and family.

It is important for there to be consistent communication, whether this happens through emails or by setting up video conferences so that teachers can check in with others. Without the opportunity for a passing moment of praise in a classroom, encouraging feedback and positive affirmations can ensure that teachers still feel valued. The pandemic has caused many of us to experience drastic changes to our daily lives and some reassurance can help make the process a little easier. [Research shows](#) that teacher-student relationships are a key factor in motivating many to stay in the profession, further demonstrating the importance of keeping these intact.

Help-Seeking

[Evidence shows](#) that asking others for help can contribute to teacher resilience. If we are able to ask for help and [obtain feedback](#), we can overcome setbacks and grow – these are key traits needed to enhance our resilience. This can be challenging at times as it requires one to be vulnerable, and so teachers should be encouraged and supported. The newfound confidence to seek advice from their colleagues will help teachers develop and build up their resilience.

Encouraging feedback is especially useful during these times. Not only does [research suggest that](#) teachers who seek advice are more likely to be considered expert teachers, but it also contributes to creating a safe space where teachers can be vulnerable. Whilst we are all going through some trial and error to figure out how to make the most of [remote teaching](#) and learning, those in senior positions should take the first step and ask for feedback to set a positive example for teachers to follow.

Learning

Resilience can be fostered through learning in a multitude of ways. When teachers are given the opportunity to learn and develop their abilities, it often results in strengthening their resilience. During this time of uncertainty, where the future is a place of confusion, many teachers may be experiencing feelings of self-doubt.

Both in normal times and during lockdown, being resilient matters.

Here are a few strategies that the British Psychological Society recommends and that we believe are most effective:

- ***Encourage reflection*** – As teachers explore new ways to teach, they will be continuously adjusting and will probably make a few mistakes before they find something that works well for them and their students.

The failures are just as important as the successes, and teachers should be encouraged to reflect on both to make further progress. Reflective thinking promotes learning and enhances self-awareness; a [fundamental aspect of resilience](#).

- ***Leadership praise*** – Being given praise by senior leaders can strongly influence teachers' view of their performance. [Research](#) has demonstrated that praising someone for their effort and strategies is likely to help them [develop a growth mindset](#) and enhance the belief that they can improve.

This may be because teachers can acquire new skills and strategies, subsequently promoting a resilience mindset during adversity.

FINAL THOUGHTS

Given the current situation that has led to school closures and remote teaching, it can become difficult to stay resilient. We believe that the advice and strategies above can be especially helpful for teachers to remain resilient during these testing times.

To read the British Psychological Society report in full for further guidance on enhancing teacher resilience during school closures, [check it out here](#).

BLOG 2

4 WAYS TO IMPROVE MINDFULNESS



The word mindfulness is now being used in countless contexts, which has led to some confusion surrounding its meaning and exactly what the concept entails.

Put simply, mindfulness is the ability to be fully present, to connect with the sensations and emotions that our bodies are feeling, and to start to process and understand them. But how can we get better at this?

BUILD RELATIONSHIPS WITH THE PEOPLE AROUND YOU

[Having a group of friends or family](#) who you can rely on to offer the necessary support and guidance is a good way to improve mindfulness. This has been demonstrated by recent research which found that such people can act as a stress buffer and improve coping, whilst also having a positive impact on [your mood and well-being](#).

Unsurprisingly, [research has shown](#) that the importance of supportive people becomes even more pronounced when you suffer from a setback, such that this social support can help build your resilience and offer new perspective. This encourages you to not only [see your mistakes](#) in a positive

light, but also see them as an opportunity to learn and improve.

KEEP LEARNING

Often, the most successful individuals are those who never settle and are continually looking for more effective ways to learn and better themselves. Being able to improve and develop your skills creates a sense of achievement, which can facilitate the development of better coping skills and higher levels of resilience.



BE ACTIVE

Whilst most people realise the physical benefits of exercise, many often forget [its psychological benefits](#). Engaging in frequent exercise allows you to become better at coping with stress. Furthermore, other research has shown that, for exercise to have an impact, it doesn't have to be strenuous or time consuming. In [one particular study](#), researchers found that getting participants to [go for a short walk](#), even for just 12 minutes, improved happiness, confidence and attentiveness.

KEEP A DIARY

[Keeping a diary](#) is a good way to communicate your thoughts and feelings, which you can then analyse. This analysis often enables you to improve your understanding of the way in which you think, and hence develop better strategies to remove thoughts that are negative or unhelpful.

