

Social and Emotional Wellbeing



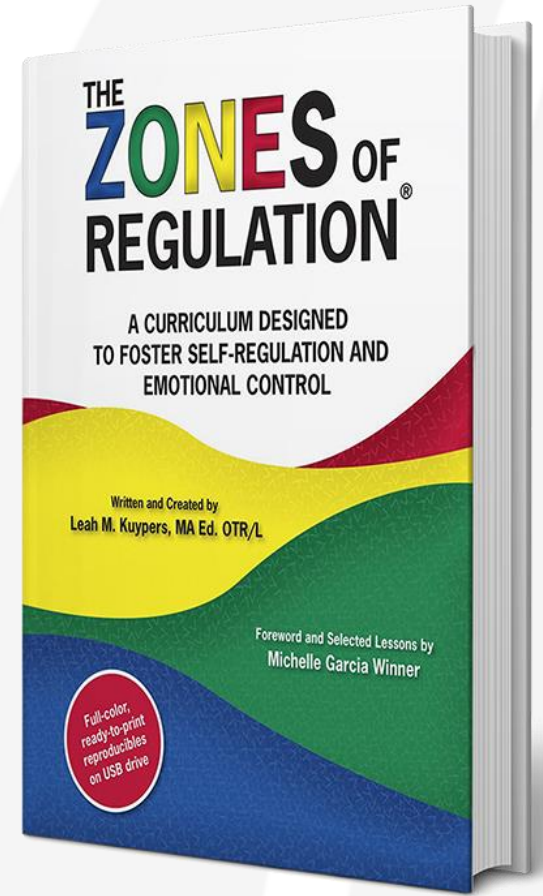
- Zones of Regulation
- Mindful Education
- Be You
- Sensory Area
- School dog
- Support for individual learning needs



Zones of Regulation



'Zones of Regulation' is a program designed to teach students about their emotions and what strategies they can use to regulate them.



About the Program



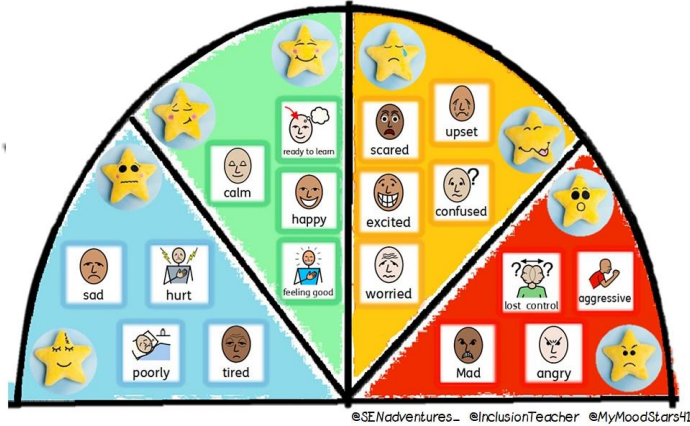
Zones of Regulation provides teachers with a series of lessons and activities in which students can learn the skills of

- Identifying their emotions.
- Emotional control.
- Sensory regulation.
- The ability to exercise executive functioning skills.

