



Strategy card #2

How to be

Show that you understand the child's frustrations and disappointments by imagining into their shoes. When they are calmed and steady help them to work through different ways to resolve the situation.

The theory

This strategy reassures the child or young person that you are listening to them and can understand why they might be feeling a certain way. It also helps them learn how to reflect on a problem or issue and work out how to make it better or resolve it.

Getting started

You can use this strategy in various ways, for example:

- Give children and young people scenarios to help them imagine into how others might be feeling: for younger children, you could use images or flashcards; for young people, you could use real-life examples in the news or social media. Help them to identify the emotions that the people in the scenarios might be feeling and reflect on how well the people handled the situation or how they might have handled it differently.
- Wonder about how children or young people are feeling; don't presume or tell them as this might not be how they are feeling.
- Wait until children or young people are calm and regulated before talking to them about how they might resolve a situation or behave differently in future.

When using this strategy, you might use **phrases** such as:

- "Oh no! It's so disappointing when you've put all that time and effort into building that big tower and it's fallen down. I would feel really upset and frustrated too! Shall we work together to try and re-build it?"
- "I noticed that your face was really red and you were clenching your fists tightly. I am wondering if you felt angry and frustrated when the other team scored a goal in the last minute? It's ok to feel angry about something that has disappointed you, and it's not ok to kick and break the goal post. Let's work together to think about what you could do differently next time if this happens again."

You can **adapt** this strategy by:

- providing scaffolding and suggesting ideas about how certain problems or situations could be resolved
- adapting your language and approach to meet the needs of different age groups.

Impact

You will see the positive effects of this strategy when children and young people start to use language that describes how they are feeling. They will become better at articulating how they feel and eventually be able to think independently about how to resolve a situation or problem constructively, even when experiencing big feelings.



Strategy card #3

How to be

Find an area of interest for the child and support them to develop a special skill to share with the class or with a group of staff or friends.

The theory

This strategy supports the child to develop confidence in their own abilities and how to engage with others.

Getting started

This strategy is one that can be used in various situations, for example:?

- during lesson times supporting children to rehearse new skills and develop interests with things that engage them.
- during play or unstructured times supporting children to learn new skills and master them alongside an adult.
- during individual work support a child to rehearse new skills they might share with others at a later point.

When using this strategy, you might use **phrases** such as:

- “I imagine you might be quite nervous about sharing this skill to your class, remember some of the breathing techniques we went through earlier.”
- “I really noticed how much you concentrated when practising this new skill.”
- “Well done for being so brave and sharing the skill with your friends.”

You can **adapt** this strategy by:

- use non-verbal communication to attune to a child’s emotional state.
- model strategies alongside the child to support them to self-regulate in new or unfamiliar situations.
- using visuals to record and share ideas with others.

Impact

You will see the positive effects of this strategy when children develop their confidence to share their skills with others and discuss their own personal development.