

HOW-TO GUIDE:

REBOOT'S 5 FACES



1



2



3



4



5

Self-regulation is one of the most important skills a child can develop. The capacity to know what you are feeling, what you need to feel better and respond appropriately to a life situation is a key determinant in outcomes socially, personally and at school. Self-regulatory ability is a stronger predictor of long-term school and life success than talent or natural ability. Reboot's 5 Faces help you to co-regulate with a student to build their ability to self-regulate.

There are many self-regulatory systems available. Reboot's use of a combination of the simple visual, numbers and words across the span of 5 has proven very powerful. While repetition is key, true student buy-in occurs when the 5 Faces are perceived as a tool relevant and helpful in their lives both in and outside of school.

Introducing the 5 Faces

An easy and effective way to introduce the 5 Faces is to put them on a wall and not reference them directly. When asked what they are, a personal response such as "This morning when I woke up I felt like a 3. Then my husband reminded me it was jogging morning and I felt like a 1. I really hate starting the jog. Once I am going I feel like a 4 usually. Then I had a coffee and a chat with my son and I maintained the feeling that I was a 4. After that I had to get ready to come to school and it was such beautiful weather, I kind of didn't really want to come to school so I really felt unhappy. More like a 2 helps introduce the concept in a subtler and effective way than 'teaching' them. Students can see the relevance in everyday life and that people change numbers depending on their perceptions and circumstances. It is perfectly normal to be a 1 or 2. They can learn from your examples that we can be a 1 or a 2 and still respond in grounded, productive and healthy ways. We don't have to scream and over-react.

How to use the 5 Faces

Co-regulation and self-regulation

Co-regulation is the act of supporting a person to self-regulate. Everyone requires this support to develop basic skills in self-regulation, and at challenging times we all require the support of another person to self-regulate. The 5 Faces is a simple visual template to support young people to identify where they are at and what they need to feel better.

1. Establish basic knowledge about the 5 Faces and self-regulation processes, i.e. it is possible to feel many different things in a day and to control how you feel by managing yourself. You can use bottom-up or top-down strategies.
2. Use the **Reboot Self-regulation** lessons for your age group on a weekly basis to build feelings and emotional literacy, awareness of triggers, understanding of different self-regulation strategies and the motivation to use them. You can trial a self-regulation strategy of the week.
3. Reference the 5 Faces at the beginning of classes or after breaks to encourage understanding and monitor where young people are at. See the **Reboot Check-in Guide** with a range of check-in processes to keep it interesting and relevant for young people. This repetition provides the 'practice' for use in heightened moments.
4. Use the 5 Faces when speaking with a young person who is experiencing any difficulty or challenge, e.g. feeling anxious about school work, become rowdy or disruptive in class, having problems after break time with peers etc. You can identify their current state, what they need to feel better and assure them that you are here to support and help them to feel the best that they can at school. The 3 questions below can be used with individuals or in groups:
 - What do you feel?
 - What do you need?
 - How can I help?

Delivery of feelings and emotional literacy lessons helps students better answer question number 1. Use of a **What do I need?** chart helps students then identify what they might need to sustain their number or feel better.
5. Help individual students who require additional help to identify their key strategies and provide them with a booklet to undertake a self check-in once per hour etc. to be able to engage.

Applying the 5 Faces beyond school

1. Ask students how their weekend was or evening. Have them apply the 5 Faces to life situations beyond school.
2. The 5 Faces are very helpful for senior secondary students about to leave school and enter the big, wide world beyond the safe secure environs of school. Discuss anxiety and how they might manage overwhelming or challenging experiences using the 5 Faces by themselves.

Managing anxiety and learning anxiety

Anxiety is a state of worry about what might happen. 'What if...?' thinking penetrates the mind and we end up more worried about possibilities than being in present time. The 5 Faces can be used as an anchor point to support students to develop and incorporate anxiety-reducing strategies, particularly with regard to school attendance, peer interactions and class engagement.