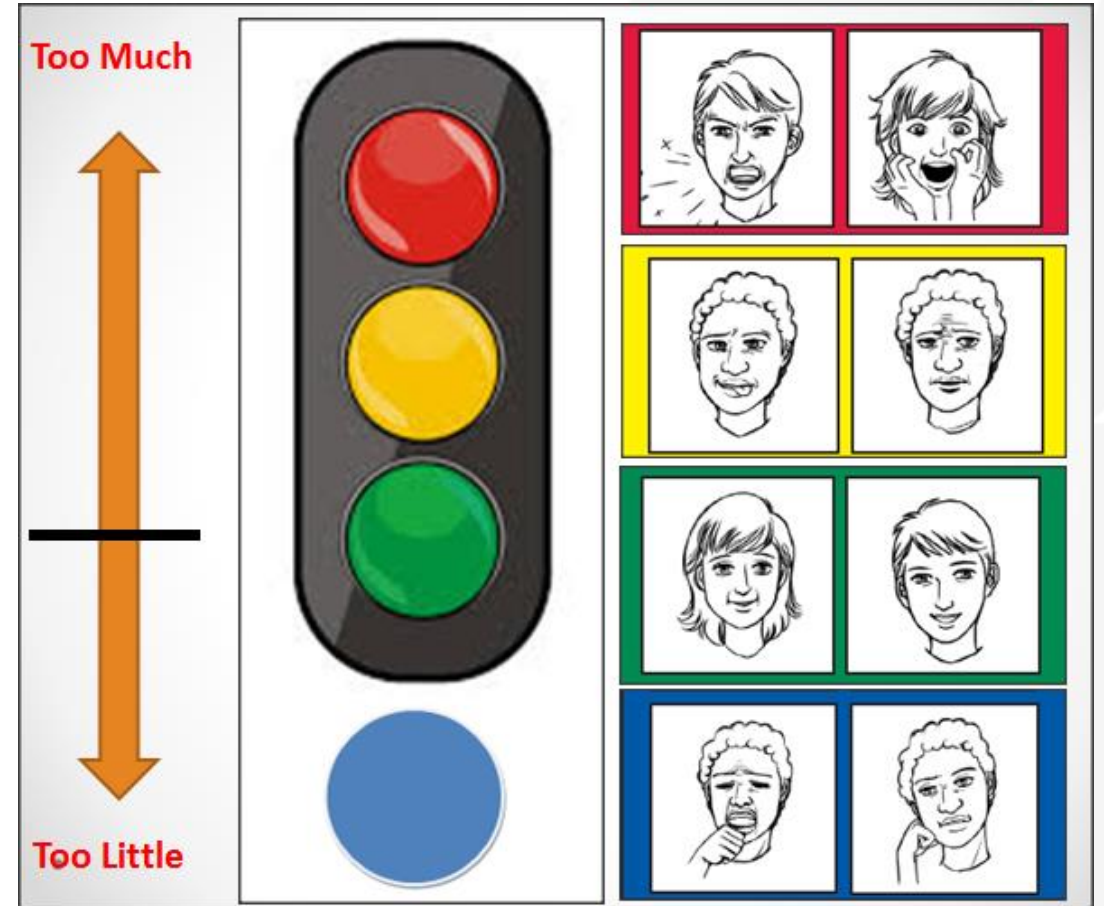
Which allows students to develop their ability to regulate their emotions.

The approach uses four colours (or “zones”) to help students visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness

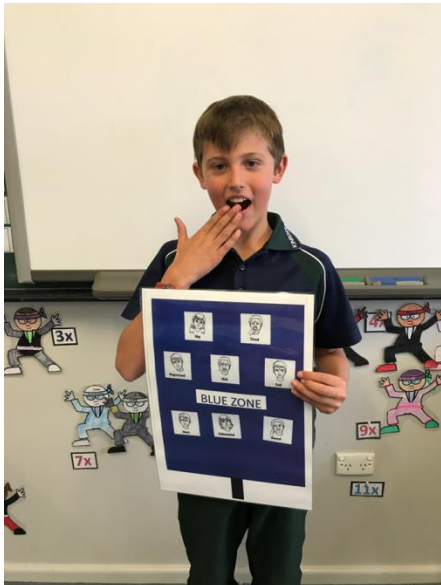
The 4 Zones



Intensity of emotions is reflected in the colour coding of the zones.



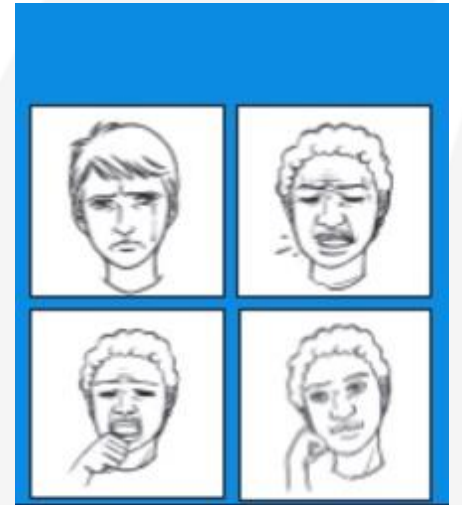
The 4 Zones



Blue Zone - Low states of alertness:

