



Brent, Wandsworth
and Westminster



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Emotional Intelligence

Workshop plan

- What are emotions?
- What is Emotional Intelligence?
- Supporting your children
- Self-regulation strategies





**What are
emotions?**

Emotions

Emotions are feelings. They can change all the time.

We **all** experience a whole range of emotions, from anger to happiness to fear.

All emotions are normal, there's nothing wrong with any emotion.

If an emotion is unpleasant or uncomfortable it's there for a reason – perhaps our body is telling us something.



What is Emotional Intelligence?

5 Factors of Emotional Intelligence

- It is the ability to recognise, manage and understand emotions. This includes own emotions as well as those of other people.

SELF-AWARENESS

Ability to understand your own emotions.

SELF-REGULATION

Ability to control and redirect emotions, and think before acting

MOTIVATION

Using emotional factors to achieve goals and enjoy the learning process.

EMPATHY

Ability to understand the emotions of others.

SOCIAL SKILLS

Ability to create and maintain healthy relationships.

Why is it important?

- Emotional intelligence is vital to enable children to take control over their lives and mitigate the impact of certain circumstances that they might face.
- Building a good understanding of own and others' emotions has benefits on **building their self-esteem, autonomy, resilience, confidence and competence.**
- Consider these scenarios:

Your child is struggling with his homework. He starts yelling and crying and gives up.

Your child is struggling with his homework. He tells you that he is feeling frustrated and asks for help.

Your child's friend gets some upsetting news and cancels their plans to hang out. She understands why her friend doesn't feel well to meet up and makes other plans.

Your child's friend gets some upsetting news and cancels their plans to hang out. She gets really angry at her and takes it personal and doesn't believe what her friend is saying.

Emotional literacy skills across the life course

Early Years (0-5 yrs)	Primary Years (6-12 yrs)	Middle Years (12-16 yrs)	Young Adult Years (16-24)	Adult Years (25+ yrs)
DEVELOPMENT • Parent/carer-child bonds • Emotional vocabulary • Emotional control • Self-awareness • Awareness of others	DEVELOPMENT • Emotional control • Peer group bonds • Social skills • Self-esteem STRENGTHENING • Emotional vocabulary • Parent/carer-child bonds • Self-awareness	DEVELOPMENT • Social skills STRENGTHENING • Emotional vocabulary • Emotional control • Self-awareness • Self-confidence • Self esteem • Peer group bonds	REINFORCEMENT • Self-control • Self-confidence • Peer group bonds • Social skills STRENGTHENING • Emotional vocabulary	REINFORCEMENT • Self-control • Self-confidence • Peer group bonds • Social skills STRENGTHENING • Emotional vocabulary

Darker orange areas indicate areas of greatest impact for emotional literacy interventions



