

Emotions Advice bags

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What is Emotional Literacy?

A child who is emotionally literate...

- Is aware of and can usually explain the feelings they are experiencing
- Can usually understand what caused the feeling
- Knows the best way to behave to deal with the feeling
- Can take other people's feelings into account in any situation

Emotional regulation

A child's ability to 'regulate' or manage his or her emotions — to express his or her feelings in constructive rather than impulsive or hurtful ways.

Emotional dysregulation

- Low self esteem
- Problems in relationships
- Anxiety
- Impulsive behaviours
- Avoidance
- Self-Judgement
- Fears of abandonment
- Difficulty with thinking and problem solving

Recent research has found that adult and children's brains work differently. Adults think with the prefrontal cortex, the brain's rational part.

This is the part of the brain that responds to situations with good judgment, self-awareness, empathy, and an awareness of consequences.

Children process information with the amygdala, the emotional part. In children's brains, the connections between the emotional part of the brain and the decision-making centre are still developing. That's why when children experience overwhelming emotional input, they can't explain later what they were thinking. They weren't thinking as much as they were feeling.

How My Brain Works



When I am in my upstairs brain....

- I can think before I act
- I am in control of my body
- I can focus
- I can see other's points of view
- I can think before I speak
- I feel like I can get my work done



When I am in my Downstairs Brain

- I act before I think
- I am not in control of my body and reactions
- I feel too stressed to focus
- I may yell, argue or run away
- I may only see the problem from my view
- I feel like I cannot get anything do

Physical Symptoms of Dysregulation

- Your heart pounds
- Your breathing changes
- Your muscles feel tense
- There is a knot in your stomach
- There is a lump in your throat
- Your face gets red
- Your body may shake
- You may get a headache
- You may cry
- You may clench your fists



The benefits of improved emotional literacy/regulation

- Pay more attention
- Work harder
- Achieve more
- Can deal with challenges
- Able to resolve conflicts
- Less anxiety/stress
- More caring towards others
- Happier children



Signs of poor emotional literacy/regulation

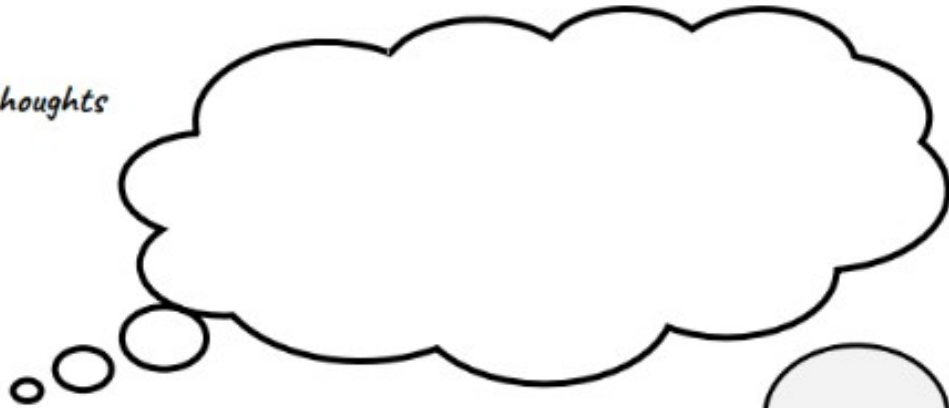
- Cannot describe how they are feeling
- Rarely talk about emotions
- Don't ask for or expect help
- Express emotions in negative ways such as hitting, sulking
- Don't recognise that their emotions 'got the better of them'.

Self- Regulation begins to develop by accessing co-regulation with a safe adult.

- Provide a warm responsive relationship
- Structure the environment
- Teach/Coach self -regulation skills