Furthermore, having a tangible way to express your emotions is a good way to settle nerves, as writing these thoughts down gives you a sense of control.

**Mindfulness isn't just
a buzzword!**

FINAL THOUGHT

Done well, mindfulness can make a positive impact. This is evidenced [by research](#), in which 74% of first time users claimed they would continue to use such strategies in their daily routine. Everyone has the ability to better manage their thoughts, feeling and behaviours. This can quickly lead to meaningful and thoughtful change for the better.

BLOG 3

IS GROWTH MINDSET THE ANSWER TO STUDENTS' MENTAL HEALTH PROBLEMS?



Go into almost every school and you will find the topic of student well-being discussed. This includes areas such as stress, anxiety, depression, fear of failure or perfectionism. How can we help students with this? Is having a growth mindset the answer?

The NHS [reported a 68% rise](#) in hospital admissions for self-harm among girls under 17 in the last decade, as well as Childline [reporting that](#) they are busier than ever with teenagers calling about their mental health.

To date, growth mindsets have been studied primarily in relation to students' educational outcomes, with research showing that students with a growth mindset are [more resilient](#) and generally go on to [get better grades](#). But might mindsets also shape students' broader mental well-being?

GROWTH MINDSET AND MENTAL HEALTH

Clinical psychology researchers Jessica Schleider, Madelaine Abel, and John Weisz performed [a very thorough review](#) of 17 studies involving over 6,500 students and found

that a fixed mindset was associated with more mental health problems in teenagers. When compared to their peers with a growth mindset, fixed mindset youth were 58% more likely to show more severe symptoms of anxiety, depression, or aggression. [Click here for our interview with Jessica Schleider.](#)

GROWTH MINDSET, ANXIETY, AND DEPRESSION

Jessica Schleider and John Weisz, of Harvard University, also tested whether a growth mindset intervention could improve the ability to cope with stress and reduce anxiety and depression in high-symptom adolescents. Students who developed a growth mindset fared considerably better than those who did not. [In the short-term](#), having a growth mindset boosted physiological recovery following a socially stressful task. [Nine months later](#), youths who received the mindset intervention also showed significantly larger declines for depression and encouraging results for anxiety.

The link between mindset and anxiety occurs beyond a student's teenage years. In a study on university students, researchers have found that the more fixed a person's view of their personality, the greater the symptoms of mental illness they showed. They also found that students with a growth mindset were less likely to experience anxiety, depression and perfectionism.

GROWTH MINDSET AND SELF-ESTEEM

[Another study](#) looked at the effect of mindset, academic performance and self-esteem. They found that those with a fixed mindset did not believe that they had the ability to improve academically. As a result, they experienced more negative emotions which led to a decrease in their self-esteem over time.

GROWTH MINDSET AND AGGRESSION

Researchers from Stanford University [recently published](#)

[a study](#) that found that helping students develop a growth mindset reduced the amount of aggressive incidents they were involved in and reduced the number of school exclusions. They also found that students with the view that people's personalities could change were more likely to suggest education as a solution to bullying rather than responding aggressively themselves.

DO FIXED MINDSETS PREDICT PSYCHOLOGICAL DISTRESS, OR VICE-VERSA?

Different studies have supported both possibilities. [In one study](#), which followed 115 students, viewing emotions as fixed at the start of 7th grade predicted higher depressive symptoms by the end of 8th grade. [Another study](#) of 59 students found the opposite: compared to other students with fewer mental health problems, students with significantly worse mental health showed larger increases in fixed mindsets across a school year. Together, these studies suggest that the mindset-mental health link might be a two-way street, with fixed mindsets and mental health issues affecting each other over time.

In addition to its many other benefits, the impact of growth mindset on mental health can't be ignored.

IS THE MINDSET-MENTAL HEALTH LINK THE SAME FOR GIRLS AND BOYS?

Although girls consistently [get higher grades](#) than boys, girls report lower expectations for personal success; show less resilience to setbacks; and feel more personal responsibility for failure than boys. This may be due to the type of praise they receive from their parents, [with research finding](#) that 1-3 year old boys are far more likely to be praised for their processes than girls are. This type of praise was found to predict their mindset later in their childhood. Indeed [early research by Carol Dweck](#) found that girls are more likely than

boys to view criticism as a sign of low ability, which leads to more helpless responses to setbacks—and potentially, greater problems with mental health.