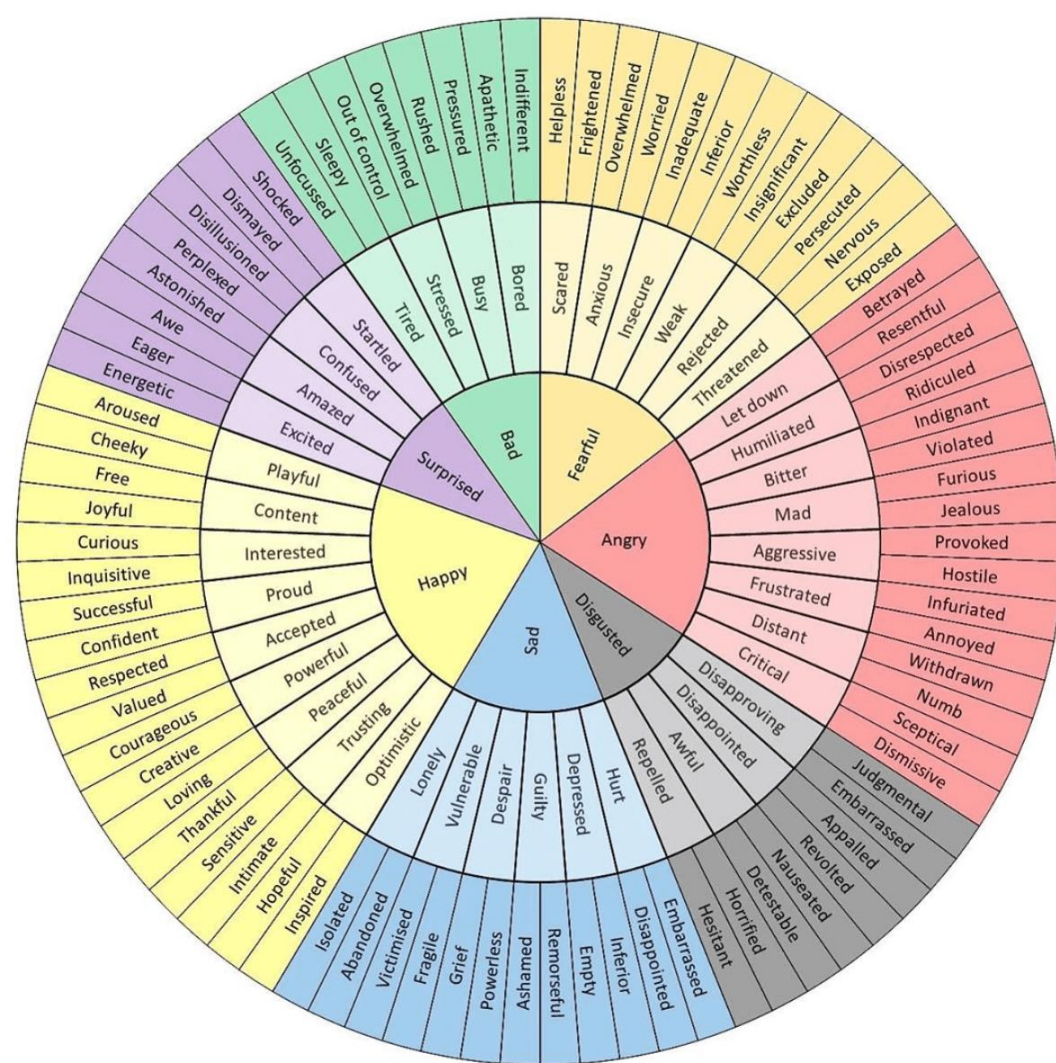
How can we support children?

Encourage talking about their feelings

- **Active listening.** Listen to your child
- **Help them understand why they are feeling this way.**
- **Model emotions and strategies.** When feeling certain emotions share with your child that emotion and what you do to manage it.
- **Validate their emotions.** Show that you understand why they are having the emotional reaction.
- Support them to develop **problem solving skills and build resilience.**
- Encourage **social activities** and development of **social skills.**

Basic vs. Complex emotions

Children learn from basic to more complex emotions. When talking about emotions, use the vocabulary that they understand and introduce new vocabulary gradually.



Developing vocabulary

- Explain the different emotions and how some situations make them feel so next time they are feeling a difficult emotions they can put it a name and communicate it to you.
- The use of visuals can facilitate the communication and therefore the understanding of the child.

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control



Self-regulation

How can you help yourself?

The BLUE zone



How might you feel?

sad
tired
bored
moving slowly

What might help you?

Talk to someone
Stretch
Take a brain break
Stand
Take a walk
Close my eyes

The GREEN zone



How might you feel?

happy
okay
focussed
ready to learn

What might help you?

The goal of this exercise is to get to the GREEN zone.
What can you do to be happy, calm and ready to learn?

The YELLOW zone



How might you feel?

nervous
confused
silly
not ready to learn

What might help you?

Talk to someone
Count to 20
Take deep breaths
Squeeze something
Draw a picture
Take a brain break

The RED zone



How might you feel?

angry
frustrated
scared
out of control

What might help you?

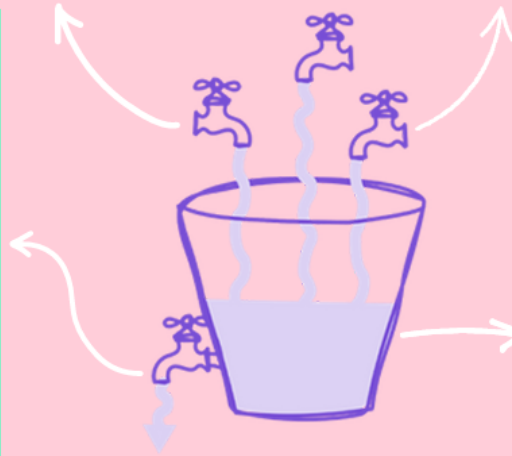
Stop what I'm doing
Make sensible choices
Take deep breaths
Ask for a break
Find a safe space
Ask for help

The stress bucket

At the top of the bucket we have all the things that can cause stress like exams, homework, chores...