1

Establish knowledge in the 5 Faces with a particular focus on the continuum that spaces from extreme anxiety (1) through to extreme calm and comfort (5) with incremental levels of both in between.

2

Using a regular check-in process to build a young person's self-awareness of their emotional state and the body feelings that accompany it. Reassure them that you are here to help and support. Any anxiety over this process can be addressed by reassuring them that they are in control and you will stop as soon as they ask you to. You can create a general safety word, such as 'pineapple', that can be used in class, the playground etc. to communicate that they are feeling very anxious.

3

Experiment with strategies that work to reduce anxiety for this child/young person. Not every strategy works for everyone and not all the time. Focus on bottom-up strategies that incorporate breathing, grounding, visualising boundaries and being present. Develop a sense of inner calm that can be replicated by the child/young person when on their own. See our Reboot downloadable MP3s of visualisations and relaxations. Also use top-down strategies that incorporate the Smart Brain, such as a 5-minute worry list, journalling, asking yourself what's the worst thing that could happen etc.

4

Use the Feelings Tracker process to identify triggers (these may be thoughts and not events or actual situations) and prepare to encounter these with the strategies above. You can practice a de-sensitisation process by encountering these together while using the identified strategies.

5

Pre-empt anxiety in class situations and reference the 5 Faces when introducing a new topic of learning or assessment task. It is extremely normal to feel anxious or self-doubt when encountering a learning challenge or engaging with new material that you are uncertain about. Use whole class strategies to address learning anxiety, including brain breaks, summaries and integration time to build confidence around new content.

Creating class belonging

Everyone flourishes in an environment in which they feel seen, valued and respected. Consider your work history and experiences with different management: do you perform your best when your manager doesn't care about how you feel or what you need to do your job well? Our Wild Brain and Emotional Brain needs are met when we feel a deep sense of trust and safety. Investing the time to create a sense of safety and belonging generates a class culture of shame resilience and improved engagement. The 5 Faces can be used to gather information from students with questions such as "What can I do to help you be a 4 or a 5 in this class?" and "How do you learn best?" See the attached sheet as a guide to support these conversations.



Monitoring class engagement

The 5 Faces can be used as a scale to measure how well students have been engaging in lesson content or activities. Have students rank their understanding and/or experience with the lesson content at the end of a class. These questions can be asked during class time to identify students who require additional support or learn more effectively through different tasks. Reminding students that it is perfectly normal, in fact a very good sign to be feeling a little uncomfortable and possibly even a little anxious in the Learning Zone. Some suggest that if you don't feel uncomfortable then you aren't learning anything new at all.

Asking the 3 questions in the below form is particularly helpful when the sub-goals and steps have been clearly articulated in the learning process overall:

1

How do you feel
about this piece of
learning?

2

What might you need
help with?

3

How can I help?

Fostering kindness and empathy

Empathy is a learnt skill. Those who have been shown empathy develop it for themselves and for others. Teachers can cultivate a class culture that fosters kindness and understanding among peers.

The following activities can help generate greater kindness:

Debriefs after a student has escalated:

How is everyone feeling? Perfectly okay to be a 1 or a 2, it's what we do when we feel those things that really counts. What do we need to feel okay again and get back into the **Learning Zone**? Ask how do you think student X was feeling? Was he/she in **Wild Brain**? What do you think might have triggered him/her and what can we do to better support him/her in the future?

Random acts of kindness:

Brainstorm with students a range of small things that can be done both in class and in school generally that are kind and helpful to others. Small considerations, acknowledgment and appreciation are powerful contributions to creating a power with classroom.

Spread the joy:

Students who tag themselves at a 4 or 5 can share the joy and happiness with others by writing small notes of appreciation and dropping them in pigeon holes or boxes, sharing post-it notes with positive messages or donating points and stars to others.

Acknowledgment and support for others:

At check-in teachers can remind students that everyone has ups and downs as that is the nature of life, have students remember who might need a little more support or kindness today, including support for a teacher not having a super day.