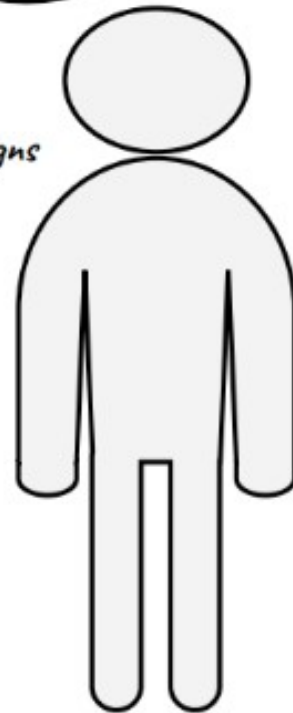
THOUGHTS, FEELINGS AND BEHAVIOURS

My thoughts



My feeling

My body signs



How intense is my feeling?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|



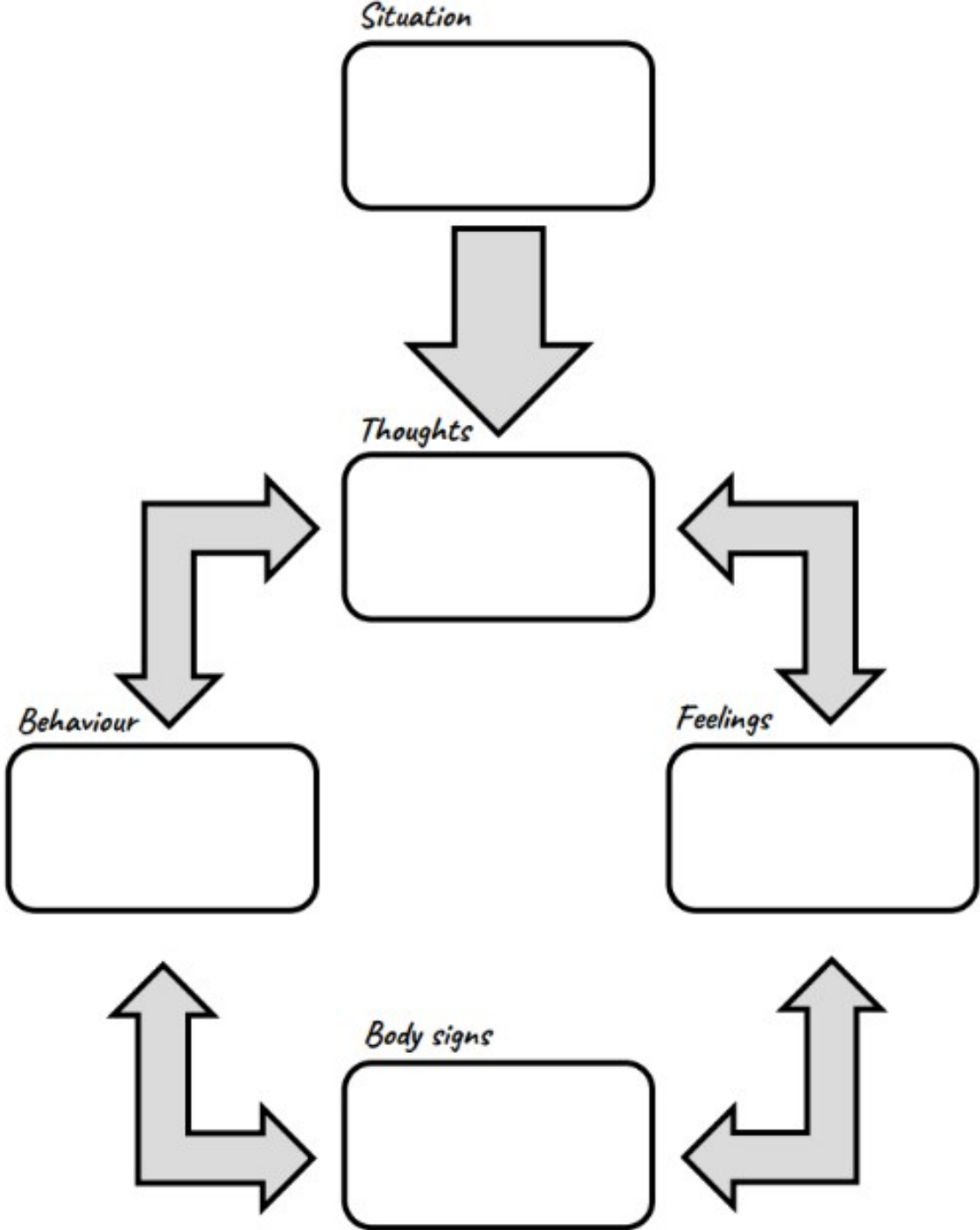
My behaviour

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THOUGHTS, FEELINGS AND BEHAVIOURS

Use this sheet to work through situations that have caused you strong feelings.



Worry Ladder

Use the ladder for scaling worries. What would help you come down one rung on the ladder? What would one rung down on the ladder look like?

big

How big is my worry?

10

9

8

7

6

5

4

3

2

1

small

10

9

8

7

6

5

4

3

2

1

| | | | |
|---|---|--|--|
| <p>Top tips</p> <ul style="list-style-type: none"> • Never sneak away • Make a goodbye routine with your child • Consistent approach • Be kind, firm but don't give in • Ask a familiar person to take them to school, it might break the cycle • Don't hang around, pass your child to a trusted adult, say your goodbyes and reassure you will see them later. Leave | <p>Thoughts</p> <ul style="list-style-type: none"> • I will never see them again • Something might happen when I am gone • What am I missing at home • I don't feel safe • Something bad might happen at home • They might not come back • Something is scaring/worrying me at school | <p>Physical sensations</p> <ul style="list-style-type: none"> • Feel sick • Tummy ache • Fast heartbeat • Hot • Rapid breathing • Butterflies • Trembling or shaking • Headache | <p>Book recommendations</p> <ul style="list-style-type: none"> • Huge bag of worries • The kissing hand • The invisible string • Owl babies • The kiss box |
| <p>Feelings</p> <ul style="list-style-type: none"> • Scared • Worried • Angry • Agitated • Panicky • Tense • overwhelmed | <p>Strategies for support</p> <ul style="list-style-type: none"> • Celebrate achievements • Give them a job in school • Transitional object from carer • Make a plan with carer and stick to it • A morning transition group with fun things to do | <p>Behaviours</p> <ul style="list-style-type: none"> • Delaying tactics • Clingy • Tears • Running away • Not sleeping • Angry • Attention seeking | <p>Proactive work</p> <ul style="list-style-type: none"> • Emotions and feelings • Mindfulness • Relaxation techniques • Likely/unlikely to happen scenarios • Anxiety work • Worry dolls • Visual timetable • Social stories • Allocate time to talk to carer |

How do you feel?

| | | | | | | | | | |
|-----------|---|-----|---|------|---|----|---|-------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| miserable | | sad | | down | | ok | | happy | |

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How do you feel?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

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Wellbeing Year Nurturing November