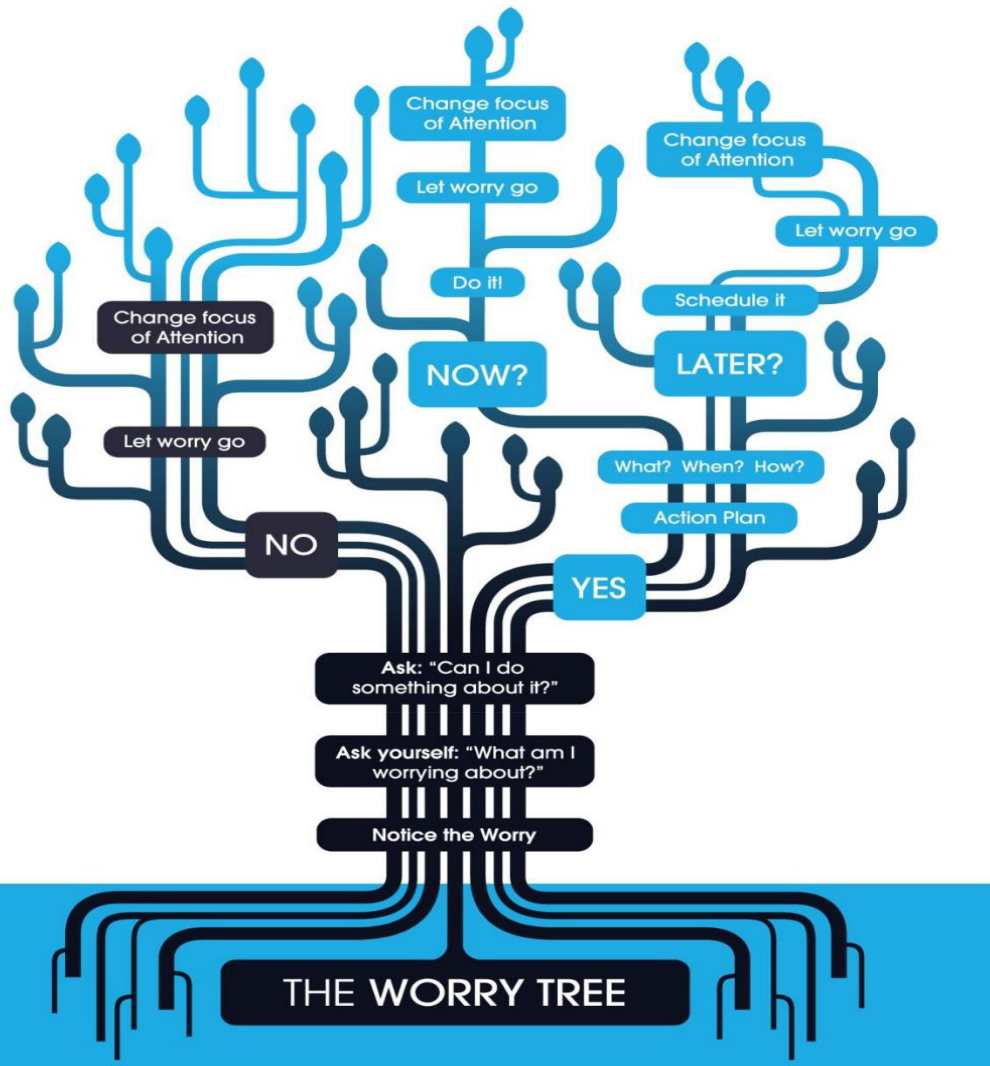
The tap at the bottom of the bucket lets the stress out.
This tap represents all the good coping strategies that you have to manage stress like exercising, meditating, socialising or sleeping well.

If we don't have coping strategies or we have unhelpful ones, like isolating or delaying the tasks we have to complete, the tap will stop working and the bucket can overflow.



The size of the bucket is our vulnerability to manage stress.

When you are more able to cope with stress, your bucket will be bigger.
If you are less able to cope with stress, your bucket will be smaller.



Worry tree

Worry box

- If your child often feels worried and it's making it difficult for them to think about or do other things.
- They can write their worries down and post it in the worry box. This give them a physical space were they can get rid of their worries.
- Create a routine for sorting out their worries into worries that have gone away and those that are still around, and problem-solve those worries that are still bothering them.



Anger thermometer

My Anger Thermometer

How am I feeling



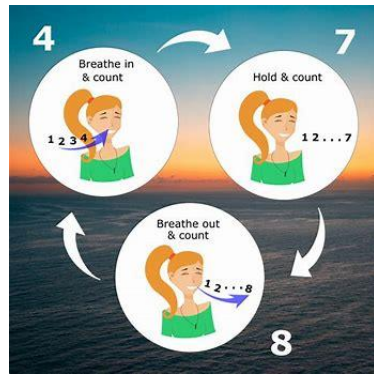
★ My signs

(thoughts, body changes, behaviors, words)

★ What can I do

It's not ok to...