However, we know of [only one study](#) that has directly tested gender differences in the mindset-mental health link. In this study, Jessica Schleider and John Weisz found that girls held stronger fixed mindsets of emotions, thoughts, and behaviors than boys; that girls' fixed mindsets grew stronger across the school year, but boys' did not; and that fixed mindsets were more closely tied to mental health symptoms in girls than in boys.

FINAL THOUGHTS

Having a fixed mindset may leave young people more vulnerable to developing mental health difficulties. People who believe that they cannot become smarter, less shy, or more socially skilled may feel unable to control unwanted life events, and thus be more vulnerable to anxiety, depression, or aggression.

If fixed mindsets increase risk for mental health problems, can teaching growth mindsets improve resilience and mental health? Interventions teaching growth mindsets of intelligence and personality have improved academic performance, increased social behavior, and helped students manage anxiety and depressive symptoms, as well as improving self-esteem. Developing a growth mindset towards your academic ability and personality is obviously not the only way to help improve student mental health, but evidence suggests it can certainly play a role.

BLOG 4

EMOTIONAL INTELLIGENCE: WHY IT MATTERS AND HOW TO TEACH IT



In our work with schools, it's now commonplace for us to hear those in education talking about helping students (and staff) develop their emotional intelligence. But what do we mean exactly? Why and how should teachers support its development in their students?

Emotional intelligence can be said to cover five main areas: self-awareness, emotional control, self-motivation, empathy and relationship skills. It is, of course, important for good communication with others – and is therefore a gateway to better learning, friendships, academic success and employment. Skills such as these developed in our formative years at school often provide the foundation for future habits later on in life.

The term emotional intelligence was popularised in the mid-90s by journalist Daniel Goleman's book, [*Emotional Intelligence: Why It Can Matter More Than IQ*](#). The book's claims that emotional intelligence is more important than IQ is [a source of debate](#) among psychologists, but it does look as if emotional intelligence could be a factor in academic achievement.

[An iconic study](#) tracked high-IQ students from childhood to late adulthood and found that those who achieved notable adult career success showed greater “*willpower, perseverance and desire to excel*”. Meanwhile, evidence from [the seminal marshmallow test](#) – which gave children the option to have more treats if they could wait before eating them – suggested delayed gratification and self-control are important, with these characteristics being linked to better school grades, earnings and job satisfaction.

Regardless of debates over whether emotional intelligence can be measured, we believe it’s worthwhile for schools to explore some of its main facets. Here’s how.

ACTIVE LISTENING

The skill of [active listening](#) is a key part of helping create genuine two-way communication – and it is about far more than just paying attention. It involves [genuinely following dialogue](#) and responding to others using your own body language, then being able to demonstrate that you have understood by verbally summarising back key messages that have been received. For tips to develop this skill in students, have a look at our blog “[8 ways to be a better listener](#)”.

In the classroom, this can affect how students take on feedback from teachers. A recent review found that 38% of feedback interventions do more harm than good. This may be in part because people often make [common mistakes when receiving feedback](#) – misinterpreting it as being a personal judgement on who they are, for example, and thinking about when the speaker will finish talking so they can reply instead of listening fully to what is being said.

A VOCABULARY FOR FEELINGS

[Researcher Lisa Barrett](#) states that interpersonal skills can be enhanced by helping students increase their emotion vocabulary. Encouraging students to understand the difference between “sad”, “disappointed” and “upset” acts as

springboard to develop appropriate strategies for each. In short, every emotion word you learn is a new tool for future emotional intelligence.

A simple way to introduce this to students is to play the alphabet game: as a class, you see how many different emotions you can come up with for each letter of the alphabet. Afterwards, discuss the differences between each, what might prompt the emotions, and how students could individually respond. If looking for inspiration on this, we recommend [this poster](#) as a possible starting point.

DEVELOPING SELF-AWARENESS

When we have low self-awareness, we're at risk of not realising how we come across to others, and letting an over inflated self-image skew our behaviour and social interactions.

[A well-known study](#) once saw researchers ask students how they thought they did in a test, and then compared their perceptions with their actual results. They found that most students overestimated their ability, with this most likely to be the case in students who had done poorly. This is known as [the Dunning-Kruger Effect](#) and is one of the most [common thinking biases in education](#).

They also found that strategies to help students improve their self-awareness include teaching them [metacognitive strategies](#).