- sad
- tired
- sick
- bored

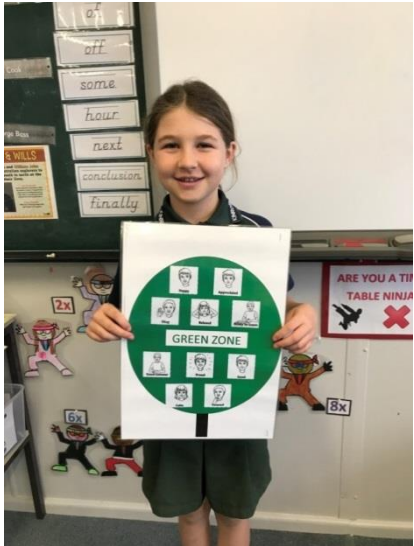
**BODY AND/OR BRAIN IS
MOVING SLOWLY.**



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly

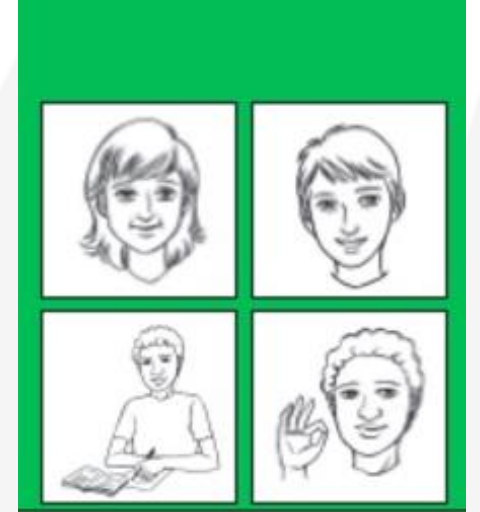
The 4 Zones



Green Zone – A regulated state of alertness:

- calm
- happy
- focused
- content

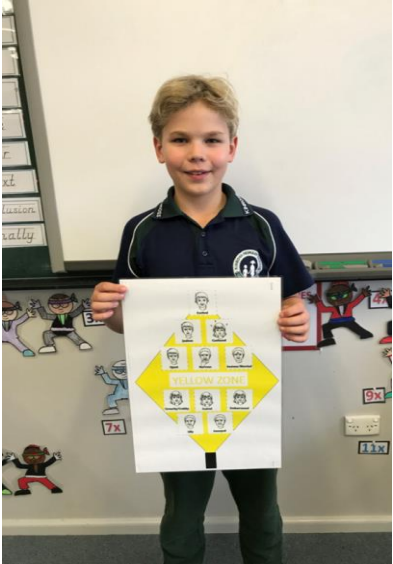
THE GREEN ZONE SHOWS CONTROL.



GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn

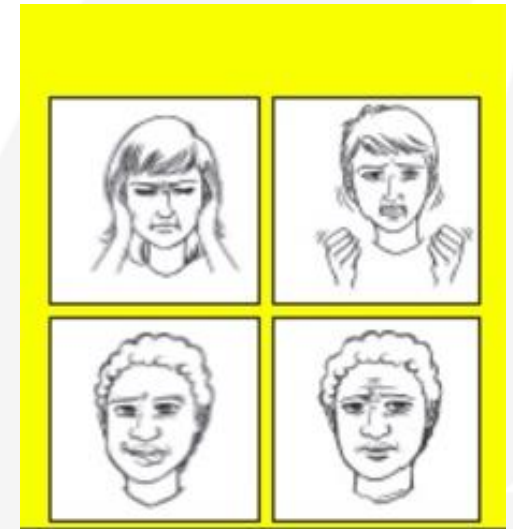
The 4 Zones



Yellow Zone – A heightened state of alertness, experiencing stress

- frustrated
- anxious
- excitement
- nervousness
- confusion

THE YELLOW ZONE IS STARTING TO LOOSE CONTROL.



YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

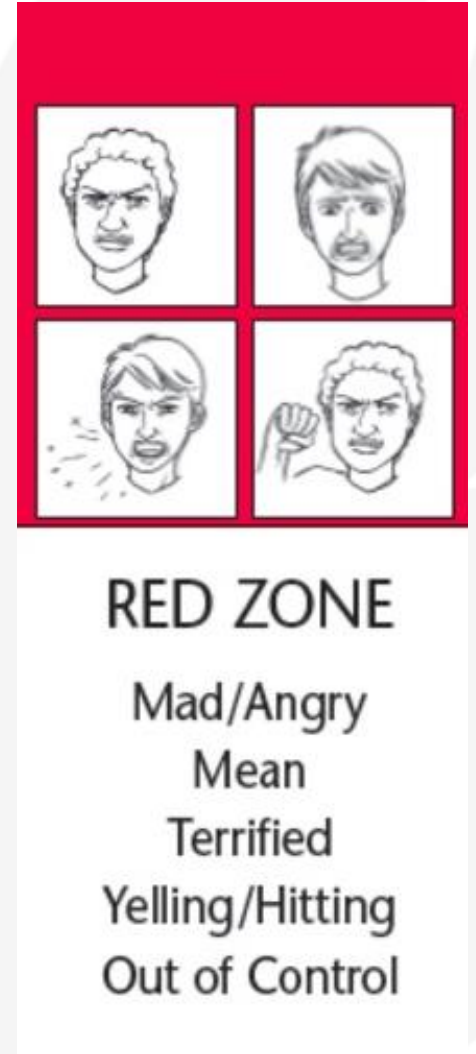
The 4 Zones



Red Zone – An extremely heightened state of alertness:

- anger
- rage
- panic
- terror
- explosive behaviour

THE RED ZONE IS NOT BEING IN CONTROL.























Recognising Emotions







YANCHEP RISE
Primary School

The Zones of Regulation

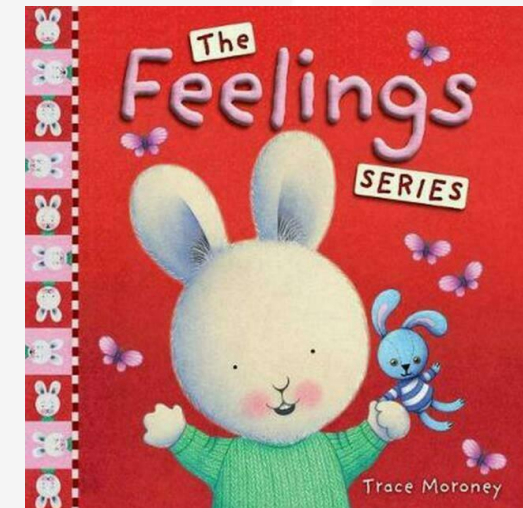
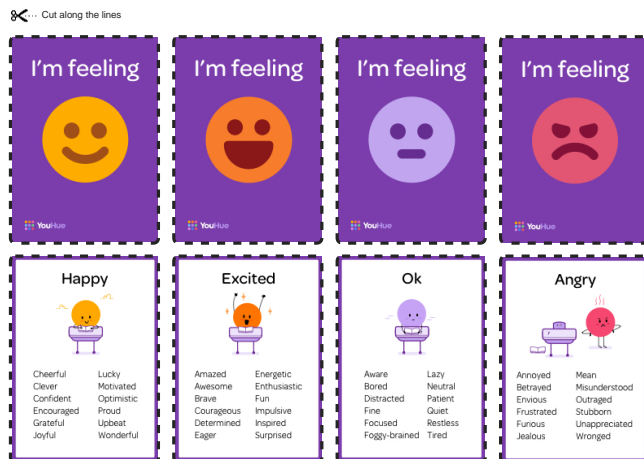
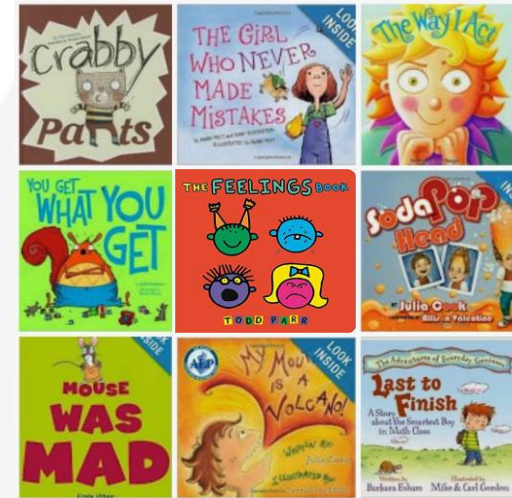
 Blue Rest Area	 Green Go	 Yellow Slow Down	 Red Stop
 Sad	 Happy	 Nervous	 Angry
 Upset	 Excited	 Surprised	 Yelling
 Hurt	 Calm	 Confused	 Aggressive
 Tired	 Proud	 Silly	 Mad

