



Term 4 return to
school

Coming back to school and our emotions

We all have different feelings and emotions. Places, people, certain situations all give us varying feelings and emotions.

They are your emotions and feelings, so nobody can tell you that you need to feel a certain way.

A challenge however - Can we really identify those emotions/ feelings? Can we verbalise those emotions/ feelings?

Back to school

So, how how are you feeling about coming back to school? Discuss.

Is it okay to feel that way?

Identify/ acknowledge/ accept/ act

Sometimes it is hard to describe how you feel. It is hard to put into words.

I wonder if there are people that judge us on our feelings? For example, if I say I am having a bad day, people will say “Why are you having a bad day, you should be fine?”

Or if you're angry and you say “I am getting really angry” somebody else will say, “What are you getting angry for, settle down?”

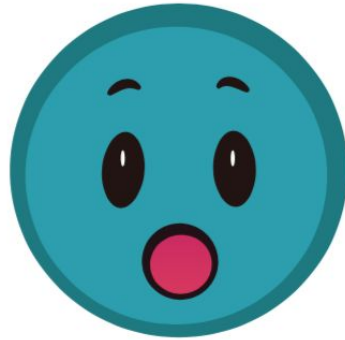
Identify/ acknowledge/ accept/ act

So the first part is identifying where you are at. Am I agitated for some reason? Am I really calm which is great?

In any scenario, we need to learn to do this quickly. To help with this, we need to know what the varying emotions/ feelings are.



excited



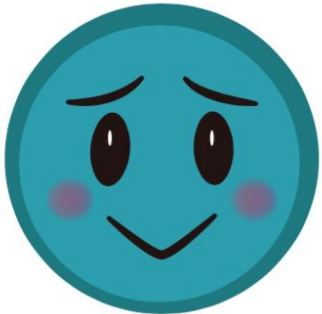
surprised



anxious



shy



embarrassed



loved



sad



angry

ZONES OF REGULATION



BLUE ZONE

Low State of Alertness



GREEN ZONE

Ideal State of Alertness



YELLOW ZONE

Heightened State of Alertness



RED ZONE

Extremely Heightened State of Alertness

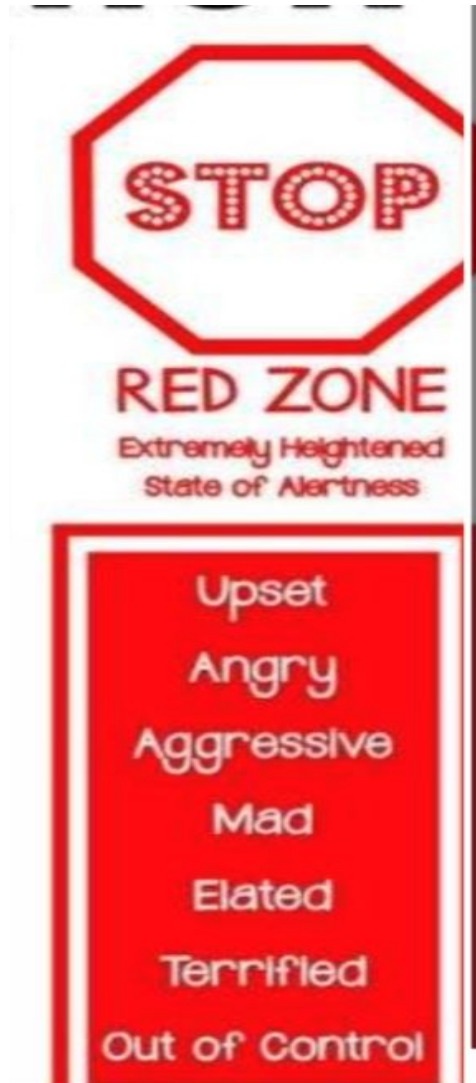


Identify/ acknowledge/ accept/ act

The zones of regulation help to identify how you are feeling.

