

Recognising and Regulating Emotions

Complete these activities in pairs/groups. Throughout both processes the facilitator should look for opportunities to validate and normalise young people's feelings and individual differences in these. The facilitator should also give prompts that help participants consider how to be more aware and in control of these strong emotions. It is important for participants to feel that this is a shared explorative process.

BODY MAPPING

- 1) Make a piece of paper big enough for you/young person to lie down on (or use small A4 images).
 - a. Use a separate sheet for each emotion
- 2) Draw around young person to create a body shape (or trust them to draw around you).
- 3) Together ask/talk about 'what' and 'where' you feel the emotion - take time to draw/write each element.
 - a. Examples could include butterflies I tummy, springs in feet, fire in head...
- 4) Ask them about a time they have felt this emotion - use this example to explore their understanding of it.
 - a. What happened to make them feel this way?
 - b. How did they react?
 - c. What did others do?
 - d. What helped? What made things worse?
 - e. What advice would they give themselves now?
- 5) Give a chance for each poster to be displayed and shared/celebrated, putting the young person in position of teacher.
 - a. Keep these present/safe for reference and further use

5 ZONES OF CONTROL

- 1) Make a ladder/scale with 5 separate sections.
 - a. Use coloured cones/paper.
- 2) State that everyone's emotions move up and down at different times – this impact on how 'alert' we are.
 - a. Sometimes our emotions make us too alert or 'hyper'.
 - b. Sometimes they make us under alert or 'hypo'.
 - c. The middle zone is where we are calm and alert, make clear decisions and are in control of our feelings/actions.
- 3) Provide a talk through example
- 4) Work through specific emotional scenarios together
 - a. Ask them to identify and stand in the zone that matches the scenario for them. What problem might happen?
 - b. What and who could help them take one step closer to the middle (keep to practical solutions)? Try these solutions out together and practice as a pair/group – it could be that others suggest strategies to try.
 - c. Put pupils in the position of expert/teacher – how can you help me? How can we help this puppet?
 - d. Transfer the skill into a communication tool – How can you help someone know where they are? What can they (*you) do to move up/down? Who can help? How?

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Have a go at filling this sheet in by yourself or together with a helpful adult. Remember, we want to try to be in the middle zone. Moving up and down happens when our emotions change, but it helps if we know what might make this happen and what we (and those supporting us) can do to move back a level.

	What Emoji I think this is	What Colour this is for me	My Emotional Level	How this feels for me	What makes me feel this way	How Can I tell – what happens to me when I feel this way	What I can do to help	What others can do to help
5			HOT					
4			WARM					
3			CALM					
2			COOL					
1			COLD					