The **ZONES** of Regulation®

 <p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	 <p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	 <p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	 <p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>
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Activities

- Role playing scenarios
- Sorting and Identifying emotions
- Games and activities
- Arts and crafts
- Looking at relevant literature



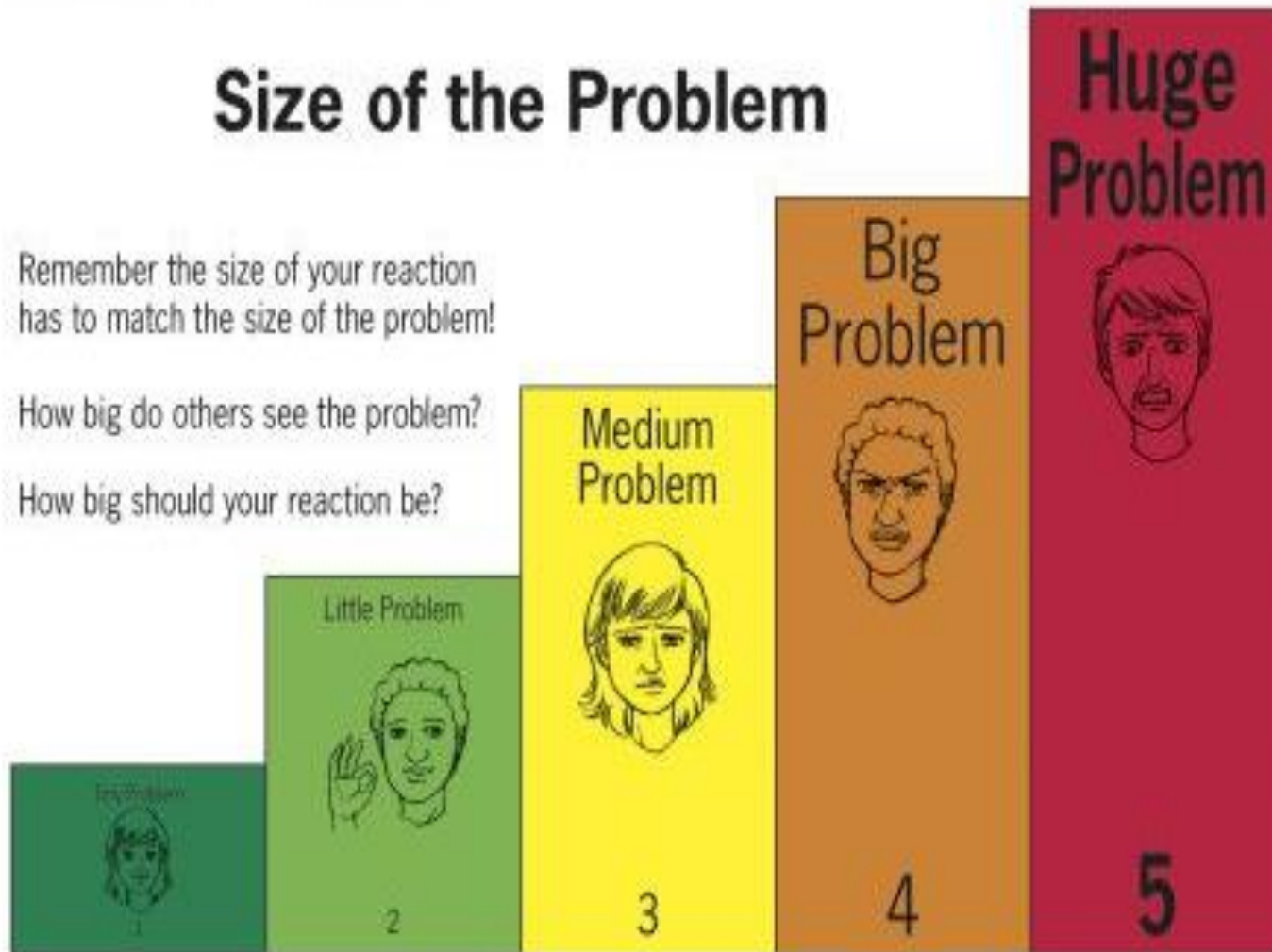
Tools for Managing Emotions