'Power with' classes:

Using the **Power With** not **Power Over** model and lesson plans create a **Power With** classroom in which we work as a team to support teach other over the line in whatever task we are engaged in. Encourage social and emotional awareness and support for one another by recognising where people are at and what they might need.

Different ways to check-in

1. Poker Face

Have students stand in their place. Explain to students that you are usually pretty good at reading people's faces and body language, and being able to tell what sort of mood they are in. Explain to students that you will try to 'read' what number they are just by looking at them (i.e. 'Steve you look pretty relaxed... I'm going to say you are a 4'). After you have said what number you think a student is they are to either tell you that you got it right, or correct you and tell you/the class what number they actually are at. Once a student has had their go they can sit back down.

Follow up: If a student identifies that they are a 1 or a 2 ask them a) what do you need? And b) how can I help?

2. Express

Explain to students that you have a lot to get through this lesson, but you would like to check in with them to see where they are at, and if there is anything you can do to help them if they are a 1 or a 2. Ask students to raise their hand if they are a 1? 2? 3? 4? 5?

3. 5 Faces on desk

On each student's desk attach either a 5 Faces sticker or a laminated visual of the 5 Faces. Provide each student with a 'counter'. At the beginning of each lesson students are to move their counter to the face they are currently at. Students can move their counter throughout the day when how they are feeling changes.

Follow up: If a student indicates that they are a 1 or a 2 ask them a) what do you need? And b) how can I help?

4. Clapping your number

Model to students clapping to show what number you are (i.e. 4 claps = you are at a 4). Go around the class and have students clap to show which number they currently are.

Follow up: If a student indicates that they are a 1 or a 2 ask them a) what do you need? And b) how can I help?

5. 5 Faces on wall

Place 5 Faces visuals on wall near front of classroom. As students enter have them place their own 'counter' (laminated image etc.) on the face they are currently at. If student's mood changes throughout the day they can move their counter to show how they are feeling.

Follow up: If a student indicates that they are a 1 or a 2 ask them a) what do you need? And b) how can I help?

6. 5 Faces Charades

Model to students acting out what number you are 'charades style' (i.e. grinning and giving the thumbs up to say you are at a 5). Have students take turns acting out what number they are as you try to guess.

Follow up: For students who identified as being either a 1 or a 2, ask a) what do you need? And b) what can I do to help?

7. Vote with your feet

Designate an area of the room for each of the 5 Faces. Have students walk to the part of the classroom that corresponds with which Face they currently are.

Follow up: Ask the students who identify as feeling a 1 as a group a) 'what do you need'? And b) 'is there something you can do to help'? Repeat the process for the 2's. For the 3's, 4's and 5's: ask what lead them to feel this way, and what can be done to help keep them feeling this way?

8. Heads down, hands up

Explain to students that sometimes you may not want to share how you are feeling with an entire group of people, and that's okay. Have students put their head down on the desk 'heads down thumbs up style' and hold up with their hand what number they are right now. Take note of students who are at a 1 or a 2.

Follow up: Once the class is running walk around the room to touch base with students who identified as being either a 1 or a 2, ask a) what do you need? And b) what can I do to help?

9. 5 Faces cut-outs

Place at the front of the classroom a box/boxes with cut-outs of each of the 5 Faces. Students are to take a cut-out of the number they are currently at. If a student's mood changes during the lesson, they can return their current face and take a new one.

Follow up: Once the class is running walk around the room to touch base with students who identified as being either a 1 or a 2, ask a) what do you need? And b) what can I do to help?

10. Pass the ball/pig

Have students stand up. Throw a soft ball/pig to one student at a time. When students receive the ball/pig they are to share what number they are currently at, and (optionally) why they are feeling that way. Once students have had a turn they are to sit back down.

Follow up: Once the class is running walk around the room to touch base with students who identified as being either a 1 or a 2, ask a) what do you need? And b) what can I do to help?