One way of doing this is to encourage them to ask self-reflective questions such as "What could I have done differently?" Or use a [communication self-evaluation questionnaire](#), which can help students begin to understand their interpersonal skills.

**Emotional intelligence
will benefit your students
for a lifetime.**

SHOWING EMPATHY AS BEING 'WITH' OTHERS

Empathy is the ability to take the perspective of another person while being non-judgemental, recognising the

emotions they are feeling, and being able to convey their perspective back to them. Evidence suggests that [reading is a great way to develop this skill](#). Researcher Brené Brown's [animated short video](#) is also a great conversation starter to use with students.

Reflecting back the other person's perspective helps to make the other person feel understood, which in turn increases the likelihood of collaboration and support. Children generally develop empathy through observing how others show it – including watching teachers and students empathise with each other. Using phrases such as “I understand/realise/can see” can help to show students how understanding of other perspective can be expressed.

MANAGING EMOTIONS AND SELF-REGULATION

[The Sutton Trust](#) states that helping students improve their self-regulation – the ability to manage thoughts and feelings – is one of the most effective and efficient ways to support students. This is especially so in secondary schools, with the gap between [impulse control and sensation seeking](#) being at its widest in early teenage years.

What do self-regulation techniques look like? There are approaches that are used by athletes which [can be applied to the classroom](#) – the principles remain the same. These include seeing events as an opportunity rather than a threat and [helpful self-talk](#), for example. Reinforce to students that emotional management skills are not fixed but can be developed. This takes a considerable amount of effort and patience from both the student and the teacher, as it is often a gradual process over a large period of time.

BLOG 5

HOW TO WORK FROM HOME EFFECTIVELY



We are in the middle of testing times. Handling the current situation has required a shift in the daily routines and working lives of many. Although this may be a significant and worrying change for some, it is important to keep a level head as we all push forward and [cope with these changes](#).

Working from home can prove especially difficult for teachers having to teach remotely, and parents having to balance looking after their child whilst also working. This may feel overwhelming, but there are some simple changes you can implement to make this work for you.

WHAT DOES THE RESEARCH SAY?

An online community-based outsourcing company called Airtasker carried out [a study](#) in 2019 to assess the effects of working from home. They found that employees benefitted as they didn't have to commute to work. It also increased productivity and led to employees following healthier lifestyles. The same researchers also found that office workers are unproductive for an average of 37 minutes a day, whereas those who worked from home were only unproductive for 27 minutes a day. These results show that working from home can have positive effects, even if it is unsettling at first.

WORKING FROM HOME FOR TEACHERS

This is a new and difficult experience for many, especially for teachers. The very nature of this job requires you to be interactive and engaging - maintaining this through social distancing may be confusing. This unprecedented challenge comes with a lot of pressure. Everyone is worrying how this situation will impact students, but teachers are experiencing this for the first time too.

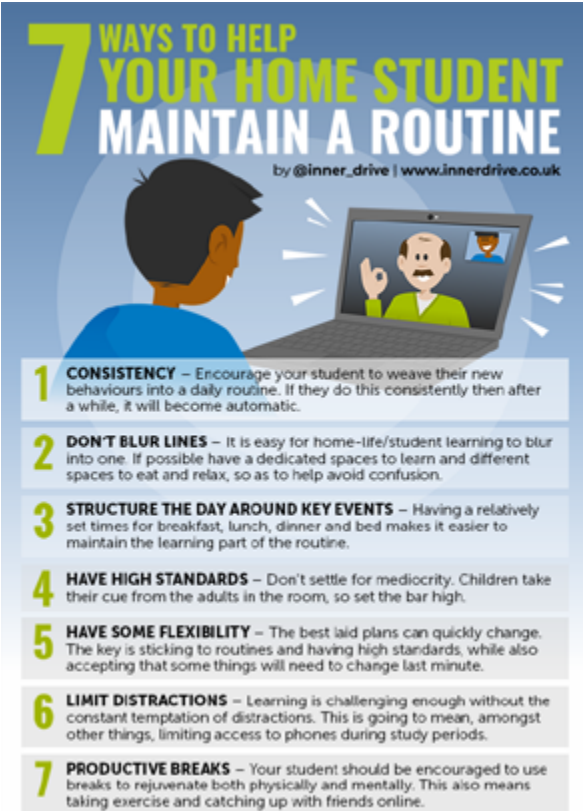
It is important to take the time you need to get to grips with working from home and online teaching. If you're struggling, don't be afraid to [ask for help](#). Your colleagues are in the same boat and ready to discuss the best ways to create effective teaching for all students. Try to avoid implementing new techniques, and instead bring it back to the basics. Focus on solidifying student knowledge and providing simple tasks when introducing new topics.