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



How Big is My Problem?

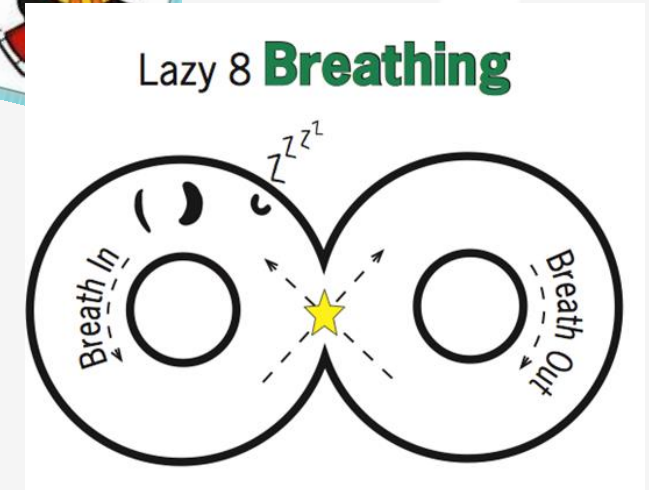
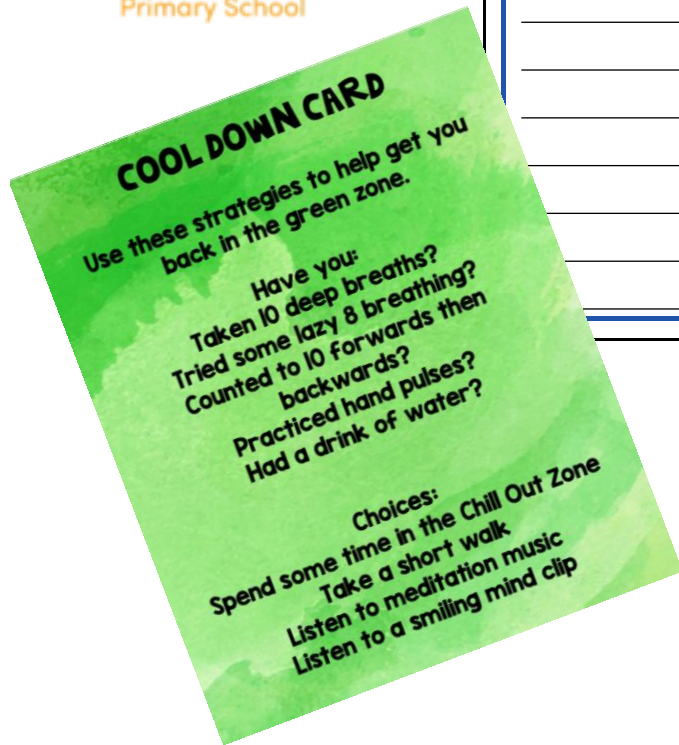
5	Emergency, Tragedy, Danger	Crying uncontrollably, Very Upset, Scared	
4	People talking about you, someone hits you	Crying, Very Sad, Mad, Frustrated	
3	Having to work with someone you don't like, receiving consequences for unexpected behavior	Nervous, Sad, Irritated, Disappointed	
2	Not being first in line, having to wait or take turns	Uncomfortable, Dissatisfied	
1	No Real Problem	Happy, Calm, Relaxed	

