



Inclusion and Engagement Support Team GEMs- Good Engagement Methods

GEMs have been put together to demonstrate good engagement methods to support CYP with SEND.

As Inclusion teachers, we wanted to produce a package to address and support some of the core challenges that professionals will encounter within their classrooms with CYP with children with SEND.

Within this package, you will find activities which have been designed to approach some of the most sensitive subject areas that arise, such as self-esteem, anxiety, anger, and bereavement.

This package is versatile and offers activities to primary and secondary settings to suit your school's needs. Activities can be used to support individual children or may be suitable in a small group or within a whole class setting.

We have signposted a lot of resources within this package from the following:

- Twinkl website - <https://www.twinkl.co.uk/>
- ELSA website - <https://www.elsa-support.co.uk/>
- The incredible 5 Point Scale by Kari Dunn Buron and Mitzi Curtis
- Young minds
- Therapistaid.com
- Starving the Anxiety Gremlin by Kate Collins-Donnelly
- Relaxation script taken from:
<http://kidsrelaxation.com/uncategorized/treehouserelaxation-script/>
- [GUIDED IMAGERY FOR KIDS: 2 Children's Meditation Scripts for Coping With Anxiety and Stress \(themindfulword.org\)](http://www.themindfulword.org)
- [Calm Zone | Wellbeing \(wellbeingresourceszoneuk.com\)](http://www.wellbeingresourceszoneuk.com)
- [Relaxation for Children: Free Relaxation Script \(innerhealthstudio.com\)](http://www.innerhealthstudio.com)
- A Therapeutic Treasure Deck of Grounding, Soothing and Regulating Cards by Dr. Karen Treisman
- The Zones of Regulation written and created by Leah M. Kuypers



Anger

What is anger?

Anger is an **emotion**. Anger is a basic human emotion that is experienced by all people. When people talk about anger, they may use words like:

Furious	Fuming	Annoyed	Upset	Livid
Raging	Riled	Mad	Irritated	Cross

When we feel **angry**, we may experience:

- Our heart racing- it beats very fast and may even feel like it's pounding in our chest, or pounding in our head.
- We breathe faster- it may feel like you can't catch your breath.
- Your muscles tighten- your body feels tense and on edge.
- Your body temperature increases- you may feel hot and may sweat a lot.
- You may develop a headache- you may feel like your head is pounding or pulsating.

When we think about what makes a CYP angry, there is usually a trigger, a time (feeling), place, person, situation or thought that has triggered or started this emotional feeling or outburst.

It is important to observe the CYP's body language and facial expression and think about how their communication has changed. You can monitor this closely, distract or divert attention, use visuals, or prompt and use positive reminders.

If the anger begins to escalate, you may see an increase in unwanted behaviours. If the anger increases and the CYP reaches crisis, you may witness unpredictable behaviour, extreme distress, or withdrawal. At this point, it is important that the adults keep calm and continue to monitor the situation. When the anger subsides and the CYP enters the recovery phase you will see a reduction in unwanted behaviours and less distress in the CYP. The CYP may seek a safe, calming space, time, and reassurance. After the incident, you may find that the CYP's facial and expression and body language change.

The following link illustrates this cycle, highlighting the importance of the appropriate support at each stage, to prevent further arousal or aggression.

[The+coloured+arousal+cycle.pdf \(squarespace.com\)](https://www.squarespace.com)

It is important for CYP to understand what anger is and how it feels. It would help them to understand that anger can make you say bad things and do things that you wouldn't do if you weren't angry. CYP need to know that feeling angry is normal and it happens to everyone from time to time, but it is vital that we try and control it.

CYP need to begin to recognise what makes them feel angry, like when someone is mean to them, or they don't want to follow the rules. They need to understand that however angry they feel it is never ok to:
















- Hurt anyone
- Break anything
- Hurt themselves
- Upset others with your words

Learning to control anger is a way of learning new ways to act when they feel upset.

Some of these activities may help support CYP.