- Deep breathing is one of the best ways to help you calm down and relax.

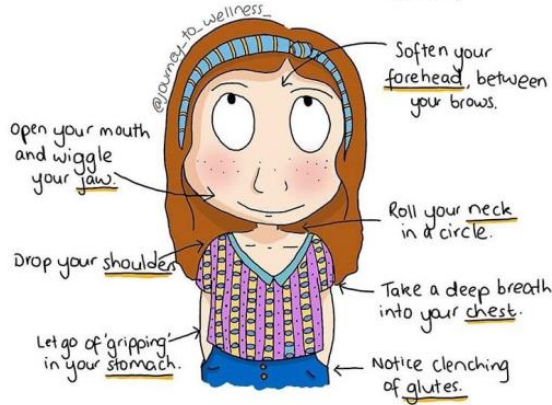


- It is a physical container that has items kids can use to help calm down and express their emotions in healthy ways.



Relaxation techniques

SCAN YOUR BODY FOR TENSION YOU MIGHT BE HOLDING IN THESE AREAS - THEN LET GO/RELAX/RELEASE.



- Progressive muscle relaxation

[Progressive Muscle Relaxation for Kids – YouTube](#)

- Yoga. Incorporates breathing exercises, meditation and exercising poses designed to encourage relaxation and reduce stress.

[Kids Yoga To Get You Moving \(Week 76\) I Cosmic Kids Yoga – YouTube](#)

Emotions journal

Daily Mood Chart

	Happy	Sad	Mad	Tired	Excited	Anxious	Other	Notes
6 AM – 8 AM								
8 AM – 10 AM								
10 AM – 12 PM								
12 PM – 2 PM								
2 PM – 4 PM								
4 PM – 6 PM								
6 PM – 8 PM								
8 PM – 10 PM								
10 PM – 12 AM								
12 AM – 2 AM								
2 AM – 4 AM								
4 AM – 6 AM								

_____'s Feeling Chart

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Happy 							
Sad 							
Calm 							
Mad 							



Further support

Where to find further support

- **CHILDLINE**

Free confidential helpline for under 19 **0800 1111**
www.childline.org.uk 9 am – 12 am 7 days a week

- **KOOTH**

Online platform for young people where they can access free, anonymous support for 11-25 www.kooth.com
Mon – Fri 12pm – 10pm Sat – Sun 6pm – 10pm

- **SANELINE**

1-2-1 support for over 16 **0300 304 7000** www.sane.org.uk
4:30 pm – 10:30 pm 7 days a week

- **MIND** Infoline for advice and signposting for families in Westminster **07435 929 882**

Tuesday- Thursday 9am – 5 pm

- **GP** – advice and signposting



Where to find further support

- **Young Minds Parents Helpline**: Call our Parents Helpline for detailed advice, emotional support and signposting about a child or young person up to the age of 25. Call us for free on **0808 802 5544** from 9:30am to 4pm, Monday to Friday. <https://www.youngminds.org.uk>
- **Family Lives**: Advice on all aspects of parenting, including dealing with bullying. Phone: **0808 800 2222** (Mon - Fri, 9am - 9pm and Sat - Sun, 10am - 3pm) <https://www.familylives.org.uk>
- **NHS website** <https://www.nhs.uk>
- **GP** – advice and signposting

Crisis support

- **NHS** - call if you or someone you know experiences acute life-threatening medical or mental health emergency.
Call **999** 24 hours, 7 days a week
- **SHOUT** UK's first text service for all ages
TEXT SHOUT to **85258** 24 hours, 7 days a week
- **SAMARITANS** Free confidential helpline which offers safe space to talk about anything.
All ages, call **116 123**, 24 hours, 7 days a week
- **PAPYRUS** Charity for young people experiencing thoughts of suicide for under 35
TEXT **07860 039967**
OR CALL **0800 068 4141**
Mon-Fri 9 am- 10 pm Weekends 2 - 10 pm





Thank you!

Online feedback form:

<https://forms.gle/4gVjfcoK9aAikhd6A>

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References:

- [Emotion Regulation Across the Life Span | The Oxford Handbook of Emotional Development | Oxford Academic \(oup.com\)](#)
- [Emotional Intelligence \(verywellmind.com\)](#)
- [Self-Regulation: How to Develop and Practice It \(verywellmind.com\)](#)
- [Have you tried the Turtle Technique? | Psychologies](#)