Tools for Managing Emotions



_____ 's **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools



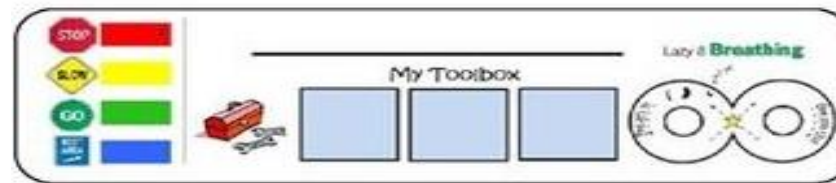
Strategies



Checking In



Rating	Looks and Feels Like	What I can do	What others can do to help me	Feeling
Red Zone	I am really angry or worried or scared. I feel anger and like I am not in control of my feelings or the situation.	STOP. Lazy 8 breathing.	Remind me to do Lazy 8 breathing. Remind me to do hand pulses or use a stress ball. Give me space.	
Yellow Zone	I am starting to feel frustrated, worried or that I am about to lose control. I feel frustrated about having to do my work as it is hard for me.	Tell my teacher. Go get a drink. Do hand pulses. Use a stress ball.	Remind me of my calming tools. Give me some space. Let me chat to someone.	
Green Zone	I am doing great. I feel good about myself and about what is going on around me.	Use my calming tools. Be positive about what is going on.	Chat to me. Acknowledge my hard work.	
Blue Zone	I am feeling sad or tired or sick or bored I feel hurt and sad. I feel clueless.	Have a rest. Get a drink. Eat something. Talk to someone. Time alone (reading corner).	Acknowledge my hard work. Listen to me when I talk. Sit with me.	



Common Language



I am in the _____ zone.

I feel _____.

The strategy I will use is _____.

Examples:

“This is really frustrating me and making me go into the **yellow zone**. I need to use a tool to calm down. I will take some deep breaths.”

“ I am feeling angry/upset. I am in the **red zone**. I will sit in the chill out area and use a fidget/stress ball.

What This Results In



**ITS OK NOT TO FEEL
OK EVERY DAY!**

Ok!

I feel happy
and ready to
learn

To help remain
in the Green
Zone, I should:

- Have a growth mindset
- Try remaining resilient
- Remember everyone has different strengths
- Know I am valued and important
- Have brain breaks as needed
- Use recess and lunch to chat to others
- Remember everyone has the right to learn

Not ok!

I feel sad or
tired

I feel
frustrated or
distracted

I feel very
angry and am
not in control

My choices:
I can either

Manage my
emotions

React to my
feelings

Strategies

- Try lazy 8 breathing
- Count to 10 and back
- Use a stress ball
- Do hand pulses
- Hug self tightly
- Visit the Cool Down Zone
- Draw a picture
- Write a letter or note
- Have a drink/ a snack
- Go for a walk

What this may look like

- Not attempting the work expected of me
- Distracting my peers by talking or being silly
- Speaking rudely to others including yelling or swearing
- Not respecting property, either mine or others

Progress through yellow slip

Go back to the top and start again

Why is Self-Regulation Important?



It is directly related to:

- success in learning
- academic performance
- social interaction
- overall health



It is critical for success in school, work, and life!

Questions



Mindful Education

A Whole School Approach to Mindfulness



What is mindfulness?

- Mindfulness is the mental skill of attention and how we choose to use our attention.
- When we get better at managing attention, we can use our attention to focus on schoolwork, meaningful experiences, and self-regulating unhelpful thoughts and emotional over reactions, like losing our temper.



Mindful Education

A Whole School Approach to Mindfulness



What is meditation?

- Meditation is the active practice of learning to calm and train attention.
- Meditation can be practised in a variety of ways suitable for teachers and students.
- Meditation is an important skill for both adults and children because it teaches better self-regulation.
- Meditation leads to mindfulness.



Mindful Education

A Whole School Approach to Mindfulness



Mindfulness Curriculum

- Introduction to mindfulness
- Understanding my brain
- Recognising and managing thoughts and emotions



- Improvement in student ability to self-regulate.



