



Let's Learn Together
Managing Emotions – 2nd May 2023

**REACH2**
ACADEMY TRUST


GREEN RIDGE
PRIMARY ACADEMY

What does the EYFS Curriculum Expect?

The EYFS Curriculum for Personal, Social and Emotional is broken down into three areas:

- Self regulation
- Managing Self
- Building Relationships

What does the EYFS Curriculum Expect from 2-3 year olds?

<p>2-3 Years</p>	<ul style="list-style-type: none"> • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Safely explore emotions beyond their normal range through play and stories. • Be increasingly able to talk about and manage their emotions. 	<p>2-3 Years</p>	<ul style="list-style-type: none"> • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums
	<ul style="list-style-type: none"> • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. 		

<p>2-3 Years</p>	<ul style="list-style-type: none"> • Develop friendships with other children.
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	<ul style="list-style-type: none"> • Play with increasing confidence on their own and with other children because they know their key person is nearby and available.
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3-4 year olds?

3-4 Years	<ul style="list-style-type: none">• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'• Talk with others to solve conflicts.	3-4 Years	<ul style="list-style-type: none">• Develop appropriate ways of being assertive.• Increasingly follow rules, understanding why they are important.• Do not always need an adult to remind them of a rule.• Become more outgoing with unfamiliar people, in the safe context of their setting.• Show more confidence in new social situations	3-4 Years	<ul style="list-style-type: none">• Begin to understand how others might be feeling.• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.• Play with one or more other children, extending and elaborating play ideas.
	<ul style="list-style-type: none">• Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.	3-4 Years	<ul style="list-style-type: none">• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.		<ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.

4-5 year olds?

<p>Reception</p>	<ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally. • Show resilience and perseverance in the face of challenge. 	<p>Reception</p>	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Manage their own needs. • Manage own basic hygiene. • Dress and undress independently. 	<p>Reception</p>	<ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Build constructive and respectful relationships. • Think about the perspectives of others.
	<ul style="list-style-type: none"> • Identifying when they do and don't need help 				

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.



What strategies do we use at school?

Emotional Regulation

'A person's ability to manage and respond to an emotional experience effectively.'

- Most adults use a variety of emotion regulation strategies to cope with difficult situations each day.
- Emotion regulation strategies are used to help us adapt to or recover from the demands placed on us.
- Emotionally healthy people tend to use emotionally helpful strategies.
- People who have experience trauma or some children who are born with high levels of anxiety may, if not shown, develop strategies which soothe them but may cause difficulties for others (e.g. running up and down, rocking, self-harm)

Self-Regulation

The Goal

To help learners to develop the social, emotional and self-regulation skills they need to be successful.

- Emotion regulation strategies are used to help us adapt to or recover from the demands placed on us.
- The ability to manage and tolerate stress
- Self-regulated learners:
 - Participate in class
 - Follow directions
 - Ignore distractions
 - Make positive choices
 - Accept corrections

What are the Zones of Regulation?

There are 4 zones to describe how your brain and body feel.

Teaches students:

- Vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others (read others' facial expressions)
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills



Zones

- **Blue Zone** – sad, sick, tired and bored (*low state of alertness – brain and/or body is moving slowly or sluggishly*).
- **Green Zone** – in control, calm, happy and ready to learn (*regulated state of alertness*).
- **Yellow Zone** – more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (*heightened state of alertness but you still have some control*).
- **Red Zone** – elated, angry, wild, terrified (*heightened state of alertness and out of control*).



Key Points:

- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We can't change the way children feel BUT we can help them manage their feelings/states and behaviours. *"It's OK to be angry but it is not OK to hit..."*
- You can be in more than one Zone at a time (e.g. sad AND angry)

Why teach the **Zones** of Regulation?