Take Care of Yourself

In times of uncertainty, stress happens very easily. This can negatively impact the way we work and our productivity levels. [Looking after your mental health](#) and maintaining your physical health is especially important to keep yourself calm. Remind yourself that staying home is the best way you can contribute to controlling this situation. Take breaks when you feel you need them and try and spend some time away from your screen. [Set daily goals](#) that are achievable, and maintain a routine that keeps you active, productive, and relaxed.

Interact with Your Students

Clear, concise communication is the key to effective teaching. Whether you are video calling students or sending



7 WAYS TO HELP YOUR HOME STUDENT MAINTAIN A ROUTINE
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- 1 CONSISTENCY** – Encourage your student to weave their new behaviours into a daily routine. If they do this consistently then after a while, it will become automatic.
- 2 DON'T BLUR LINES** – It is easy for home-life/student learning to blur into one. If possible have a dedicated spaces to learn and different spaces to eat and relax, so as to help avoid confusion.
- 3 STRUCTURE THE DAY AROUND KEY EVENTS** – Having a relatively set times for breakfast, lunch, dinner and bed makes it easier to maintain the learning part of the routine.
- 4 HAVE HIGH STANDARDS** – Don't settle for mediocrity. Children take their cue from the adults in the room, so set the bar high.
- 5 HAVE SOME FLEXIBILITY** – The best laid plans can quickly change. The key is sticking to routines and having high standards, while also accepting that some things will need to change last minute.
- 6 LIMIT DISTRACTIONS** – Learning is challenging enough without the constant temptation of distractions. This is going to mean, amongst other things, limiting access to phones during study periods.
- 7 PRODUCTIVE BREAKS** – Your student should be encouraged to use breaks to rejuvenate both physically and mentally. This also means taking exercise and catching up with friends online.

them work at the start of each school day, the lines of communication need to be open and easy to access. Give students your email address or create a Slack for your classroom. This will

allow students to ask you questions whilst helping you to keep track of their progress. Most importantly, make sure you [give them excellent feedback](#) - this is the best way to help them learn independently more easily.

This situation takes some adjusting to - don't be too hard on yourself.

HOW TO HELP YOUR STUDENTS

School plays a very important social role in the lives of students. Many will miss break times with their friends, collaborating on work and taking part in afterschool activities.

To help them get through this isolation, boredom and sometimes frustration, encourage them to continue enjoying their learning - just in different ways. Here are a few ways you can make the transition easier:

- Engage with them via video lessons and discussions
- Give them your email so they can ask you questions as they would in the classroom
- Introduce them to interactive learning platforms
- Use this as an opportunity to open their minds up to different types of learning

ADVICE FOR PARENTS

These are challenging times for parents too - many have had to adapt to working from home, all the while keeping their children entertained, motivated and healthy. As well as [these 11 things parents can do help their child thrive at school](#) in normal times, here's some more helpful advice.

Create a Schedule

During this time, schools may provide a timetable for

students to follow. Have a look at this and make some changes to adapt it to your child. Help them maintain a regular routine by waking up early, having breakfast, getting dressed, and then sitting down to get started with their school work. Teachers will have provided them with enough work to keep their brains stimulated but it is up to you to keep them focused. Create a schedule that leaves space for a family lunch, play, and enough time to get your child's school work finished. A physical timetable will help to keep them on track and make the transition to remote learning a little easier.

Their Brain Needs a Break (and so does yours)

Breaks are crucial if you want to [stay motivated and focused](#). Asking children to sit at a desk for 5+ hours might work for a day or two, but they will eventually be itching to get up and run around. Give them well-timed breaks, and make sure you take some for yourself. Working from home is still working.

Also, don't stay cooped up inside all day long. Get some fresh air in your garden if you have one, or take your children for a walk, whilst maintaining distance from others. Where this isn't possible, crack open a window and take a few minutes to clear your mind before you get back to work.

