

WELLBEING SESSIONS FOR Y2

FOR INFANTS PUPILS AND PARENTS

Stillness Infant School

amorphous wellbeing

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***Please note that you will have access to the slides.
They are available to you and your children as a reminder for the workshop.
Please also respect that they are only for your own personal use and are not to be
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PARENTS' SECTION



WE ARE SIMPLY PLANTING SEEDS FOR OUR CHILDREN TO BETTER UNDERSTAND THEMSELVES AND TO CREATE A SHARED LANGUAGE. WE CAN ONLY EXPECT AGE-APPROPRIATE SELF-REGULATION.

- THE CHILD'S BIG EMOTIONS ARE ALWAYS A RESPONSE TO THE ENVIRONMENT OR A CIRCUMSTANCE/S.
- THIS RESPONSE IS APPROPRIATE FOR THEM, EVEN WHEN WE DON'T UNDERSTAND IT WITH OUR LOGICAL MIND.
- NO MATTER THE BEHAVIOUR OR EMOTION, IT IS USUALLY SOME FORM OF NERVOUS SYSTEM DYSREGULATION, FOR WHATEVER REASON THEY FEEL UNSAFE - UNCERTAIN - A SENSE OF THREAT.
- THEY ARE LOOKING FOR SAFETY + CONNECTION.
- ALL EMOTIONS ARE NORMAL AND HAVE TO BE EXPRESSED, BUT NOT ALWAYS TO BE ACTED UPON
- WE WANT TO MODEL THAT BY ACCEPTING THE WHOLE SPECTRUM OF THEIR BEHAVIOUR/EMOTIONS

CONNECT
CO-REGULATE
COMMUNICATE

When we understand that the child's behaviour **always** means that they are seeking
CONNECTION

We can prioritise Connection before Correction

CONNECT

Co-regulation is when we **become the emotional regulatory body** for our children.

To be able to co-regulate, we need to be in an emotionally regulated state.

Co-regulation can look like a **calm presence** that allows the child to reset their nervous system and dysregulated emotional state. Through experiencing our calm state, they feel accepted and they have the ability to rebuild their staircase.

Tip: Don't rush to give solutions.

CO-REGULATE

Self-regulation is...

the result of effective
co-regulation and modeling
behaviour

positive reinforcement

consistency

staying present and
communicating clearly

encouraged through mindfulness
activities and games

accessed through movement and
breathing exercises

Co-regulation means...

warm supportive response

being consistent and sensitive to the
child's needs

the child and its needs matter

a safe environment for expression

kind and compassionate
communication

modeling your ability to self-regulate

Clear, kind, compassionate communication is KEY!

The language we use is very important

Useful **reframe:**

I am angry → I feel anger

Non-verbal communication

COMMUNICATE

EMERGENCY TOOLKIT

TO REBUILD YOUR STAIRCASE WHEN YOU ARE IN A STRESSED STATE.

- DEEP BELLY BREATHING + EXHALATION THROUGH THE MOUTH
- CLENCHING AND UNCLENCHING OF MUSCLES AND/OR FISTS
- ROLLING FEET ON THE GROUND
- HOLD AND SQUEEZE
- SHAKING



TOOLKIT FOR ACTIVITIES THAT PROMOTE SELF REGULATION

WAYS TO MAINTAIN OUR STAIRCASE

- BREATHING EXERCISES
- MOVEMENT / EXERCISE / STRENGTHENING
- MINDFUL MOMENTS
- HUMMING / SINGING
- LISTENING TO MUSIC
- WRITING YOUR THOUGHTS / EMOTIONS
- READING
- WALKS IN NATURE
- CREATIVE HOBBIES / ART
- REST
- SOCIALISATION
- LAUGHTER
- PHYSICAL TOUCH
- PETTING ANIMALS
- HELPING OTHERS
- ACHIEVING A GOAL



FURTHER SUGGESTIONS

- The 2-storey house concept

Book: The Whole brain child

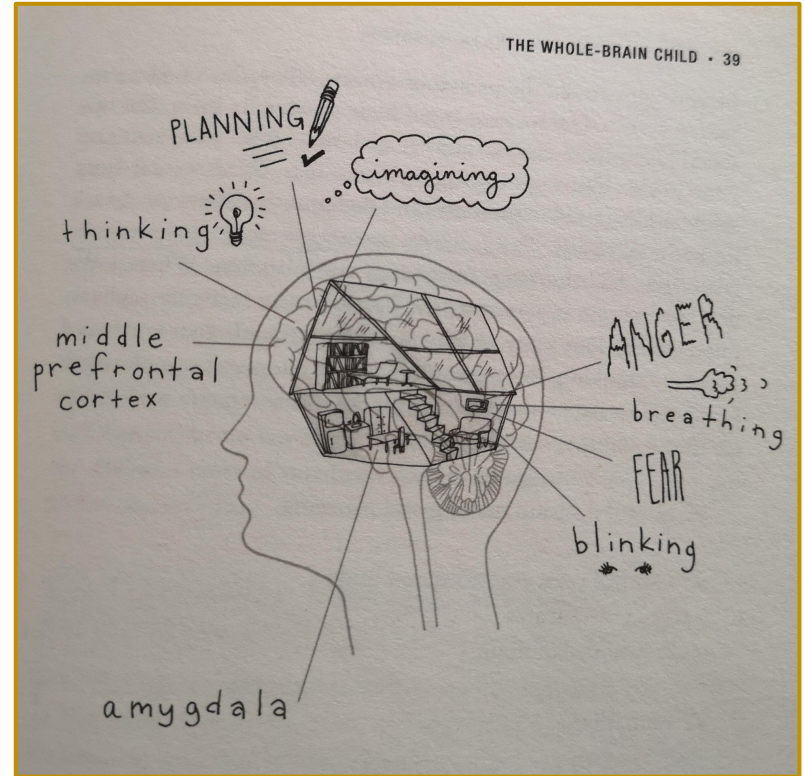
Dr.Daniel J.Siegel and Dr. Tina Payne Bryson

- The 'flipping the lid' concept

https://m.youtube.com/watch?v=G0T_2NN0C68&feature=emb_imp_woyt

- The meerkat brain

<https://m.youtube.com/watch?v=qKlzd-H2X9w>



ANY QUESTIONS?

THANK YOU!