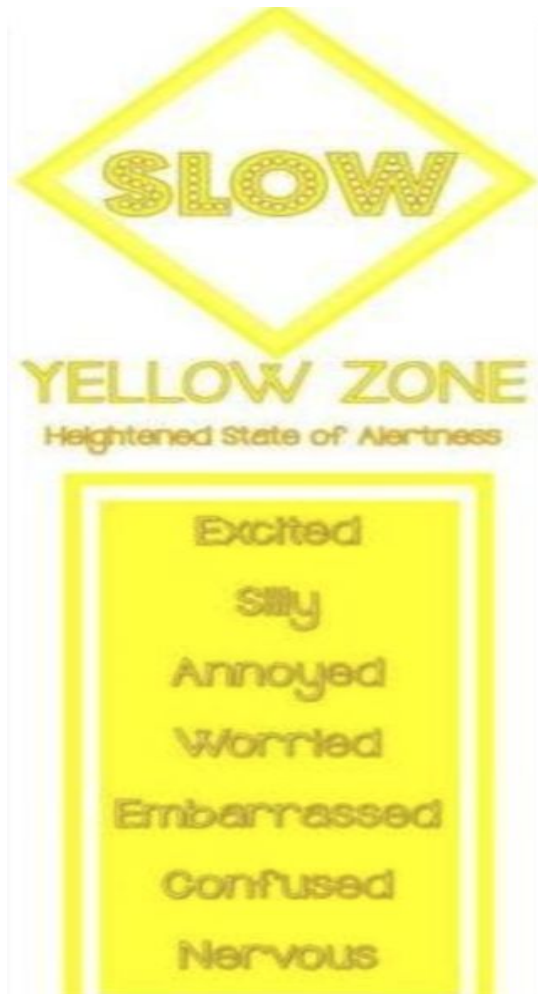
Once identified, we need to acknowledge and accept it. Eg I am in the red, I am really angry, I know I am angry, I accept that I am angry and now I need to do something about it.

Identify/ acknowledge/ accept/ act



I am in the red. So....
I need to get away from
this situation. Remaining in
the red will not help me.
I need to move away.
I need to be on my own.
I need fresh air on my own.
I need time to regulate!!

Identify/ acknowledge/ accept/ act



I am in the yellow, so.....

Identify which part of the yellow.
Is it excitement and I can't sit still? I am really annoyed with someone and I can't get it off my mind?

The best strategy when in the yellow is to let an adult in the room know how you are feeling.
Eg I am really annoyed right now and I would like to speak to you about it outside.

Identify/ acknowledge/ accept/ act



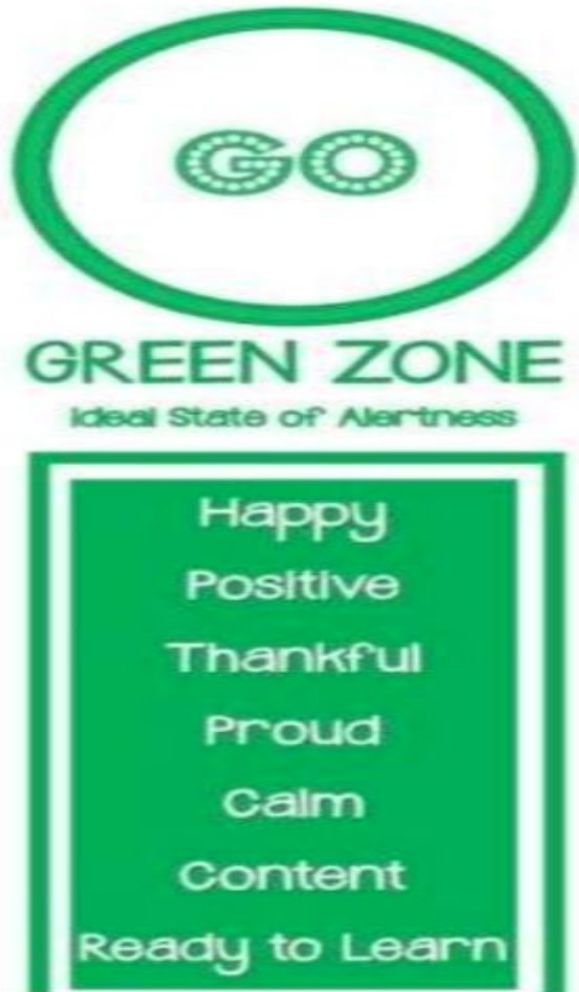
I am in the blue, so....