Activity	Resources
<p>What is anger?</p> <p>With adult support it is important that the CYP can create an image of what their anger looks like. CYP can illustrate what their face looks like when they feel angry. To talk about some of the things they may say when they feel anger. It may help to make a list of things that make them feel angry. It may be helpful to look at healthy things they can do when they feel angry.</p> <p>A booklet that helps parents and practitioners to understand how to support children and young people who are experiencing difficulties in managing their anger</p> <p>A link to information and advice for older children and young people.</p> <p>What are the triggers for my anger?</p> <p>An activity to help explore a CYP's triggers for their anger. Writing down and sharing their triggers can be an effective way of dealing with things head on. This may include talking to a trusted adult, using strategies, or rehearsing repeated phrases.</p>	<p>You can download worksheets from: What is Anger? (therapistaid.com)</p> <p>A video explaining how anger feels "Just Breathe" by Julie Bayer Salzman & Josh Salzman (Wavecrest Films) - Bing video</p> <p>1756-Understanding-anger-booklet.pdf (southwestyorkshire.nhs.uk)</p> <p>What To Do If You Are Struggling With Anger YoungMinds</p> <p>Download this activity from: Triggers (therapistaid.com)</p> <p>Anger management skill cards provide children with a healthy anger management technique to practise. Anger Management Skill Cards (Worksheet) Therapist Aid</p>
<p>The Anger Iceberg is a concept created by the Gottman Institute that describes anger like an iceberg: Above the sea, we can see the visible "tip" of the anger. We</p>	<p>When a CYP feels angry, really take a deep look into what else they feel besides anger.</p>

<p>see and hear yelling, stomping feet, and raised voices. Yet we don't see what's beneath the surface: The other emotions like frustration, hopelessness, disappointment, pain, jealousy, loneliness, or fear. It's generally easy to <i>spot</i> anger. The anger iceberg helps us figure out what else is going on. It gives attention to the underlying feelings bubbling beneath the obvious manifestations in behaviour.</p>	<p>When working with a CYP, consider these questions to gain a better understanding of their anger iceberg:</p> <ul style="list-style-type: none"> • How are you acting right now? How does your current display of anger mask another emotion that you feel? • If I were a friend or someone else and, in this situation, what might I also be feeling? • Have there been times in the past where you felt angry in a situation, but later realized you were feeling something else? • Anger Iceberg (Worksheet) Therapist Aid
<p>When emotions explode A poster to support parents with CYP outbursts</p>	<p>When Emotions Explode Poster (youngminds.org.uk)</p>
<p>Resilience</p>	
<p>Promoting Resilience Young Minds and the Beano have created some lesson plans on emotional literacy and resilience to help children understand how they're feeling and what to do when things don't feel right.</p>	<p>Download KS1 and KS2 lesson plans at: Resilience Lesson Plans School Resources from Beano YoungMinds</p>
<p>Hope Clouds This activity works well with children of any age and provides a good starter for the beginning of the academic year. Asking children to think about their own dreams and hopes for the next academic year helps them to feel able to cope with things that happen or problems they want to solve. This activity can also be used with school staff.</p>	<p>Download at: Hope Clouds Activity (youngminds.org.uk)</p>
<p>Celebrating achievements An activity to help CYP celebrate and recognise their achievements throughout the year or at the start of a new year. This helps to focus on the positive aspects and reflect upon what they could do better next time.</p>	<p>Celebration Achievements Lesson Plan (youngminds.org.uk)</p>