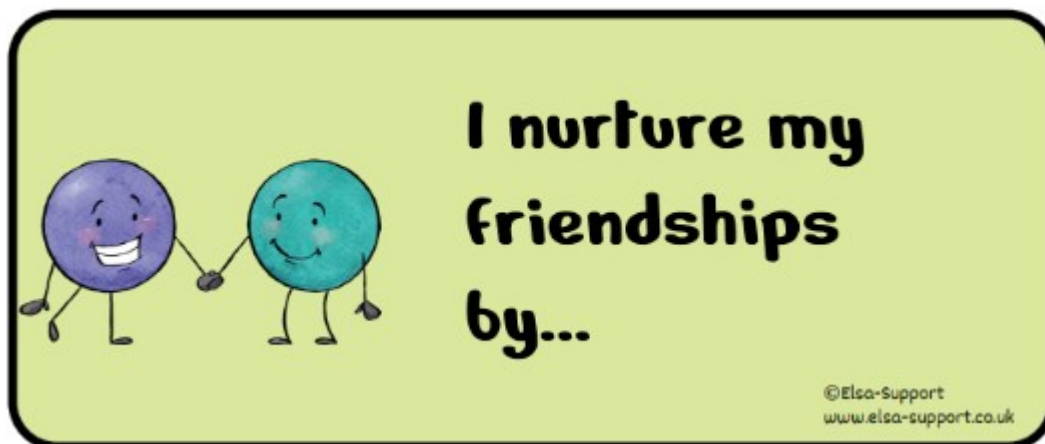
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| Monthly focus | To find ways of being more caring to our friends | Resources | Circle time sentence stem. A pot plant if you have one available or pot plan visual. Nurturing my friendships worksheet |
|----------------------|--|------------------|---|

Run the group as a circle time. This would work for a small group or for larger groups too.

| | |
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| Warm up | Circle time activity with the sentence stem - I nurture my friendships by... Talk about what the word nurture means first so the pupils understand it is about protecting and caring for others, for pets and other living things. How do we nurture our friendships? How do we ensure our friends feel cared about and protected? Pass the talking card around the circle and each one say one thing they do to show they care about their friends. - suggestions - kind words, empathy, respecting boundaries, listening attentively, Apologising if wrong, forgiving a friend for a mistake, sharing, co-operation, including your friend, being supportive, celebrating their achievements, standing up for them, and patience. |
|----------------|--|

| | |
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| Activity | <p>State the learning objective - To find ways of being more caring to our friends</p> <p>Explain how taking care of plants is a little like taking care of your friendships. If you have a plant that you can show them to talk about that would be helpful. If not you can use the visual included.</p> <p>Be Patient and Kind: Just like you wait for a plant to grow, you need to be patient with your friends and be kind to them. It takes time for a friendship to grow too.</p> <p>Stay in Touch: Watering your plant regularly is like staying in touch with your friends. You can call or spend time with them to keep your friendship healthy.</p> <p>Help Each Other: When a plant has problems, you help it. It might be wilting or some leaves might be turning brown. It might look unhealthy. You might water it, take off the dead leaves, put it in a warm place and so on. Similarly, when your friends need help or feel sad, you can be there for them and help them too.</p> <p>Change and Grow: Plants change as they get bigger, and so do friendships. People change, and it's important to understand and accept those changes in your friends.</p> <p>Offer Encouragement: Just as you encourage and support your plant to reach for the sunlight, you can encourage and support your friends to reach for their dreams. Support and motivate them to achieve their goals.</p> <p>Ask pupils to come up with any other ways they can nurture their friendships. Remind them of the warm up they did and all the things they came up with then. Give them a worksheet to fill in.</p> |
|-----------------|--|

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| <p>Review</p>  <p>What have you learnt today? Do you think you will be able to nurture your friendships better now?</p> | <p>©Elsa-Support www.elsa-support.co.uk</p> |
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Nurturing Friendships

Taking care of plants is a little like taking care of your friendships.



Be Patient and Kind

Just like you wait for a plant to grow, you need to be patient with your friends and be kind to them. It takes time for a friendship to grow too.



Change and Grow

Change and Grow: Plants change as they get bigger, and so do friendships. People change, and it's important to understand and accept those changes in your friends.



Stay in Touch

Watering your plant regularly is like staying in touch with your friends. You can call or spend time with them to keep your friendship healthy.

