

Lesson 4 Outline

The Triple B's 4 Calming Down

What You Need To Know

The ability to calm yourself is a vital emotional self-management skill for everyone – from the most easy-going to the most intensely reactive individual. It **is**, however, a TOOL – a process of steps to learn, practise, put into action and refine – to achieve more effective outcomes. It isn't a skill that naturally becomes more evident as the child's brain matures – although that does assist – which is why a 2 year old's response to frustration is usually different than a 10 year old's.

It's a skill that is deserving of explicit instruction and reviewing, of encouragement and goals – because it's pivotal in being able to manage yourself individually. It's also a skill that a resilient individual uses effectively both in responding to difficulties and dealing with whatever their outcomes may be. It's a skill that becomes 'hard-wired' into their brain.

Calming Down is an Emotional Highway TOOL that is at everyone's disposal. It operates silently and privately and repeated practise is cumulatively beneficial; it is a TOOL of Resilience. However, reference to its usefulness often occurs only during a crisis – *"Calm down; you're out of control!"*; *"Count to 10 and breathe deeply!"* Both appropriate – but way too short on details to establish it as an effective skill – particularly one able to swing into action at times of stress or emotional intensity.

Like most TOOLS of emotional self-regulation – Supa Thinkin, meditation, mindfulness and breathing – Calming Down is a **process** – one that will help you to arrive at your end point of emotional self-management – but it is not a destination in itself. So it is a vital inclusion in the TOOLBOX for developing Resilience.

In this lesson the metaphor of the 2 Traffic Lanes of thoughts continues. The TOOL of Calming Down is introduced as a prime one for 'traffic management', assisting the 'traffic lights' to function, preventing HAZARDS, breakdowns and traffic jams.

The title of 'The Triple B's 4 Calming Down' continues the acronym of 3 'B's' representing 3 specific focus points: 'Body', 'Breathing', 'Brain.' 'Brain' is the link back to Supa and Stinkin Thinkin and 'Body' to being still and focusing.

Regular practise of Calming Down – for 30 seconds to 1 or 2 minutes – is a helpful ritual for the transition from playground to re-focusing and learning. Emotional arousal from the playground can be moderated, allowing the brain to focus on learning and absorbing. A brain that's 'stirred up', can't 'soak up' and learning how to calm it, is a step towards being Resilient.

What You Need To Say



1. Leader led discussion: “The Triple B’s 4 Calming Down.”

Being able to calm yourself down from feeling very excited, sad, angry or worried is a fabulous TOOL – one that we all need – and today you are going to be learning about it. Calming Down is also a TOOL to help you manage your mood. And why is that helpful?

- *Leader queries what Calming Down means, ideas for how to do it. Links mood management with Resilience; and being able to think more clearly, make better decisions and deal with difficult things.*



A helpful way to remember how to Calm Down is to think of ‘The Triple B’s’.

- *Leader identifies ‘The Triple B’s 4 Calming Down’- ‘Body’, ‘Breathing’ and ‘Brain’ with **Leader Resource 17** and identifies the significance of those 3 areas for Calming Down.*
- *Leader demonstrates the process of Calming Down using **Leader Resource 18**.*

REQUIRED>

Leader Resource 17 The Triple B’s 4 Calming Down.

Leader Resource 18 Calming Down.

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2. Group practise: “Calming Down.”

So let’s see how The Highway TOOL of these Triple B’s works. The 1st ‘B’ stands for ‘Body.’ That’s a reminder to zip your lips – no talking; and then be still. The next step is to find something to look at – something that you can easily see – and is possibly interesting to look at – or it has just caught your attention.

- *Leader show **Leader Resource 18** and demonstrates, encouraging the children to participate with modelling the actions. Children are sitting supported in an upright chair, hands resting in their laps. It is recommended that the children use a visual focus to hold their attention rather than closing their eyes.*

The 2nd 'B' is for 'Breathing'. I want you to breathe in slowly, counting 1..2..3 and then breathe out slowly – again to 1..2..3. When you breathe out, blow slowly like you're blowing a bubble. Bubble Breathing helps you to control how fast you breathe out. Keep your shoulders down and relaxed, and let the top of your chest fill out with air.

- *Leader demonstrates breathing in and out very slowly and the children model. Leader can demonstrate Bubble Breathing – similar to when you are blowing bubbles with a wand and detergent – slowly and evenly. The focus on breathing for some children causes concern that they are not doing it correctly, and the more intensely they focus on that, the harder it is to do relaxed breathing. Some out-of session guided practise should assist such a child.*

The 3rd 'B' is for 'Brain': which means that you want to pay attention to what you are thinking. You want to be the Supa Thinkin Traffic Lane and be thinking, 'I can do this'; 'Chill'; 'Take it easy'; or 'Everything is OK.' Choose something that sounds relaxing to you.

- *Leader guides the children through the steps on **Leader Resource 18** and they continue for 30 seconds. The children then start again - still being guided by the Leader - and continue for 1 minute.*
- *Leader reviews with the whole group their self-talk and visual focus.*
- *Leader discusses again that this is a TOOL that helps your brain learn to be Resilient, to deal calmly with difficult things, and to try again if something has not worked out.*
- *The children then repeat the Calming Down exercise; the Leader prompts each of the stages and the children maintain it for 1 minute. Repeat again for 1 minute.*

REQUIRED>

Leader Resource 18 Calming Down.	Page Error! Bookmark not defined.	10 mins
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3. Leader led revision and group activity: "Calming Down 4 Sillyness The Speed Wobble."

Remember how we talked about Sillyness needing a TOOL to stop it becoming a BUMP and even a HAZARD? Well, Calming Down is that

TOOL and we are now going to practise putting it into action. Everyone is going to be doing Calming Down, using some Supa Thinkin that will help you to stay focused and not let yourselves be bossed by Sillyness. When I sound the noise you are going to stay calm for 5 seconds, 10 seconds and I will increase it up to 1 minute. Between each new try, we'll do some more Calming Down and then start again.

- *The children form a large circle sitting facing outwards so they avoid eye contact with each other. Leader does a trial sound of the noise and asks everyone to choose their Supa Thinkin. The period to remain calm after the noise is sounded ranges from 5 seconds to 30 seconds. An incentive of a prize can be offered for the child(ren) who can reach 1 minute. Children who are disruptive to others' efforts are asked to sit out. Declare those who could attain the 1 minute 'Calming Down Highway HEROES.'*

REQUIRED>

Leader Resource 10 Sillyness The Speed Wobble.
A whistle or other noise maker.
Prizes or incentives for 'Calming Down Heroes.'

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10 mins



Home Activity description and Parent Information dissemination.

Using a HIGHWAY TOOL well takes practise. Noticing how often you use Calming Down is your mission this week, and there's also some information for your parent/s.

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Home Activity 4.
Parent Information 4.

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