<p style="text-align: center;">Well-being Bingo</p> <p>A good activity for staff and CYP to identify acts of self-care.</p>	<p>Wellbeing Bingo (youngminds.org.uk)</p>																		
<p style="text-align: center;">Star Quality</p> <p>For CYP to identify star qualities about themselves. During circle time, reflect about the qualities and strengths in themselves and others. For primary and secondary.</p>	<p>Small ball</p> <p>Star Qualities Activity (youngminds.org.uk)</p>																		
<p style="text-align: center;">Weather and storm clouds</p> <p>These are great metaphors for looking at growing anger. It is a great way to have students better understand how their anger progress, what it feels like, and what it looks like to others.</p>	<p style="text-align: center;">Weather Forecast</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Feeling</th> <th style="width: 33%;">Why I feel this way</th> <th style="width: 33%;">How others can tell</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">  furious </td> <td>When my friend said I couldn't play</td> <td>I am screaming and my face is red and hot</td> </tr> <tr> <td style="text-align: center;">  angry </td> <td>When I get my spellings wrong</td> <td>When I throw my book off the table</td> </tr> <tr> <td style="text-align: center;">  Getting annoyed </td> <td>When my friends don't listen to me</td> <td>When I shout out loud and grit my teeth</td> </tr> <tr> <td style="text-align: center;">  anxious </td> <td>When the teacher asks me a question in class</td> <td>When I sigh loudly and put my head on the table</td> </tr> <tr> <td style="text-align: center;">  calm </td> <td>I feel like this when I play with my baby sister</td> <td>I am smiling and laughing</td> </tr> </tbody> </table>	Feeling	Why I feel this way	How others can tell	 furious	When my friend said I couldn't play	I am screaming and my face is red and hot	 angry	When I get my spellings wrong	When I throw my book off the table	 Getting annoyed	When my friends don't listen to me	When I shout out loud and grit my teeth	 anxious	When the teacher asks me a question in class	When I sigh loudly and put my head on the table	 calm	I feel like this when I play with my baby sister	I am smiling and laughing
Feeling	Why I feel this way	How others can tell																	
 furious	When my friend said I couldn't play	I am screaming and my face is red and hot																	
 angry	When I get my spellings wrong	When I throw my book off the table																	
 Getting annoyed	When my friends don't listen to me	When I shout out loud and grit my teeth																	
 anxious	When the teacher asks me a question in class	When I sigh loudly and put my head on the table																	
 calm	I feel like this when I play with my baby sister	I am smiling and laughing																	
<p style="text-align: center;">Metaphors for anger</p> <p>Use metaphors to explain an idea or make a comparison. Talk to the CYP about feelings coming in different sizes. Start with a deflated balloon and label this as <i>calm</i>. Inflate it slightly and label this as <i>anxious/bothered</i>. You can make the connection that anger grows like the balloon is filling with air. Inflate the balloon more and label this as <i>frustrated/getting annoyed</i>. Continue until</p>	<p>Selection of balloons</p> <p>Refer to the Incredible 5 Point scale by Kari Dunn and Mitzi Curtis for more ideas</p>																		






balloon is fully inflated and ready to burst. Label this with- *angry* and then *livid/out of control* etc. Use word that are age appropriate to the CYP, let them choose their own words to describe how they feel. Discuss what would happen if you poked it with a pin? The deflated balloon can handle it just fine when it is not filled with anger. But poking a fully inflated balloon would cause it to burst.

My feelings thermometer

Focus on one type of feeling, anger, anxiety etc

You can add numbers to the thermometer and let the CYP use words which they understand. These can be very useful in the classroom and also for CYP to take home and share.

My emotions thermometer

Furious		Screaming and kicking
Angry		Refusing to answer
Frustrated		Moaning and whining
Irritated		Folding arms and sighing
Calm		Smiling and listening

How do you feel?

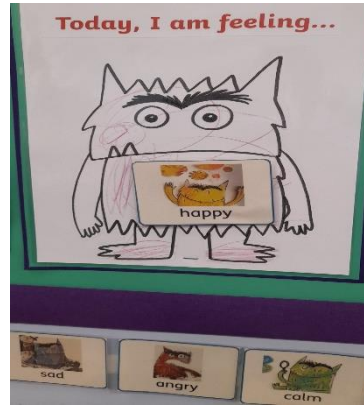
What are you doing?

The Colour Monster A story about emotions.

The Colour monster has mixed up feelings inside and he sets out on a journey to sort out his feelings. With the help of a kind friend, he learns to identify each emotion and places them into their own jars.



With thanks to St Augustine's RC Primary school in Preston for their example of a Colour Monster display.



With thanks to Brinscall St John's CE and Methodist Primary School for their example of a feelings check in board.



With thanks to Westwood Primary school for their example of a fine motor activity linked to the Colour Monster.

Recommended Reads

My Hidden Chimp by Prof Steve Peters
www.chimpmanagement.com

A Volcan in my Tummy by Elaine Whitehouse and Warwick Pudney

The Red Beast by Kay Al-Ghani and Haithan Al.Ghani

The Bubble gum Guy by Joost Drost

Starving the Anger Gremlin (age 5-9 yrs.) by Kate Collins-Donnelly

Dragon's Fury by Michael Gordon

I am stronger than Anger by Elizabeth Cole

The Anger Volcano (ages 4-10 yrs.) by Amanda Greenslade

The Incredible five point scale by Kari Dunn and Mitzi Curtis

The Colour Monster by Anna Llenas