I can't just hope this will go away. I can sit in class for a long time with this feeling and unless I make contact with someone, it won't magically disappear.

Again, make contact with an adult and let them know what you need.

This zone could require help from the wellbeing team (depressed) or you will simply need some fresh air and a drink of water (tired)

Identify/ acknowledge/ accept/ act



The ideal state to be in. You generally feel good when in the green zone. You learn easier and communication with adults and friends is easier.

Our aim during the day at school is to get to this zone. The longer we are in this zone, the more thankful, positive and energised we will feel.

Identify/ acknowledge/ accept/ act / empathise

However, in some situations, some people choose to externalise them, which is a pretty good understanding that they are in a 'Red Zone'. It's okay to have these feelings.

However, we need to learn to control and manage these emotions so we don't regret them later.

Someone in the Red zone might display 'anger' as the emotion ...

So what does 'anger' really look like when some is in the red zone and how do you know?



Identify/ acknowledge/ accept/ act / empathise

Is what we feel, identical, to the person, sitting next to me?

Our biggest challenge is to understand that others will experience the same emotions, but replicate them very differently.

When we are in the 'Red Zone', it's important that we use our strategies (conduct activities) that bring us back to a 'calm' state.

This enables us to be able to concentrate and manage. Don't internalise it..

This will look different for everyone but could look like:



- A chat with a teacher
- A chat with a friend
- An opportunity to get outside
- An opportunity to listen to some music
- An opportunity to speak about the situation with a teacher and to look at some strategies
- A physical activity - walk, run
- An opportunity to 'breathe'
- Puzzle/ Board games
- Drawing and or Art



Collaboration - Example 1

You and a group of your friends try out for a basketball team on the weekend. On Monday morning, you rush to ask each other if you received a letter saying that you got in. Half of you got in and half didn't. How might the half that got in react, and how might the half that missed out react?

List - the emotions might these groups of people feel?

How might both sets of people act?

How could they manage these emotions? (How have you?)

Collaboration - Example 2

You and all your friends are playing a huge game of tiggy at lunchtime. A small, shy group of year 4 students ask if they can play. One of your friends in the group says 'No way! Get lost. We can't have any more players.' You know it's wrong to exclude others and you think having more players will only make the game bigger and better.

How do you react, and how does the student who told them to get lost react?

List - what emotions these groups of people feel?

How might both sets of people act as they return to the class?

How could they then, manage these emotions in class? (How have you?)

Check for understanding.

Do we always respond the same way to the same emotions? Why or why not?"

Why are some emotions stronger than others? Which ones? Is this always the case?"

Do we have a choice of how to react or respond to certain emotions?"

"Why do we feel emotions differently from our family and friends?"



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RED ZONE

Extremely Heightened
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Cultivating Leadership



Note Card activity

School: Follower ----- Good decision
maker----- Leader

At this point in time, you will fit one of the
categories. What are you?

Follower

If my mate does it, I do it.

If the decision will mean I fit it, good or bad, I will
do it.

Even if I know it is wrong, I will still follow group
norms.

I will do anything not to stand out or rock the
boat, so I will follow no matter what.

School: Follower ----- Good decision maker----- Leader

At this point in time, you will fit one of the categories. What are you?

Good decision maker

I will stay within the group when someone is doing the wrong thing, but I am smart enough not to do anything myself.

I will see an inappropriate situation arising and just quietly move away without anyone noticing too much.

I am in group chats etc but really careful that I don't post anything that could get me into trouble.

School: Follower ----- Good decision maker----- Leader

At this point in time, you will fit one of the categories. What are you?