Offer Encouragement

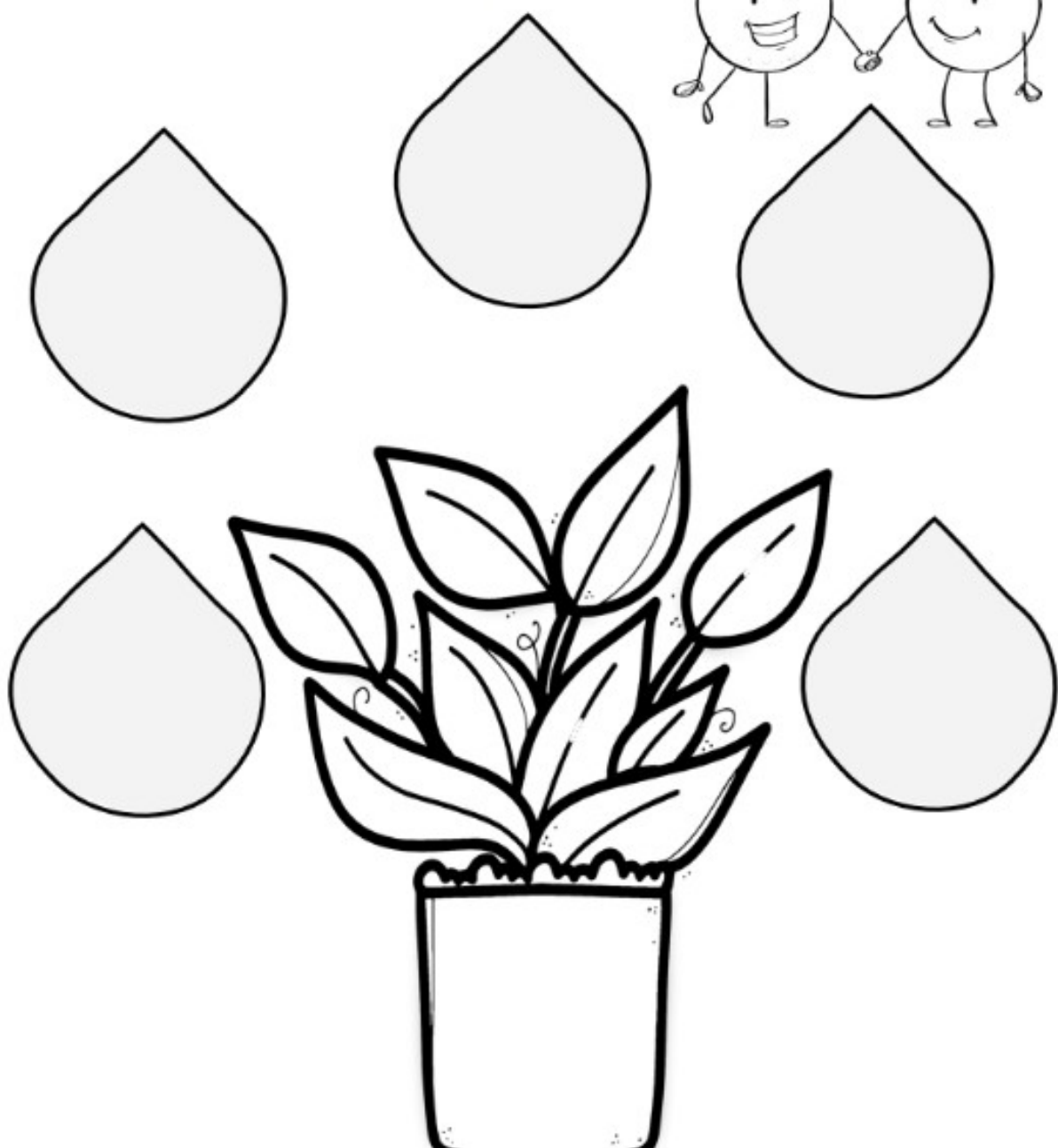
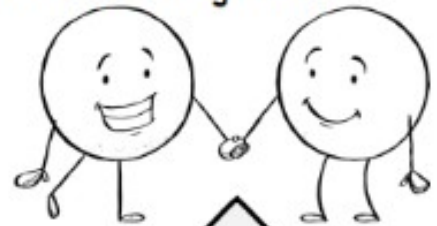
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Help Each Other

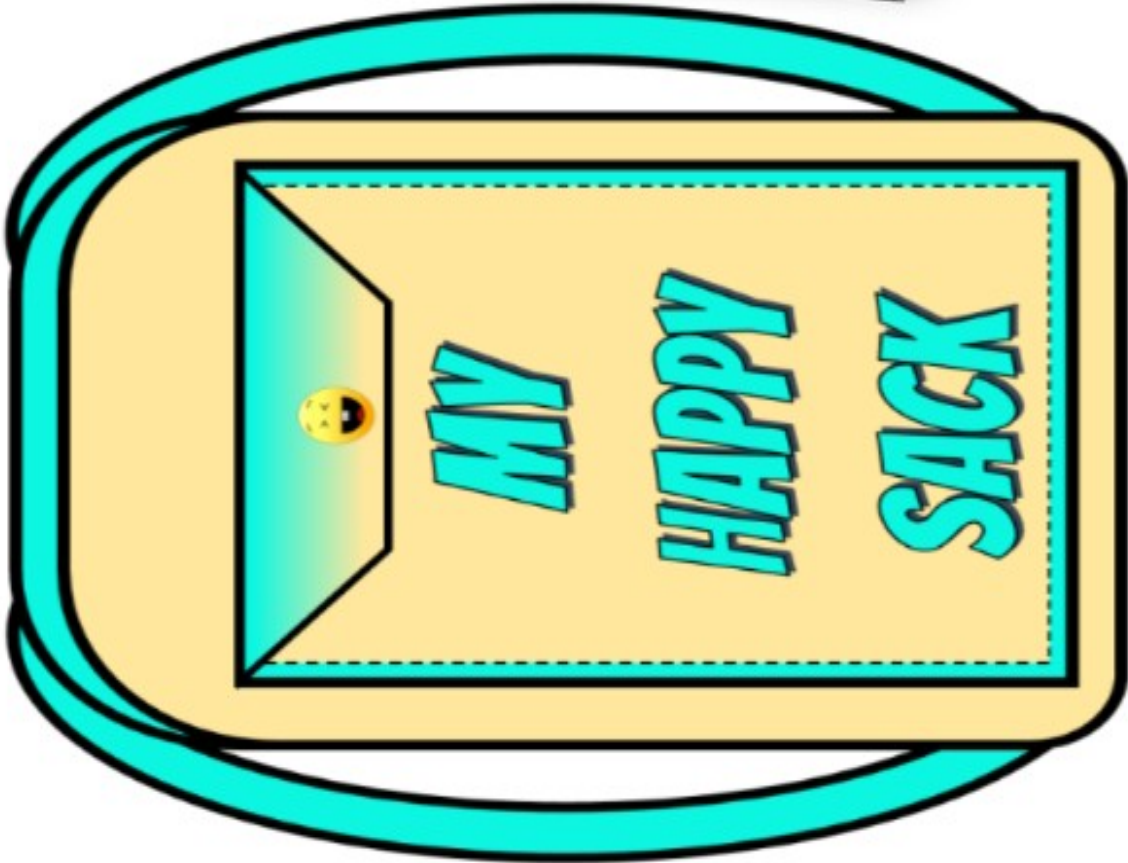
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Nurturing My Friendships

What can you do to nurture your friendships? Write some things in the water droplets and then colour in your plant.



