

When you see someone getting really upset...

- I see you (*action*).
- Are you feeling (*emotion*)? What are you feeling?
- I can see you're feeling (*emotion*).
- What are you feeling (*emotion*) about?
 - *If needed: who/what/when/where/how, NOT "Why do you feel that way?"*
- Ok. You're (*emotion*) about (*source*). Is that right?
- What do you want?
- What have you tried so far? Has that worked?
- What could you do to make that happen?
 - *Try to elicit: removing the source of the problem, accepting the situation, and/or trying something else.*

Implementing Peace Corners

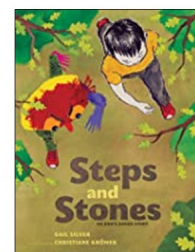
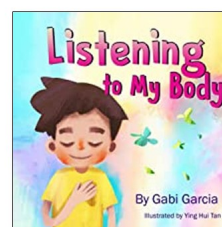
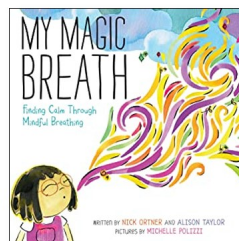
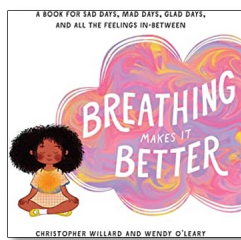
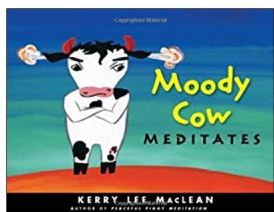
SCRIPT: Have you ever felt really upset at school? Maybe you felt super sad, or angry, or you got really worried about something. I want everyone to think about a time they were upset at school. When you felt like that, were you able to learn? Were you thinking about what your teacher was teaching you? Probably not. It was probably also really hard for you to make good choices. When we have strong uncomfortable feelings, our brains have a tough time learning and being the best we can be. It happens to everyone! That's why it's important for you to learn how to take care of your feelings.

In our/your classroom, you are going to have a Peace Corner. The Peace Corner is a special place you can go to take care of your feelings and help your brain be ready to think and learn again. It's where you go when your feelings are so big that you can't be safe or you can't learn. It's a safe place to go to calm your brain and body down

In the Peace Corner are tools that you can use that will help you take care of your feelings. Did you notice that I called them tools and not toys? Why do you think I did that? Right! Because a toy is something that's for playing and for fun. A tool has a specific job. These are tools to help you when you're having a tough time. I want to show you how to use each of these tools so that you understand how they work and then you'll have a chance to practice using them as well.

NOTE: Oddly enough, I have never had to teach students "how do I know when it's time to leave the peace corner". However, I think that would be an important component to teach. I would recommend having students share *their* ideas of how they will know they are ready to be done in the peace corner. And then if you need to give them some prompting, here are some ideas: when their breathing and heartbeat have slowed down, when they believe they're thinking clearly, when they can be safe with their body and words, and when they're ready to learn.

Books You Might Wish to Use When Introducing the Peace Corner



TROUBLESHOOTING:

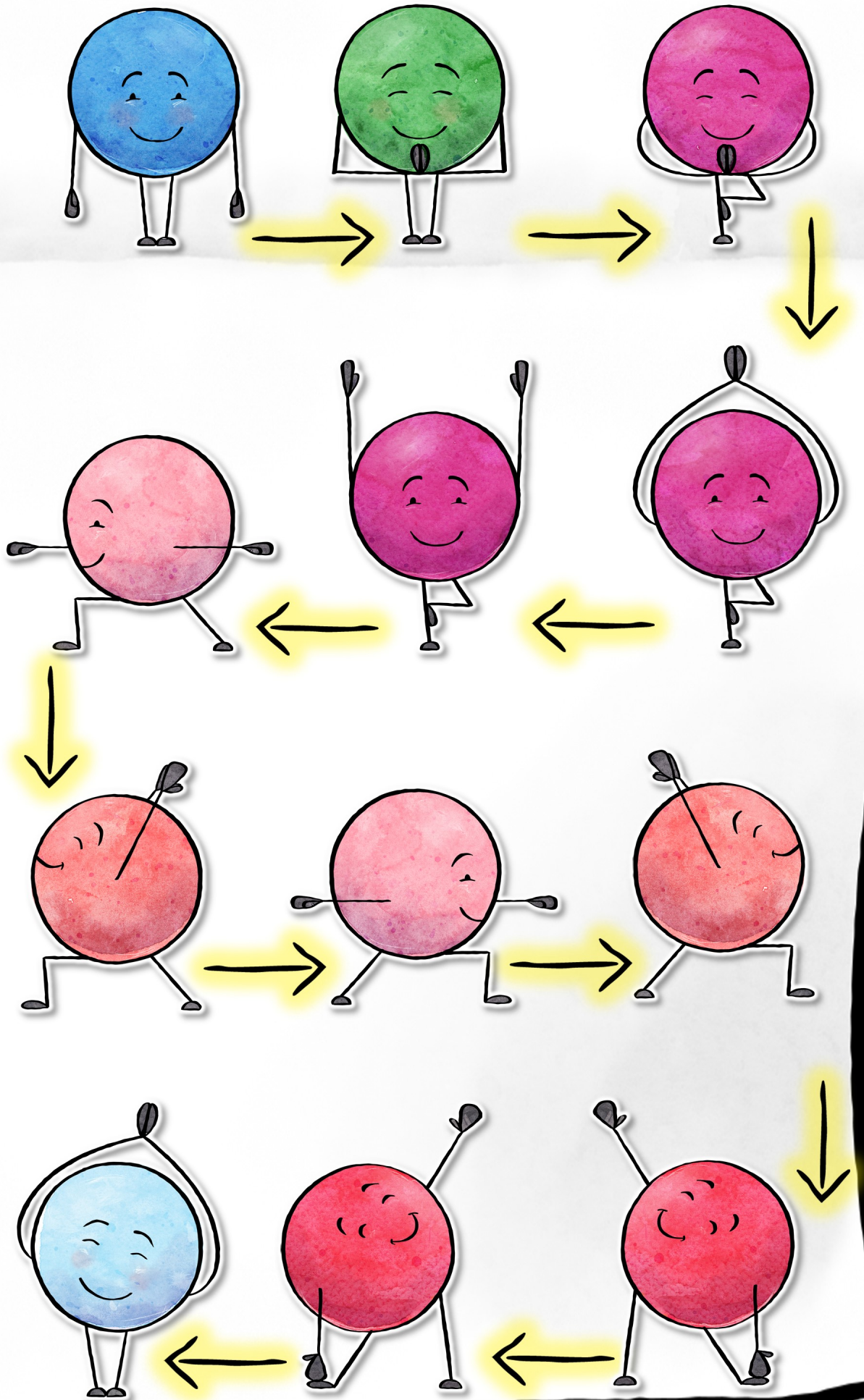
What if students start overusing it or use it to avoid work?

This will be a novelty and it's exciting! So I expect some overuse and the need to remind students of expectations in the first week. After that, it is rarely an issue. When it is, then the teacher re-teaches the expectations. Usually, it's only a couple of students using the space incorrectly, typically as a means of work avoidance and/or because they enjoy the attention they receive for using it. In those situations, I use "Peace Corner Passes". (show it to them) They get 4 passes and hand one to their teacher each time they need to use the Peace Corner. After a week or so, we move down to 3 passes. Students inevitably ask "What if I am really upset and need to use the Peace Corner more than 4 times in a day?!" Our response "If you're getting super upset that many times in a day, then I think we should have a conversation with your parent. That might mean you need some extra help taking care of your feelings." It's honest and it works.

What do you say to people who think students will just use it to play and that it takes away from instruction?

"When we take the time to teach procedures for the Peace Corner, we eliminate most of the issues of it being used incorrectly. The truth is that a student that's truly upset isn't going to be learning if they're at their desk, and it might take all day for their brain to be ready to learn again. If they have access to a space and tools to regulate themselves, there's a better chance that they can be productive students."