- Provides a **common language** to discuss emotions – a language that is non-judgemental
- The Zones of Regulation is **simple** for children to understand but is helpful for all!
- The Zones of Regulation **teach *healthy* coping and regulation strategies.**

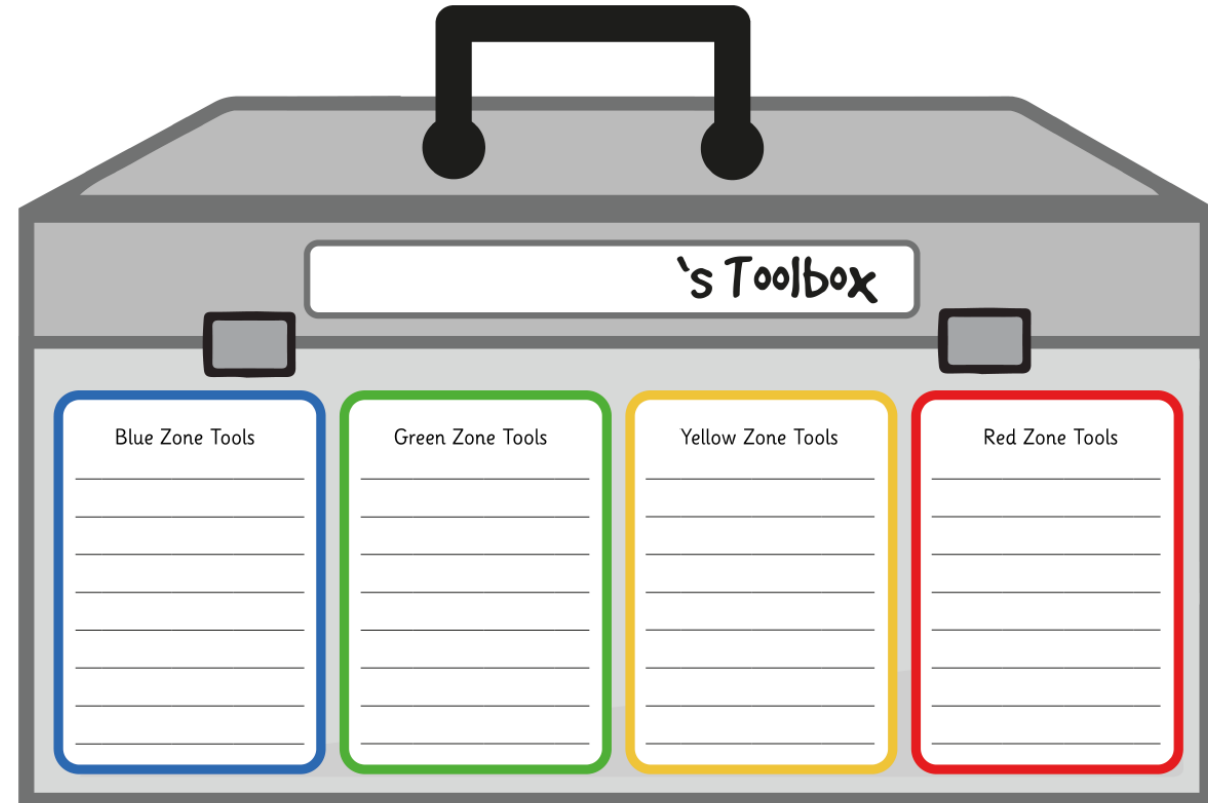
Understanding Zones Tools

Blue Zone tools – help wake up our bodies, feel better and regain focus

Green Zone – help us stay calm, focused and feeling good. There are often proactive strategies

Yellow Zone – help us regain control and calm ourselves

Red Zone – help us stay safe and start to calm down



Examples:

- 5 minutes in the Calm Corner
- Calming Strategies
- Physical activities – jumping jacks, go for a walk, wall push ups
- Blow bubbles
- Classical music

THESE ARE NOT A TREAT BUT A TOOL TO HELP THE CHILDREN FEEL
REGULATED



How can you help at home?

How can we support the Zones of Regulation?

- Identify your own feelings using the Zones language in front of the children. *I'm frustrated, I am in the yellow zone.*
- Provide positive reinforcement when the child is in the Green Zone and if they make efforts to stay in the Green Zone. *I can see you are working really hard to stay in the Green Zone by...*
- Model and talk about what tool you will use to be in the appropriate Zone. *I'm going to go for a walk, I need to get to the green zone.*
- Label what zones the child/ren is in throughout the day. *You look sleepy, are you in the blue zone?*
- Teach which Zones tools children can use. *It's time for bed, let's read a book together in the rocking chair to get to the blue zone.*

How can we support children if they become unregulated?



How we introduce the zones to 2-3 year olds.





Any questions?