11. Confidential note

Explain to students that not everyone is always comfortable sharing how they feel with large groups, and that is okay. Have students write down what number they are on a small piece of paper and fold over. Once class is running walk around and collect the pieces of paper to see what number students are at.

Follow up: For students who identified as being either a 1 or a 2, ask a) what do you need? And b) what can I do to help?

12. Progressive learning check-ins

After each lesson or piece of learning, have students hold up on their hand what number they would 'rate' that learning experience. Explain to students their rating is not on how 'good' the lesson was, but rather how they felt while learning and how confident they feel in regards to it.

Follow up: Ask students who rated the learning experience a 1 or a 2 a) what they would need to feel better about the learning experience, and b) what can you do to help them feel more confident about their learning next time.

13. Day so far

Model to students describing what your mood has been today so far (i.e. 'I woke up at a 2 because my alarm was very loud, but I went up to a 3 when I ate breakfast...'). Either have students share their day so far with the class, or to the person next to them.

Follow up: Once the class is running walk around the room to touch base with students who identified as being either a 1 or a 2 now or earlier in the day, ask a) what do you need? And b) what can I do to help?

14. Check-in buddy

Have students pair up (ideally someone they usually sit next to or near). Explain to students that this person is going to be their 'check-in buddy'. At the beginning each class there will be time for you to have a 2-minute chat to this person to share what number you are at, and why you are feeling that way.

15. Walk around check-in

Once class is running walk around the room and approach students individually to ask them to share where they are at. Students can share by either by holding up fingers or pointing to their 5 Faces wristband.

Follow up: For students who identified as being either a 1 or a 2, ask a) what do you need? And b) what can I do to help?

16. Tennis ball check-in

Pass a tennis ball around the room. Students are to bounce the tennis ball the number of times that corresponds to where they are at (i.e. 3 bounces if you are a 3) before passing it on to the next person.

Follow up: For students who identified as being either a 1 or a 2, ask a) what do you need? And b) what can I do to help?

17. Drawing check-in

Have students draw and colour in the face that they currently are. Students can either draw a picture based off of the 5 Faces visuals, or draw a picture of their own face that shows how they are feeling.

Follow up: For students who identified as being either a 1 or a 2, ask a) what do you need? And b) what can I do to help? This conversation can be had while students are completing their drawing (students will be feeding their Wild Brain while drawing, so may actually find it easier to share while doing so).

18. 5 Faces scissors paper rock

Have students partner up and share where they are at on the count of three 'paper scissors rock style'. Explain to students that there is no winner or loser, it is simply a fun way to share with others what number you currently are.

19. Express verbal check-in

Have students verbally share where they are at as they walk into the classroom.

Follow up: Students who share that they are a 1 or a 2, as they enter ask them a) what do you need? And b) what can I do to help?

20. Positive and negative triggers

Model to the students the process of explain what always makes you a 1 (i.e. peak-hour traffic), and what always makes you a 5 (i.e. quality time with family). Have students find a partner in the room and share what always make them a 1 or a 5.

Staff self-regulation

Staff can't support students by co-regulating unless they have developed good self-regulation skills themselves. The 5 Faces can be used in staff meetings and staff are encouraged to participate in check-ins with students.

Take-a-minute desk

One strategy for students who are checking in at a 1 or 2 is a Take-a-Minute desk. Sometimes all the student needs to feel better and re-engage is taking a minute to feed the Wild Brain.

Have an allocated desk in the classroom that students can access for a minute or two to colour-in, do puzzles, build lego, do a dot-to-dot, write, draw or simply reflect on how they are feeling. When first set up, allow each student in the class a couple of minutes during the week to experience the Take-a-Minute desk so they know what it includes and its purpose.

It is important to explicitly teach students that the Take-a-Minute desk is for feeding the Wild Brain, not to avoid engaging in learning. When students

access the desk, they fill in the check-in sheet (attached) and/or simply return to class after a few minutes use.

Set up the lesson or activity for the class and then speak with the student once the class has begun prior to their engagement. Make sure to follow up after a minute or two to check back in with the student. With practice and supervision, students should be able to access this desk independently and return to engage in their classwork.