YOGA SEQUENCE



Open one hand with your fingers spread.
Trace around your fingers using your
other hand Breathe in when you trace up
a finger, and breathe out when you trace
down a finger.

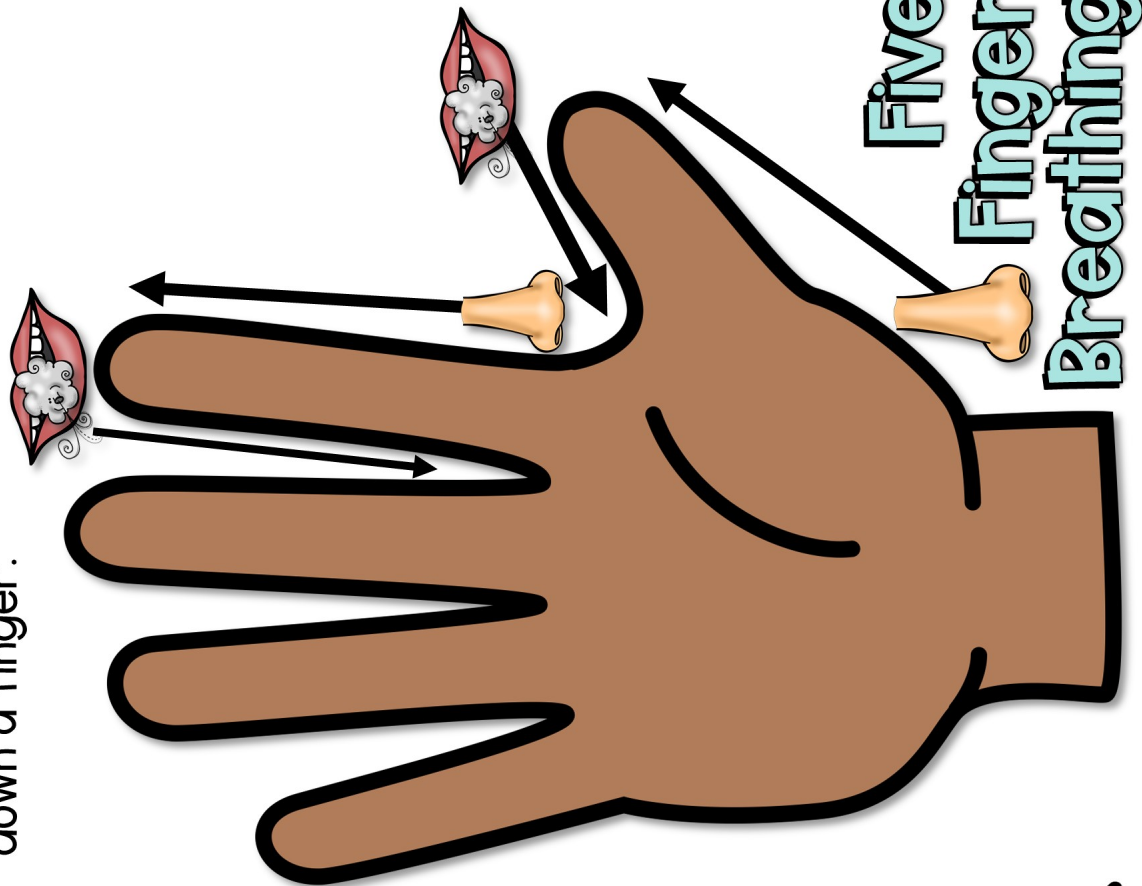
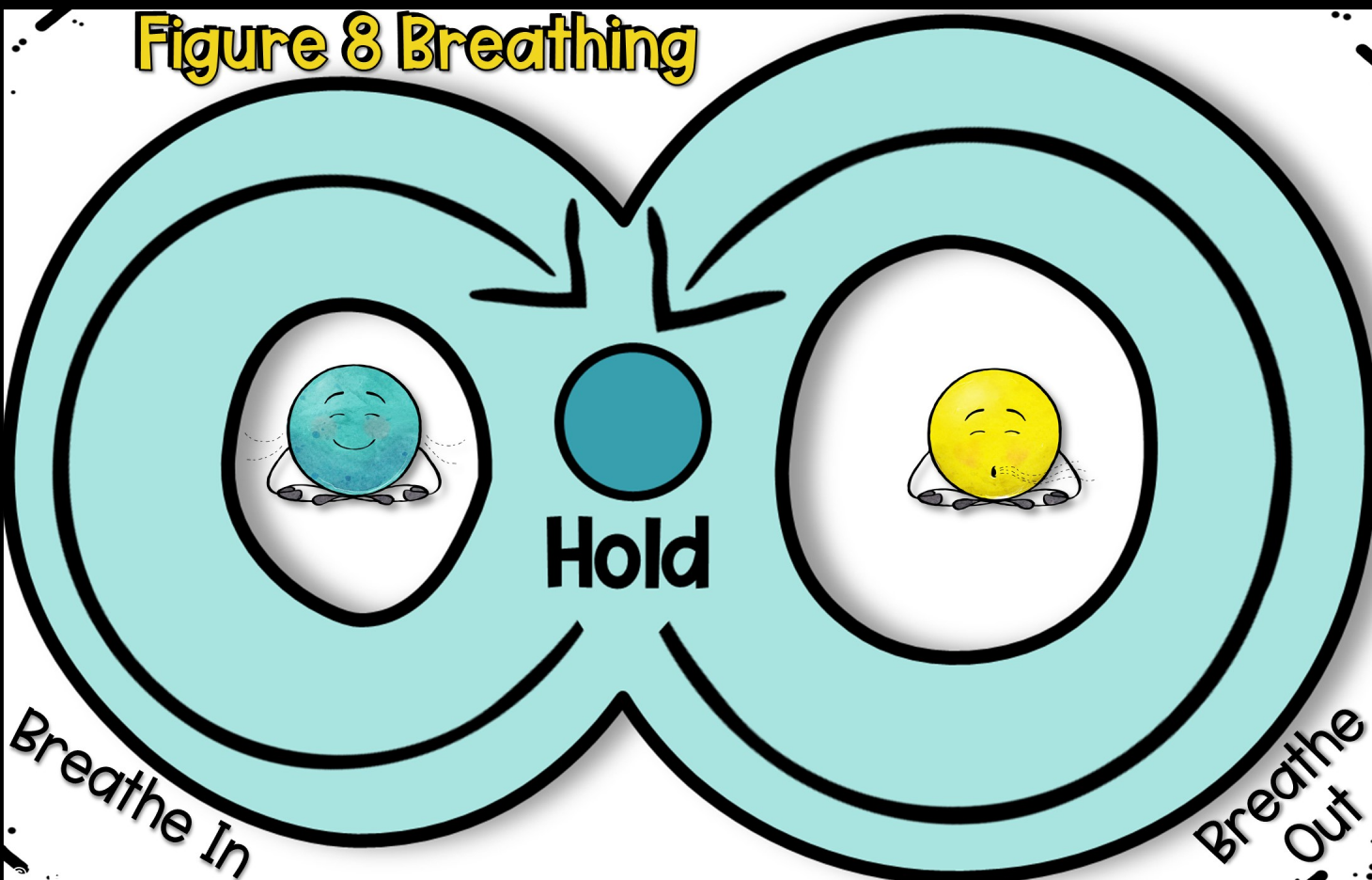