- Optimal conditions for learning.

Mindful Education

A Whole School Approach to Mindfulness



The proven benefits from practising mindfulness include decreased:

- Anxiety
- Stress
- Depression
- Exhaustion
- Irritability

Studies also show:

- Memory improves;
- Reaction times become faster
- Mental and physical stamina increase

Questions



Be You Learning Community

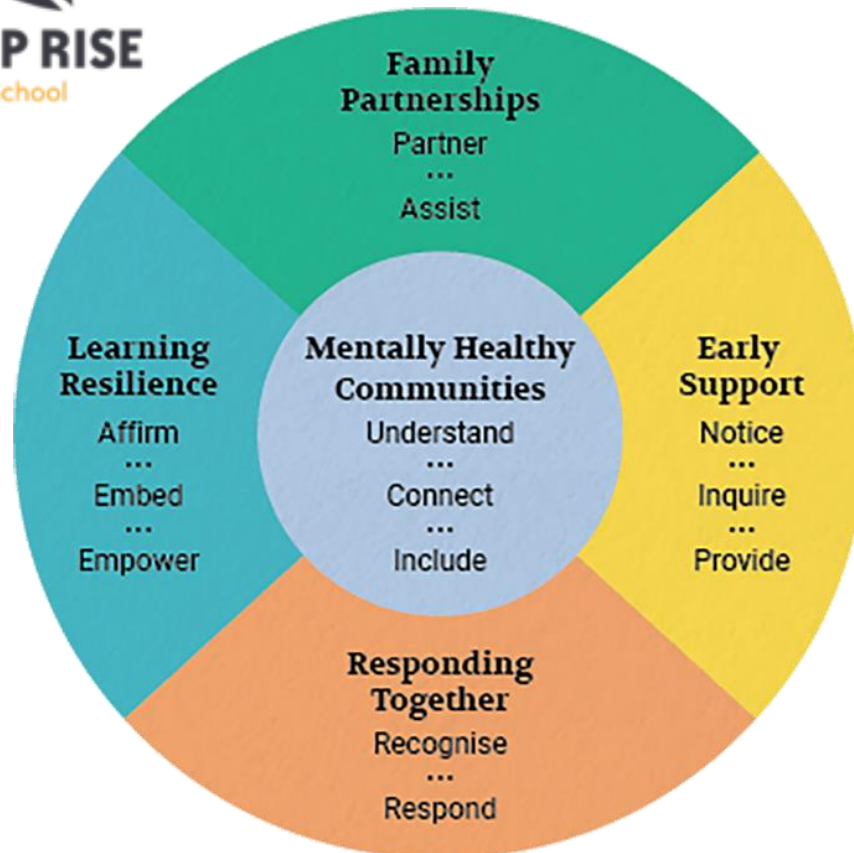


What is it?

- A national mental health initiative for educators which aims to promote and protect positive mental health in children and young people in every early learning service and school in Australia.

What does it provide?

- A framework that provides a structure for both Professional Learning, and the actions schools and services can take to implement a whole learning community approach to mental health and wellbeing.
- Fact sheets and information for educators and parents.
- Student observation checklists against the Mental Health Continuum.
- Assists educators to play their role within a whole-of learning community approach to promoting mental health
- A shared mental health community for parents and teachers.



Questions



Sensory Area



The purpose of the [sensory room](#) is to provide students with sensory input that helps our student calm and focus themselves so that they can be better prepared for learning and interacting with others.

Intended Benefits:

- Calming effect or
- Stimulation
- Socialisation
- Improved focus
- Motor skills development
- Cognitive skills development
- Sensory development



Support for individual Learning Needs



- Teacher assessments and observations
- Individual Education Plans
- Partnership with West Coast Language Development Centre
- Referral to Department agencies such as School of Special Education Needs
- BETLS Observation tool (Behaviour, Emotions, Thoughts, Learning and Social relationships)
- Referral to School Psychologist
- Liasing with outside agencies such as Occupational and Speech Therapists
- Training for staff

Support for individual Learning Needs

