

HOW-TO GUIDE:

REBOOT'S 5 FACES



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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 desensitisation 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. 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?

Follow up: For students who raise their hands for a 1 or a 2, ask them as individuals later while the lesson is progressing a) what do they need? And b) How can I help? Invite students who do not wish to share in front of the whole class to come and see you after the class is over.

2. 5 Faces Stickers

Distribute 5 Faces stickers to students and have them stick them in school diary. Students are then to open school diary to page with 5 Faces and leave it open on their desk (this can become standard classroom routine). Explain to students that you will walk around the class once the lesson is underway and they are to point to which face they currently are to let you know how they are feeling.

Follow up: Have private conversations with students who indicate they are a 1 or 2 and as a) 'what do you need'? And b) 'is there something I can do to help'?

3. 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 how you can help them keep feeling this way?

4. 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?

5. 5 Faces cut-outs

Have placed 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?

6. Share with a friend

Have students hold up the number of fingers that corresponds to where they are at right now. Have students look around the room and take note of people who are at the same number. Have students walk around the room to find someone the same number (if uneven number then form groups of 3). In pairs/groups students are to share why they are currently at that number, and what they think may make them feel better.

Follow up: Touch base with groups of students at a 1 or a 2, ask a) what do they need? And b) what can you do to help?

7. 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 (optional) why. They then throw the ball/pig back to you so you can pass it to another student. 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?

8. 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?

9. 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 in their learning next time.

10. 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?

11. Diary check-in

At the beginning of each lesson have students write down in a designated space in their diary what number they are. This allows you to both walk around the room and see where are at for that particular lesson, but also allows you to see when a student is at a 1 or 2 for an extended period of time.

Follow up: Touch base with students who identify they are at a 1 or a 2 and ask a) what do you need? And b) what can I do to help? For students who are frequently at a 1 or 2 consider engaging them in a more extended conversation or checking in on them more frequently.

12. Positive and negative triggers

Model to the students the process of identifying something that always (or usually) 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. Ask for volunteers to share their responses with the class.

13. 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.

14. Walk around check-in

Once class is running walk around the room approach individual students and ask them 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?

15. 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).

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. Whiteboard check-in

Have columns on the side of the white board for each of the 5 Faces. As they walk into the room students are to write down their name in the column that they are at.

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?

17. Express verbal check-in

Have students verbally share where they are at on their way into the classroom. Students who are a 1 or 2 (sincerely) can take a minute to engage in some approved self-regulation activities before they start the class.

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?

18. Equation check-in (Maths class)

Have students share where they are at as a maths equation (i.e. a student at a 4 may answers 2×2).

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

19. Syllables check-in (English class)

Have students share what number they are by saying a word with the number of syllables that corresponds to where they are at (i.e. students at a 2 may say 'hello').

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

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)



1



2



3



4



5

What (if anything) has triggered you?

What do you need to feel better?

Activity?	Support?
<input type="checkbox"/> Colouring in or drawing	<input type="checkbox"/> Help me not react anymore
<input type="checkbox"/> Help someone do a job/task	<input type="checkbox"/> Positive direction or goals
<input type="checkbox"/> Talk about it	<input type="checkbox"/> Help me make more friends and get on with people
<input type="checkbox"/> Phone call home	<input type="checkbox"/> Help me deal with my anxiety/worries in class
<input type="checkbox"/> Food or water	<input type="checkbox"/> Help to understand what happened
<input type="checkbox"/> Sleep	<input type="checkbox"/> Help with things at home/ outside of school
<input type="checkbox"/> Throwing and catching	<input type="checkbox"/> Help with getting centred
<input type="checkbox"/> Play with the pillows/toys etc.	<input type="checkbox"/> Help me build a good relationship with my teacher
<input type="checkbox"/> Read a book	<input type="checkbox"/> Help with my school work
<input type="checkbox"/> Listen to music	<input type="checkbox"/> First Aid Room/Sick Bay
<input type="checkbox"/> Organising task (cleaning up, categorising)	<input type="checkbox"/> Help to ignore some people's actions
<input type="checkbox"/> Glitter bottle	<input type="checkbox"/> Proof I can do it
Time?	Something else?
<input type="checkbox"/> Mindfulness practice/ breathing	<input type="checkbox"/>
<input type="checkbox"/> Time to chill out	<input type="checkbox"/>
<input type="checkbox"/> Count to 10	<input type="checkbox"/>
<input type="checkbox"/> A chance to explain my story	<input type="checkbox"/>

How do you feel now? (Circle below)



1



2



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