Figure 8 Breathing



IMAGINE A PLACE THAT YOU FEEL COMFORTABLE AND SAFE

Safe Place

What do you hear there?



What do you taste there?



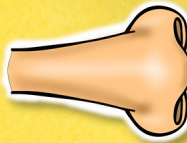
What emotion do you have there?



What do you see there?



What do you smell there?



What can you touch or feel there?



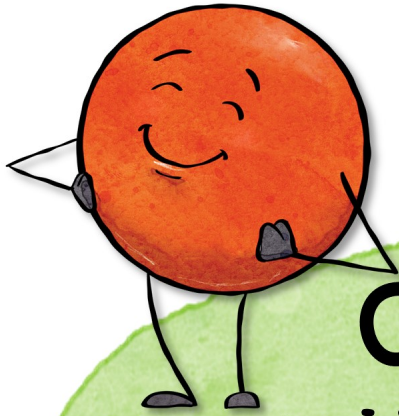
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THINKING ABOUT THE THINGS YOU ARE GRATEFUL FOR CAN SERIOUSLY HELP IMPROVE YOUR MOOD



- Who is a *person* you are grateful for?
- Think of something in *nature* or *weather* you are grateful for.
- What is a *memory* you are grateful to have?
- Think of something at *home* you are grateful for.
- Where is a *place* you are grateful for?
- Think of something at *school* you are grateful for.

Gratitude



I AM...

Cooperative

Kind Honest Hard-Working

TRUE TO YOURSELF **FUNNY**

ENCOURAGING PATIENT **CARING**

GREAT FRIEND **RESPONSIBLE**

Drama-free **PEACEFUL** Athletic

Brave HELPFUL **Organized**

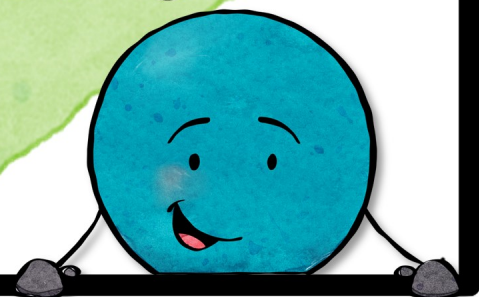
POSITIVE **Outgoing** GRATEFUL

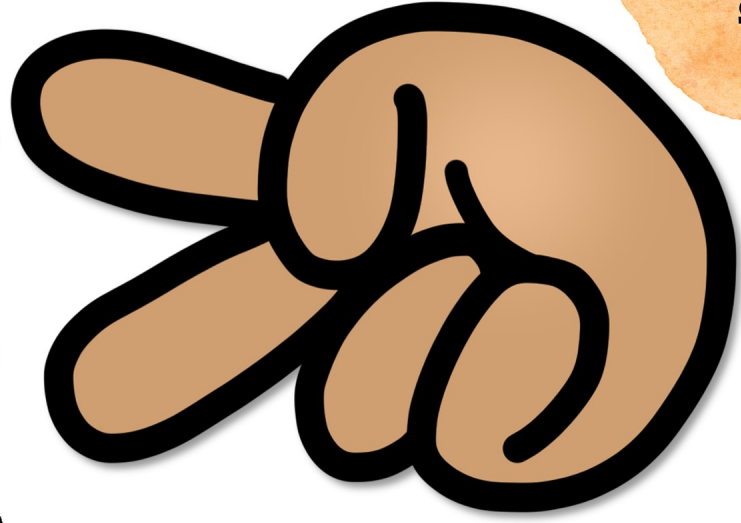
Forgiving **Goal-Setting**

Peace-Making **STRONG**

Perseverant

ARTISTIC





I feel _____
when you _____.
Could you please _____?

Stay calm.
Take a deep
breathe if
you need to.

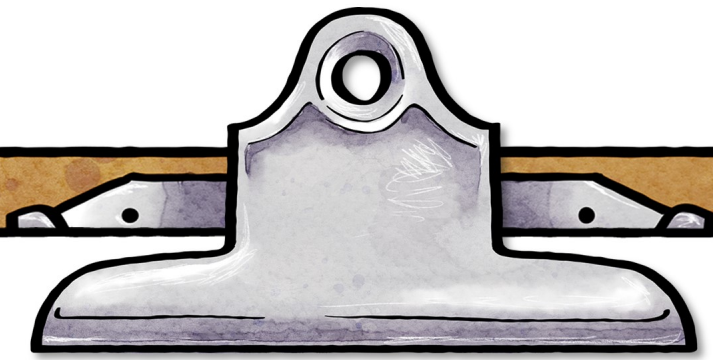
Listen to
each other.