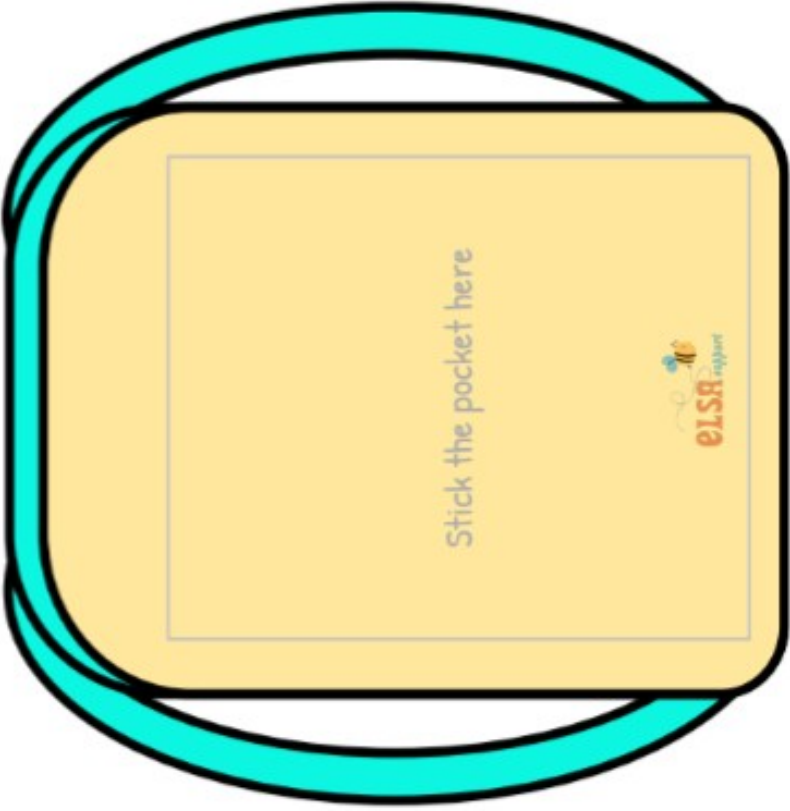
Make a happy sack and look for the positives



What makes you feel happy?
Put those things into your happy sack.



My happy sack



What makes you feel happy?
Put those things into your happy sack.



My happy sack

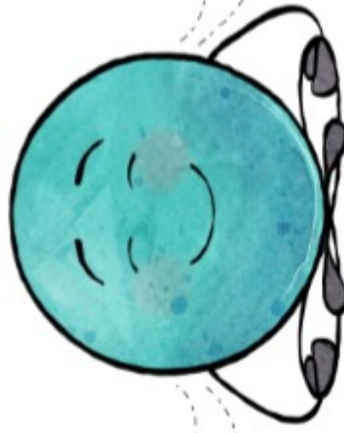


| | |
|---|-----------------------------|
| <p>I feel happy when...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>I feel happy when...</p> |
| <p>I feel happy when...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>I feel happy when...</p> |
| <p>I feel happy when...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <p>I feel happy when...</p> |
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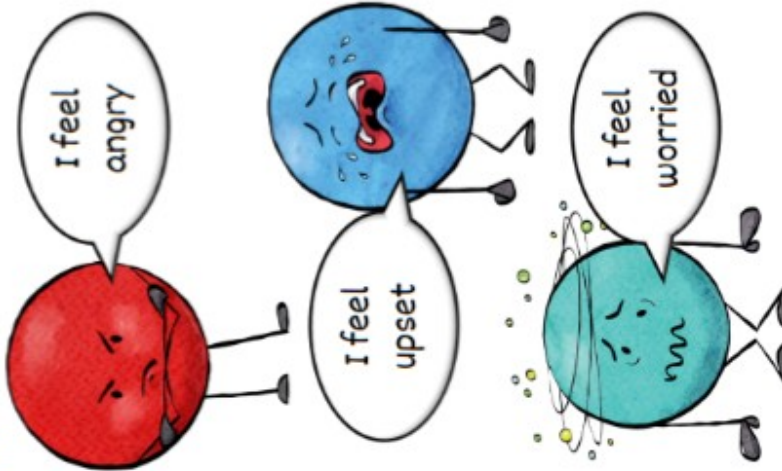
Find your Calm

A guide for pupils



Say your feeling out loud

Saying your feeling out loud can really reduce the intensity of the feeling so it can help to make you feel calmer.