The Reboot self-regulation tool-kit has a range of inexpensive, easy to find suggestions.

Peer support

Many children and most young people will approach their friends before an adult when troubled or uncertain. Skilling students up to support their friends effectively, and not further confuse or escalate the potential sense of hopelessness is very important. Helping students build their tool kit of self-regulation strategies and providing a clear guiding conversation supports effective peer support. Ideally peers offer clear support and don't further escalate feelings or drama. The 5 Faces can be used, and the 3 simple questions can be extended to a 4th when confusion is ongoing and answers are not available among peers:



REBOOT CHECK-IN / STUDENT SUPPORT PROCESS

Student: _____ Date/time: _____

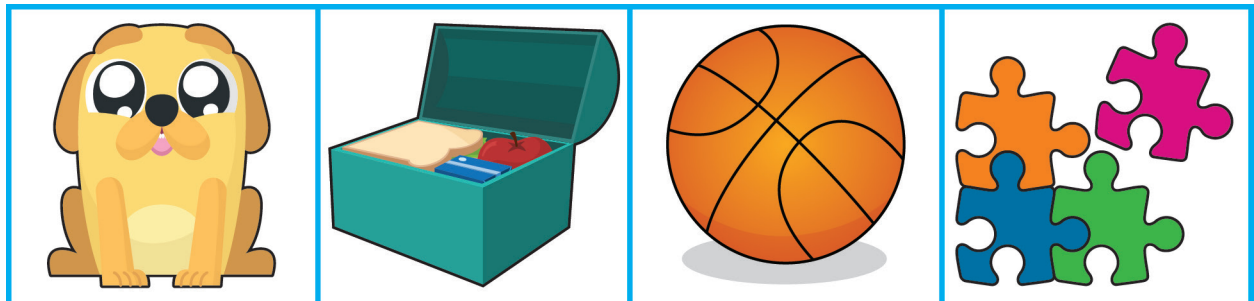
How are you feeling? (Circle below)



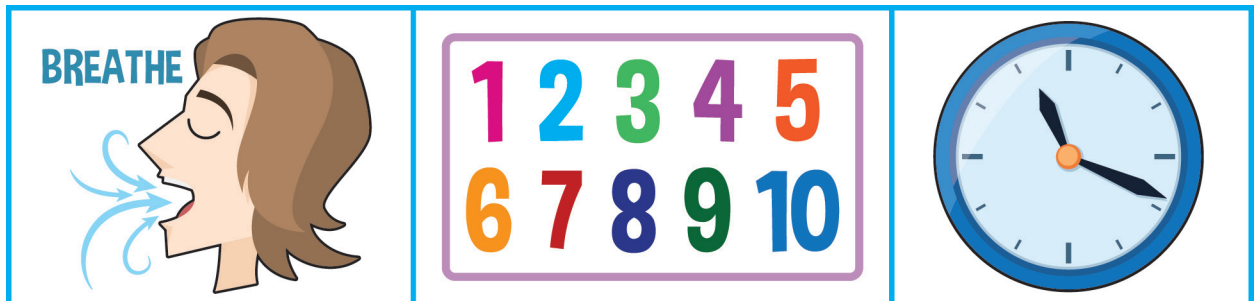
What (if anything) has triggered you?

What do you need to feel better?

Activity?



Time?



Support?



How do you feel now? (Circle below)



Take-A-Minute Card

Cut out and keep this card on your allocated Take-A-Minute desk.

TAKE A MINUTE...





12345

- 5 balloons
- 1 pack beads and pipe cleaners
- 12 colour pencils
- 1 dough tub
- 2 lead pencils
- 30 lego pieces (in pencil case)
- 1 mini bubble wand
- 1 single sheet
- 1 spinning top
- 1 sponge ball
- 1 tangle fidget
- 4 Colouring In
- 4 Dot-to-Dot
- 4 Word Search
- 1 Check-in Sheet