Tell the
truth.

Show
respect,
even if
you're mad.

Take
responsibility
instead of
blaming
others.

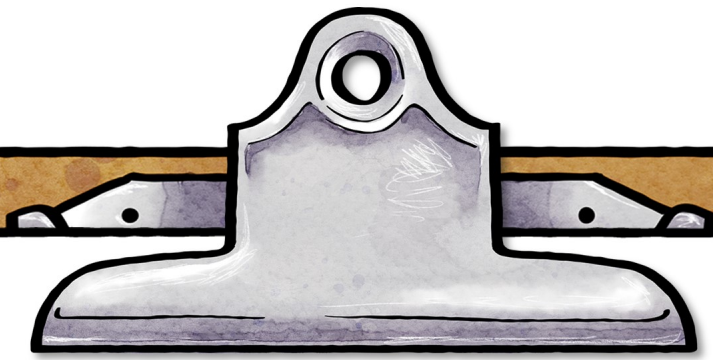
Focus on
making the
problem
better.



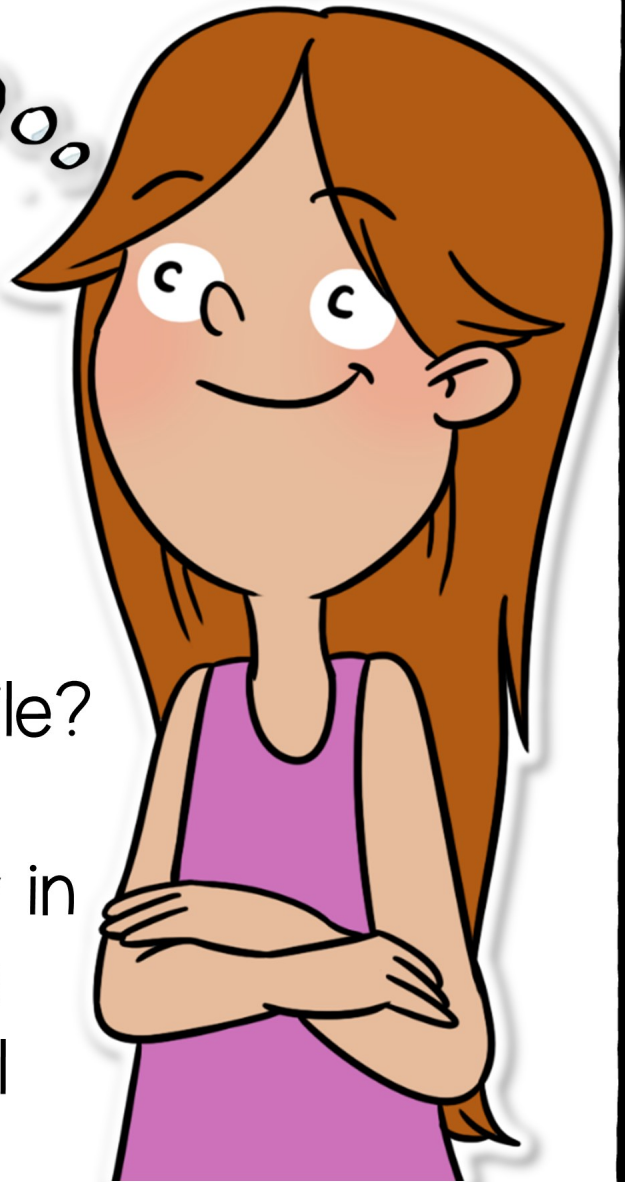
STRETCH YOUR BODY

Whether you're doing a yoga pose or just stretching out your muscles, stretching and moving your body helps your whole self to relax.