For resources go to www.elsa-support.co.uk



Exercise

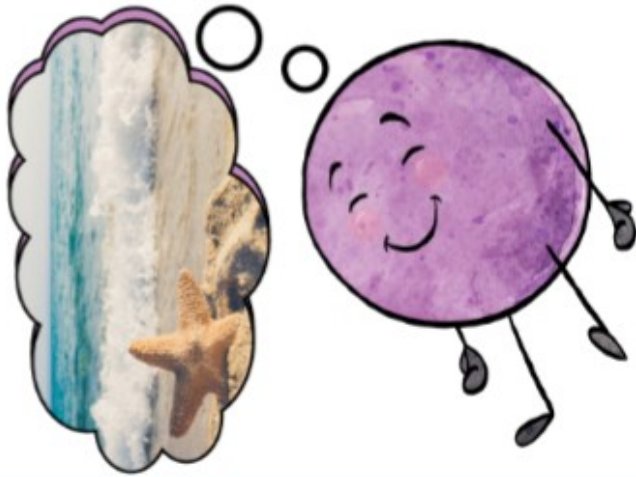
Exercise helps you to feel calmer. It helps to increase all those happy chemicals in your brain. Try and do some exercise that makes you a little breathless and increases your heart rate.



If you need more help speak to

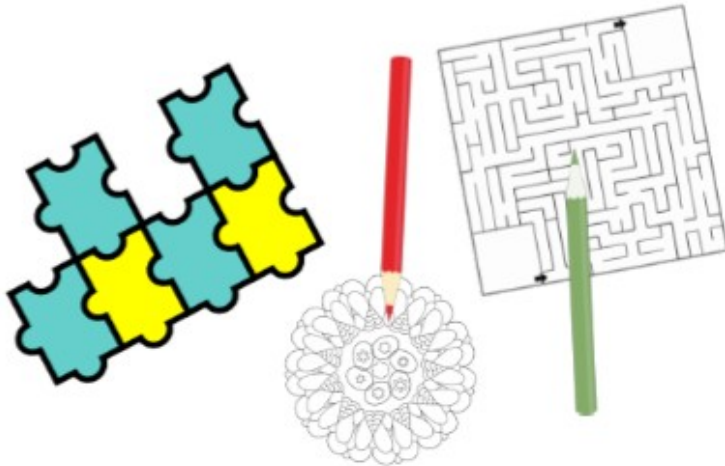
Hobby-knob

Take yourself to your happy place in your mind. What is it like there? What can you see? Hear? Smell? Taste?



Puzzles or mindful colouring

Try solving some puzzles or doing some mindful colouring. This will help to switch on that thinking part of your brain.



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7/11 breathing

7/11 breathing is when you breathe in for the count of 7 and breathe out for the count of 11.

Repeat this until you feel calmer.

BREATHE IN

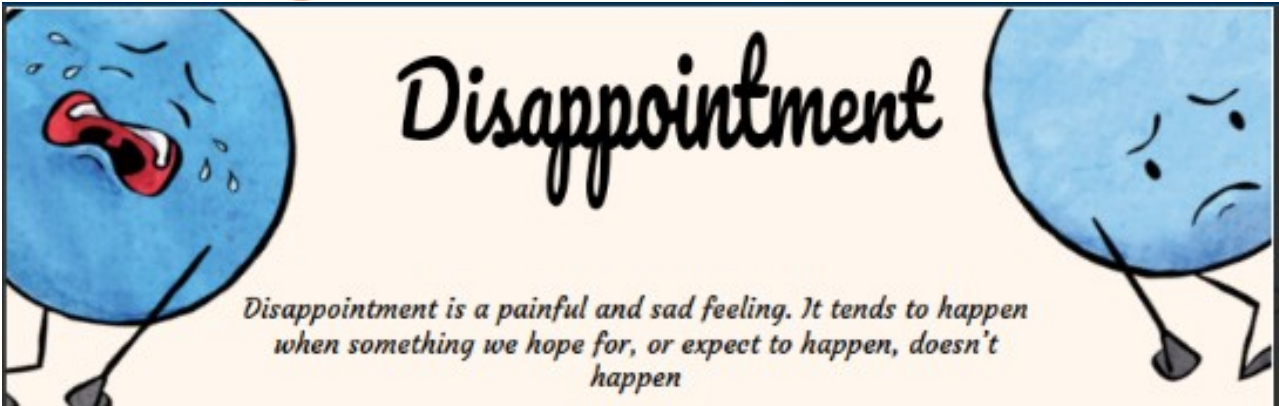
1..2..3..4..5
..6..7



BREATHE OUT

1..2..3..4..
5..6..7..8..
9..10..11





Disappointment

Disappointment is a painful and sad feeling. It tends to happen when something we hope for, or expect to happen, doesn't happen


Everyone gets disappointed sometimes and it is a feeling we need to be able to accept and then let go of

