

Capital City Kāhui Ako

Hauora - Emotional Self-regulation strategies for learners

- What do we know?
- What could we be thinking about?
- What is being done now?
- What do we need to know about emotional self-regulation?

**Whakataka te hau ki te uru
Whakataka te hau ki te
tonga
Kia mākinakina ki uta
Kia mātaratara ki tai
E hī ake ana te atakura
He tio, he huka, he hau hū
Tīhei mauri ora!**

Cease the winds from the west
Cease the winds from the south
Let the breeze blow over the land
Let the breeze blow over the
ocean
Let the red-tipped dawn come
with a sharpened air.
A touch of frost, a promise of a
glorious day.

Students have shared:



- “You might not have any friends or you might not be friends with the teachers so the mood metre helps you be a bit more honest. You change it if you change your mood”.
- “Sometimes I feel I need to hide emotions as I can’t find the words to say what I mean so don’t say anything - it makes sense in my brain but when I try to share with someone it comes out differently and they don’t get it”.
- “In my class we do circle time to say how we are feeling. I wouldn’t feel confident saying I’m sad”.
- “I think if I was feeling sad I wouldn’t say that. I wouldn’t want the whole school knowing I’m feeling sad. I’d tell my friends. I wouldn’t put it on the white board”.

Students have identified:

- Difficulty communicating how they are feeling.
- Not always understanding 'what I am feeling'
- Not knowing how to support themselves, or others experiencing difficult feelings

- Deliberate checking in helps students to feel okay about talking about feelings
- Need to feel safe to share challenges
 - won't always share with adults - can struggle to share their feelings (because they don't always have the words).





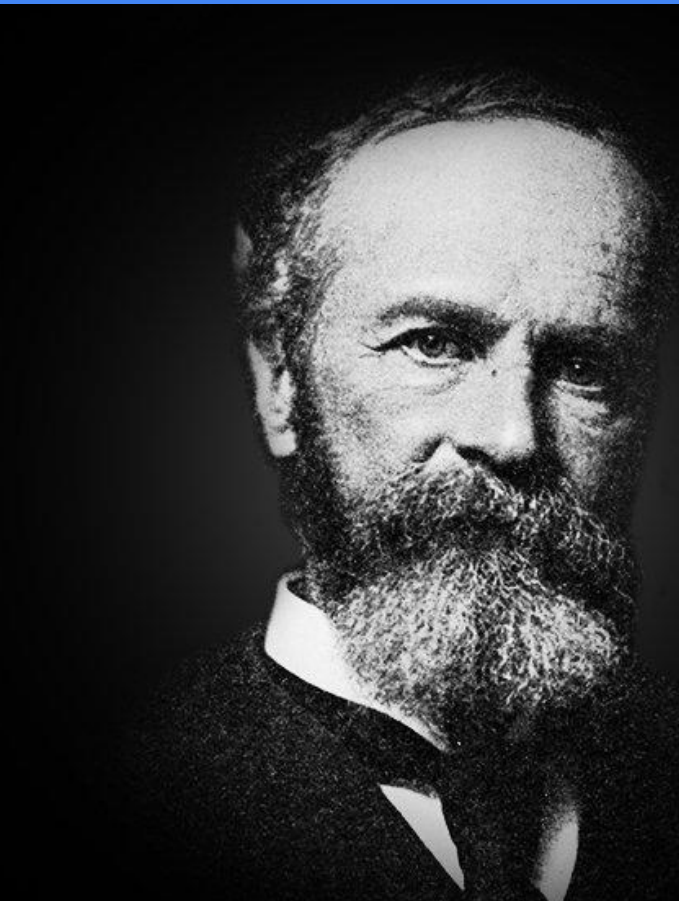
What opportunities do you provide for students to turn their attention inwards?

-to resource them to be aware of what they're feeling, and respond to that constructively?

What do you / or your school do?

How / where do you do it?

School / class wide / individuals / club?



The greatest revolution of our generation is the discovery that human beings, by **changing** the inner attitudes of their **minds**, can **change** the outer aspects of **their lives**.

— *William James*

The Magic $\frac{1}{4}$ Second

Between stimulus and a response
there is a space.

In that space lies our power to choose
our response.

In our response lies our growth and
our freedom

–Victor Frankl



How do we support students to become more aware of ‘feeling’?
How to develop the qualities that underpin this awareness?
How does this support emotional self-regulation?





Pause Breathe Smile

Kind, connected, resilient and
flourishing Kiwi kids

Pause
Breathe
Smile



Brought to schools
by Southern Cross

Pause Breathe Smile

The Pause Breathe Smile programme

Fostering interoceptive awareness/
strengthening attention and curiosity



Emotion regulation/identifying
helpful vs unhelpful thinking



Relationships, connection
and kindness



Wellbeing (feeling good and functioning well)

Pause Breathe Smile

8 Core Components

Improved emotional self regulation
Improved emotional literacy

Improved conflict resolution skills +
Increased pro-social behaviour

Improved calm and focus

Interoceptive awareness and general
wellbeing

Pausebreathesmile.nz

Circle:

How am I feeling about what I know about EMR?

What can I try as a result of what I have learnt / thought about?

How will I know the impact of the thing(s) that I try on my learners?

What do I still need to know?

Ka whakairia te tapu
Kia watea ai te ara
Kia tūruki whakataha ai
Kia tūruki whakataha ai
Hui e, tāiki e.

Restrictions are
moved aside
So the pathway is
clear
To return to everyday
activities