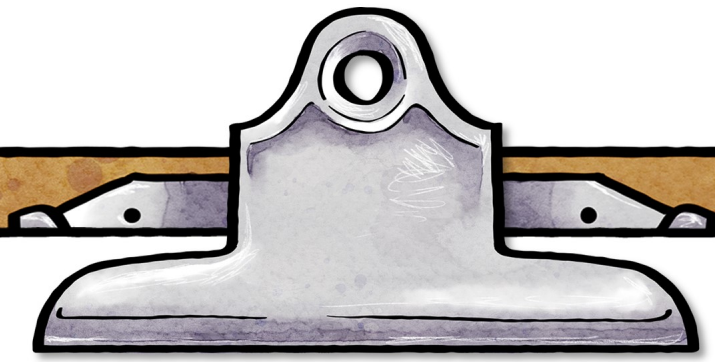
THINK OF HAPPY THOUGHTS



What is your favorite memory?

What is something that makes you laugh or smile?

Imagine this completely in your mind. What do you see and hear and smell and feel?

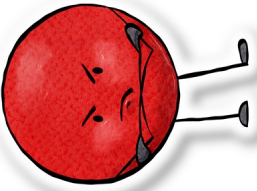


BREATHE

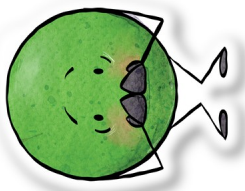


Pay attention to your breathing and slow it down. In through your nose, out through your mouth. Try putting your hand on your stomach to feel your breaths.

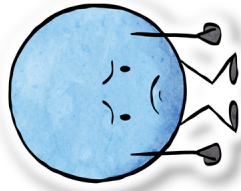
Count 1-2-3-4 as you breathe in, hold it for 1-2-3-4, breathe out as you count 1-2-3-4, then hold again for 1-2-3-4.



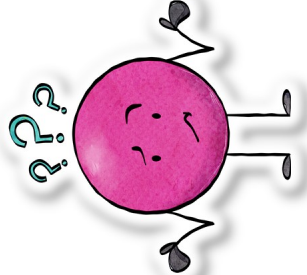
ANGRY



WORRIED



SAD



CONFUSED

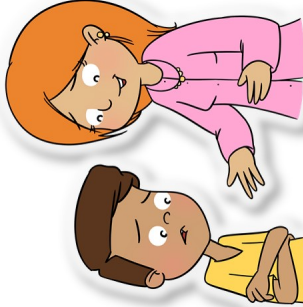
I FEEL...



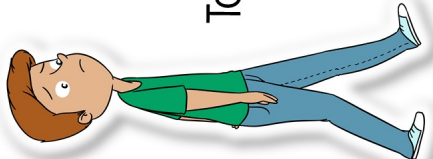
A Drink of Water



A Hug

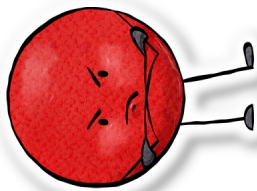


To Talk

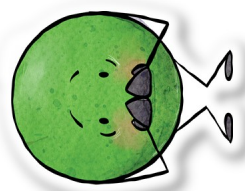


To Take a Break

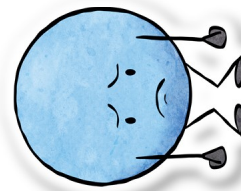
... I NEED



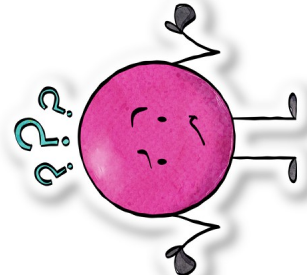
ANGRY



WORRIED



SAD



CONFUSED

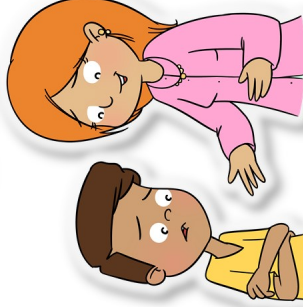
I FEEL...



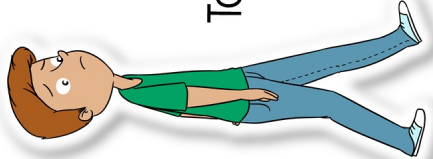
A Drink of Water



A Hug



To Talk



To Take a Break

... I NEED