

The evidence I chose for TRB standard 1 is the instructions and purpose of a game that I co-developed. The game is called Mixed Emotions, and it was created to help students learn emotion vocabulary. The purpose of the game is to expose children to different emotion words so that when they feel certain ways, they will have the vocabulary to express themselves, rather than bottling up their emotions.

My group chose to create this game because we all believe that it is important for children to learn about self-regulation. When students can learn about their own emotions in addition to how to react to others' emotions, they are more in tune with themselves. If all students had the vocabulary to express themselves, rather than acting out, it creates a more safe and calm environment for everyone. Ultimately, this leads to an ideal learning environment where students feel safe to take risks, try new things, and be creative.

From my experiences in practicum, I have noticed certain students who tend to shut down and cry. Perhaps they do not have the language to express their frustration with the work. With more practice and exposure to different emotion words, they might be able to use them the next time they are angry or sad. While creating the game, we thought about many different ways of highlighting emotion words, but we thought it needed to be fun for students to play, as well as something that can be applied to their real life. This relates to teaching in that lessons need to be fun and relevant to them, otherwise they are unlikely to engage in the material.

The evidence I chose does not specifically address a theory of learning. However, it does relate to Vygotsky's theory of social development (1962) in that the game encourages socialization with other players and relies on consensus among the group in order for the

game to move forward. I think the Mixed Emotions game is suitable for all learners and is adaptable for all ages as well. The game incorporates elements of the performing arts, which may be beneficial to students who enjoy movement.

One strength of my chosen evidence is that it shows I care about the well-being of my students. I truly believe that when students feel emotionally and physically safe in a classroom, everything else will fall into place. When students learn to use these new emotion words in their daily lives, they will begin to treat each other with respect. For example, one of the options in the game is to tell the other players how to make someone feel better when they are feeling a certain way. This teaches students empathy, and will ultimately help students understand each other better.

It is really important for teachers to care for all students regardless of their backgrounds. Parents leave their children in the care of the teacher, and it is our responsibility as teachers to ensure that they are safe and well cared for. Although we are in a privileged position of power, and there is no way of changing that, children need to be treated with respect. If we do not treat them with respect, we cannot demand it from them. As I grow as a teacher, I hope to continue developing strong relationships with my students so they feel comfortable and safe in my classroom.

I think this is a non-negotiable standard for all teachers. If teachers are not acting in the best interest of the students, then something needs to change. I think teachers need to be very aware of any biases they have to make sure that students are being treated equally. When strong positive relationships are formed between the teacher and students, students will start to open up and learning can take place.

References

Vygotsky, L. S. (1962). *Thought and language*. Cambridge MA: MIT Press.