**Module One | Worksheet 1A**

**On a scale of 0 - 10, how confident and competent do you feel in your understanding of what emotional regulation is?**

*(Mark the number that relates to you with an ‘X’)*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|  |  |  |  |  |  |  |  |  |  |  |

*Not confident Nailed it*

 *at all*

**On a scale of 0 - 10, how confident and competent do you feel in working effectively with children to build their emotional regulation skills?**

*(Mark the number that relates to you with an ‘X’)*

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **0** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|  |  |  |  |  |  |  |  |  |  |  |

*Not confident Nailed it*

 *at all*

**Module One | Worksheet 1B**

|  |
| --- |
| **What restraining forces prevent you from being higher on the scale?** |
|  |
| **What driving forces make you as confident and competent as you are?** |
|  |

**Module One | Worksheet 2A**

|  |
| --- |
| **What emotional responses did you have as you watched James' story?** |
|  |
| **Were there any parts of the story that stood out or emotionally resonated for you?** |
|  |
| **How did you manage the feelings that came up, did you enter the feelings fully or did you push them away or minimise them?** |
|  |

**Module One | Worksheet 2B**

|  |
| --- |
| **What does James' story teach us about the fight, flight, freeze and collapse responses?** |
|  |
| **What does James' story teach us about emotional and bodily stabilisation?** |
|  |

**Module One | Worksheet 3**

|  |
| --- |
| **In what ways might a good understanding of a child's window of tolerance, influence how you might support that child?** |
|  |
| **Where do you tend to go in your own window of tolerance when you are facing stress?** |
|  |

**Module One | Worksheet 4**

|  |
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| Please note that worksheet 4 is designed to be used with children and young people so will need to be printed off from the PDF pack |

**Module One | Worksheet 5**

**Reflect on your own survival animals**

|  |
| --- |
| **When over the past couple of months have you been triggered?** |
|  |
| **What did you notice about yourself in these modes?** |
|  |

**Module One | Worksheet 6**

**Implications for Practice**

|  |
| --- |
| **What ideas and thoughts have stood out? Consider: what has resonated strongly? What has been new learning? What has been validating?** |
|  |
| **What difference will your learning make to the way in which you relate to children and young people and the goals you set yourself as a supporter?** |
|  |