This is something I hoped or expected to happen

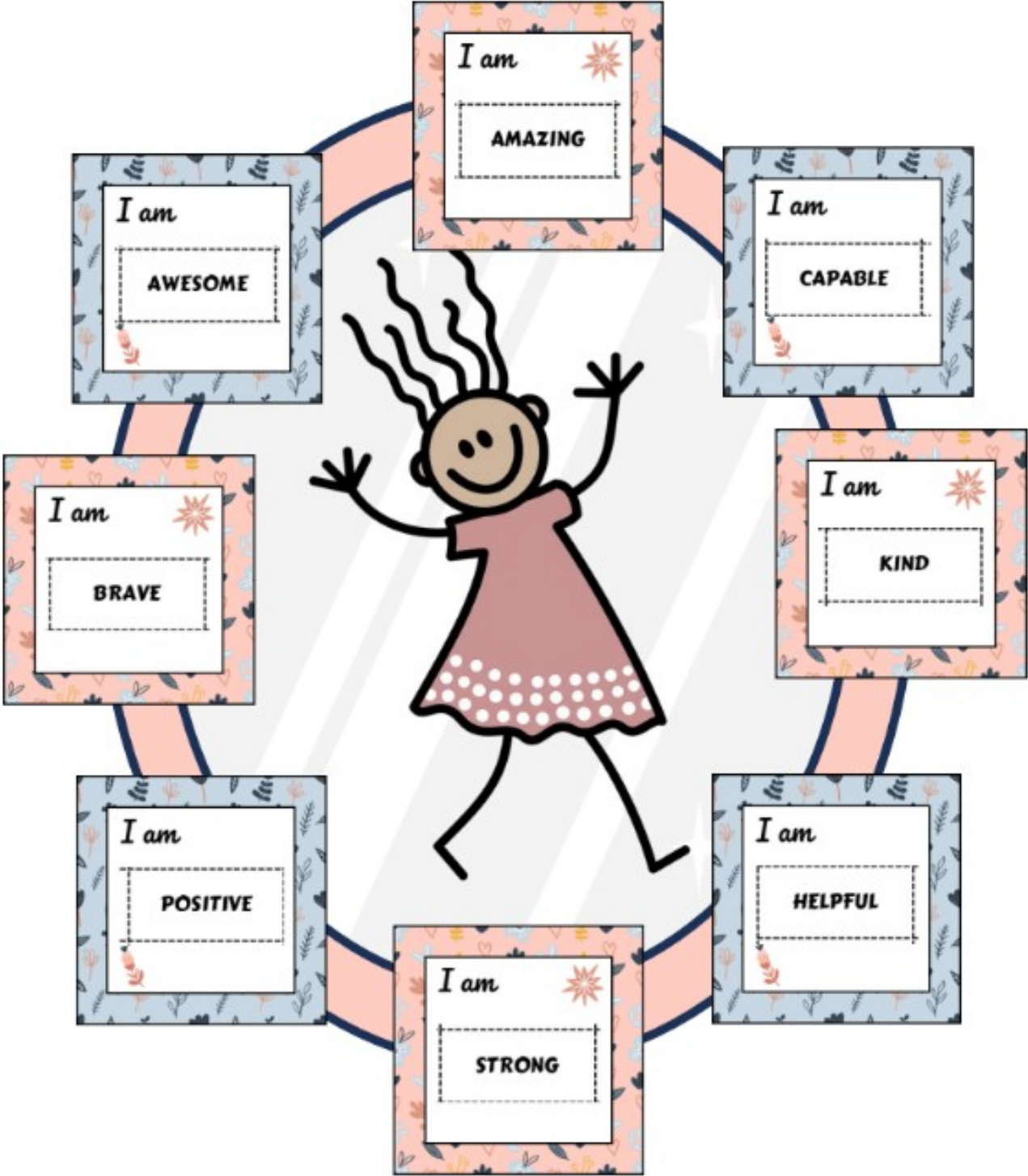
This is what actually happened

This is what I learnt from the situation

This is what I can do to let go of the disappointed feeling

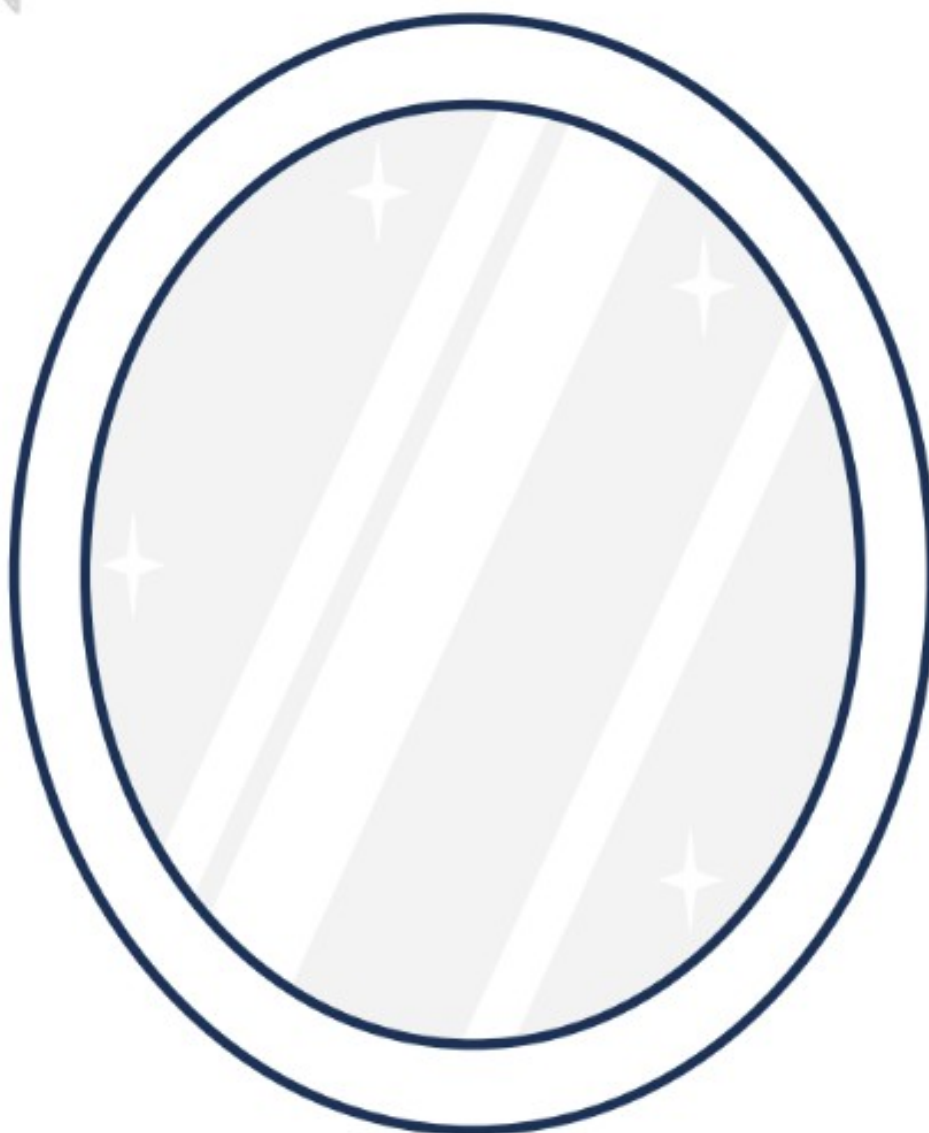


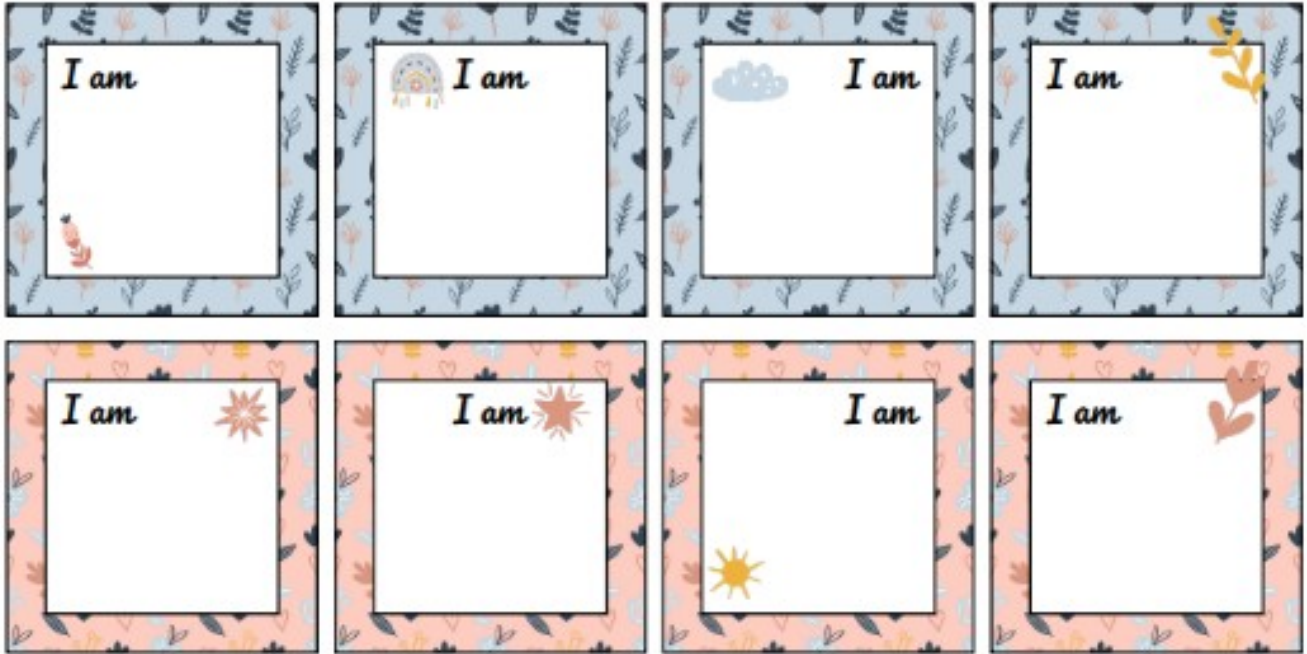
EXAMPLE



My Affirmation Station

Draw a picture of you in the mirror and then add your affirmations






Cut out the words and stick them to the cards. Cut out the cards and stick them around your mirror. You could also write your own if you want to.



| | | | | | | |
|----------|----------|----------|----------|-----------|-----------|-----------|
| HONEST | CARING | LOVING | RELIABLE | LOYAL | BRAVE | KIND |
| HELPFUL | STRONG | CREATIVE | SMART | VALUED | SPECIAL | WORTHY |
| CAPABLE | POSITIVE | FRIENDLY | UNIQUE | PATIENT | CURIOUS | SOCIABLE |
| BUSY | GENTLE | WARM | CHEERFUL | FORGIVING | RESILIENT | GRATEFUL |
| DECISIVE | FOCUSED | SINCERE | GENUINE | DARING | ASSERTIVE | CALM |
| ARTY | SPORTY | AWESOME | AMAZING | INSPIRING | PROUD | CONFIDENT |

Affirmation station cards



| | | | |
|---------------------------------|---|---------------------------------|---------------------------------|
| <i>I am</i> | <i>I am</i> | <i>I am</i> | <i>I am</i> |
| <i>I am</i> |  | <i>I am</i> | <i>I am</i> |

Cut out the words and stick them to the cards. Cut out the cards and stick them around your mirror. You could also write your own if you want to.



| | | | | | | |
|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| HONEST | CARING | LOVING | RELIABLE | LOYAL | BRAVE | KIND |
| HELPFUL | STRONG | CREATIVE | SMART | VALUED | SPECIAL | WORTHY |
| CAPABLE | POSITIVE | FRIENDLY | UNIQUE | PATIENT | CURIOUS | SOCIABLE |
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