Leader

I don't care what people think, if it is wrong, I will call it out.

I am happy to voice my opinion but I am careful in considering others opinions also and always listen to others.

In a social media group chat, I will call out others if it is wrong and leave the group immediately if I have to.

I may not always agree with school rules but I realise being part of a community requires me to adapt and remain loyal to my community.

Tune in - Who said these leadership quotes?

As we look ahead into the next century, leaders will be those who empower others -

Earn your leadership every day. -

It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.



Activity one: Cultivating Leadership

What is Leadership?

Popcorn Brainstorm: What's Leadership? What's our thoughts on Leadership? Let's hear from real people...

What is
Leadership?



Unpack: How can/do we lead? What are 'Leaderships styles'?



Q/A -

Bill Gates was a autocratic leader?
True or False?



Winston Churchill was a Democratic leader? True or False?



Chris Judd was a transformational or a autocratic leader?



Mr Carver demonstrate leadership.
What leadership style do you believe he demonstrates?



Investigation (Collaborative activity) - Local and Global Leaders



Investigation: Google Slide

What actions do/have they undertake/undertaken to be considered a leader?

Why have you chosen to explore this leader?

What similarities do you see between yourself and this leader?

Example: Jacinda Ardern



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Brain Break! - Minute Mysteries

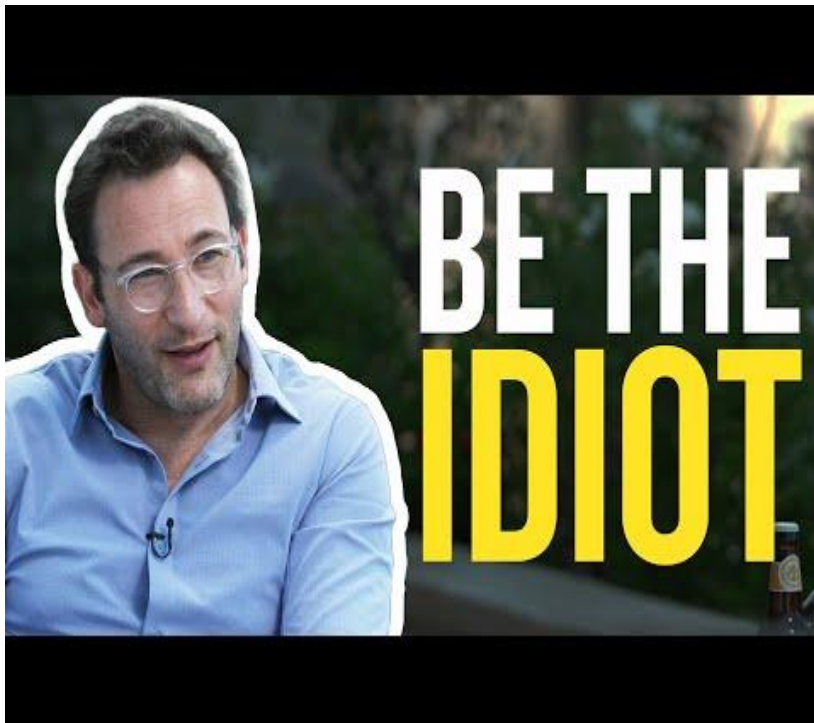
Leadership skills

What skills do you have/ need?



Activity 2: Cultivating Leadership

What is your leadership style?



IA: What is your leadership style?

Dear end of year Anthony (31 year old),

What a journey we have had so far.

3 Lockdowns in a year, a new house, a soon to be husband. But there is so much more that needs to be done on my behalf, before I can rest. I have been thinking about what I want to achieve before the year ends. So much comes to mind. It will require me to demonstrate a variety of leadership skills, most importantly, transformational leadership.

My goals from here on in are:

Goal 1:

Goal 2:

Goal 3:



Where to from here?

*Currently, what leadership skills do you possess that will be used throughout Term 4?

*What will you take out of today's session? How will you drive your own leadership amongst others?

* Year 8 Leadership