FINAL THOUGHTS

These are difficult times for everybody. We are all struggling to adapt to the situations we are presented with and are experiencing some trial and error as we go. It is important to stay level-headed and calm for yourself and your students or child. Creating a schedule and keeping communication lines open will help this process go a little more smoothly. Ultimately, don't place too harsh of an expectation on how your teaching or parenting needs to be.

HOW TO TEACH STUDENTS TO LABEL THEIR EMOTIONS



Emotions and learning go hand in hand. So what strategies exist to help students better manage their emotions?

Students can experience a range of emotions in the classroom, influenced by a variety of factors from individual differences to external factors, such as home and family life. It is said that there are [six basic emotions](#): anger, disgust, fear, happiness, sadness, and surprise. Students may feel anger when they are unable to understand a math equation, or happiness when they receive a good mark on a quiz.

Since [it was shown that](#) putting your feelings into words reduces the intensity of emotions and promotes well-being, teaching students to label their emotions helps them to manage them effectively. So, how can teachers teach their students the art of labelling emotions?

WHY IS LABELLING EMOTIONS IMPORTANT?

Learning to appropriately express emotions is a key feature of healthy social and emotional development. [Evidence shows](#) that suppressing emotions can diminish well-being in students and lead to a decline in social and academic performance.

Emotions are easier to express when students are aware of

their feelings and are able to label them. [Research suggests](#) that for most individuals, the intensity of their emotions decreases after they explicitly express how they feel. Those who described how they felt with an “I feel” statement immediately felt that they could [manage their emotions better](#). For example, saying “I feel scared” out loud can lead the student to think more about why they are feeling this way, and either dissipate those negative feelings or figure out how to get to the root of the problem.

To help promote this skill, teachers can guide students through the process of recognising their emotions. If students can label their emotions as soon as they acknowledge how they feel, managing them will become easier.

And after all, “a problem shared is a problem halved”. Reducing the impact of intense emotions on students by discussing them one-on-one with a teacher or with the class can [enhance their well-being](#) and contribute positively to their performance in the classroom. Students and teachers can then work together to figure out what is triggering intense emotions such as [anger and fear](#), and come up with solutions to handle them.

Teachers should keep in mind that they can never know with complete certainty how their students are feeling or how intense an emotion is. Labelling should be done tentatively, as young students may be unfamiliar with some of their feelings. They will be learning what events or situations trigger which types of emotions: positive or negative – which will help them acknowledge and identify their emotions when they arise.

HOW CAN YOU HELP STUDENTS LABEL THEIR EMOTIONS?

There are many strategies that teachers can implement in their classrooms to encourage students to become more comfortable with recognising and labelling their emotions. Here are a few activities to help get you started in this process:

- **Role-Play** – Ask two students to act out a specific situation. Being nervous before an exam is a very common

role-play choice, as after the scene the class can discuss how they think that character might feel. This allows them to get an insight into various emotions at a safe distance.

- **Emotional Charades** – Write different emotions on pieces of paper and put them in a hat. Ask students to pick a piece and act out the emotion without speaking. The other students will then have to guess which emotion is being portrayed. This helps students to identify what others are feeling and how emotions can be displayed differently.

- **Teach Empathy** – When dealing with a conflict, ask students how they would feel if they were in the other person's position. Identifying and understanding other people's emotions, as well as their own, can help students put words onto their feelings more successfully and enhance their understanding of emotions in general.

Tools like [Blob Tree](#) can be especially useful with younger students. It is a tool that consists of neutral figures on or around a tree doing a range of activities. This provides a canvas for teachers to ask students which blob they currently identify with, to encourage self-reflection and to express how they currently feel.

Putting what you're feeling into words is the first step towards dealing with an emotion.

It is important for teachers to remember that not all students will feel comfortable discussing their emotions out loud, whether this is one-on-one or in a classroom setting. An alternative to this would be [to keep a diary](#). This would encourage them to write down how they feel – a very beneficial method of expression. [Research shows](#) that people who wrote about their negative emotions felt less stressed compared to those who didn't. If, as a teacher, you feel that your students would benefit more from writing, then try it out over a few weeks and see if it makes a positive impact!

FINAL THOUGHTS

Emotions are a crucial part of learning and development.

Once students can label their emotions, it becomes easier for them to talk about how they feel. This can enhance their well-being, as they won't feel like their emotions are bottled up inside. It is important for students to be able to recognise what they are feeling, so that they are able to get the necessary advice and guidance to help manage both the positive and negative emotions.