

Stories About Self-Regulation

These stories are written to help you think about what these young people could do to regulate their emotions and behaviour when something happens. Please read the stories below and see if you can find the correct answer for each story. Once you have done this, can you think of your own idea for a story? This can be a real situation or a made-up one. Write what advice you would give the person in your story to help them regulate their emotions and behaviours.

Story 1:

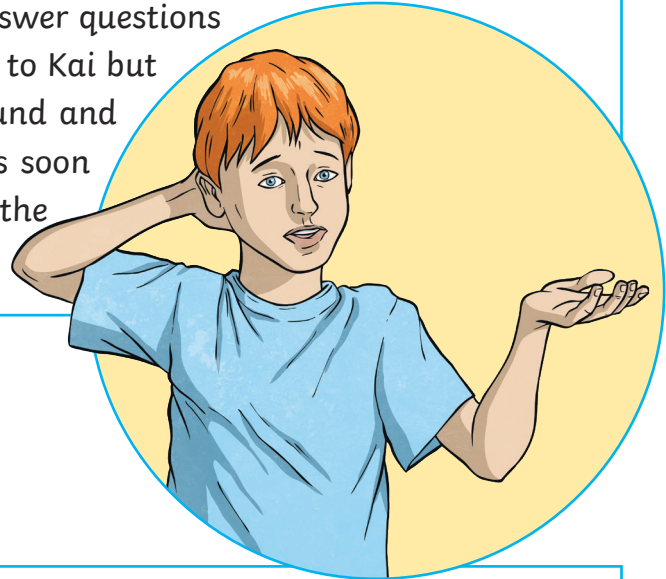
Kerry is 8 years old. She plays football for a local team. They are having their annual celebration night and she thinks she will win the Manager's Player award. Kerry is feeling excited as she gets ready and has told all her friends and family that she will be getting the award. As Kerry listens to the awards being given out, she does not clap for the others and is not interested in celebrating with them. There are two awards left, the Trainer of the Year and the Manager's Player. They announce the Trainer of the Year next.

Kerry waits for the other girl's name to be called but when she hears hers, she is furious. Kerry turns red and starts shouting at the manager asking him why she was not picked for the Manager's Player award. The other girl is embarrassed and shocked so doesn't go up for her award. Kerry snatches the Manager's Player trophy out of his hands and runs out of the room. Everyone else in the room is shocked and doesn't understand what has happened. Kerry's mum and dad can't believe what has happened and leave the room, embarrassed, to find her. They apologise to the other girl and the manager for Kerry's behaviour.



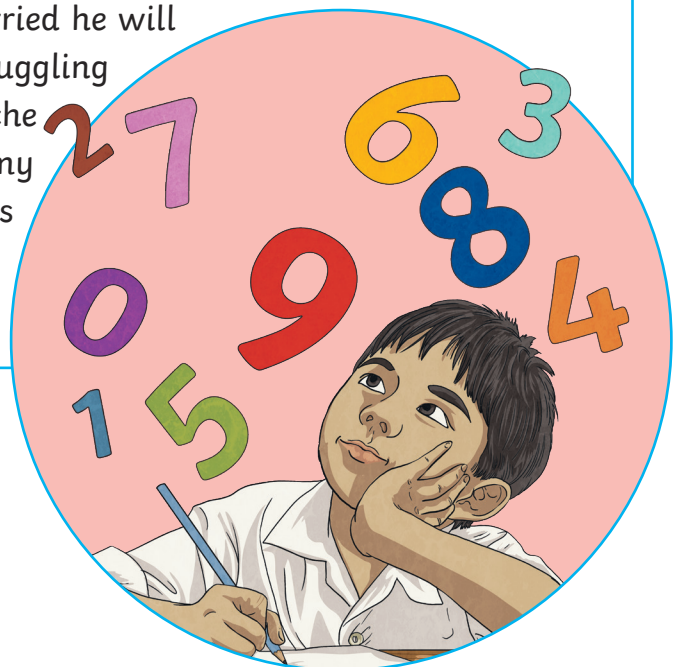
Story 2:

Kai is going into year 6 at school. He has just moved to a new house and will be attending a new school for his last year of primary school. Kai didn't want to move but had to because his mum and dad have separated and his mum has moved nearer to Kai's grandparents for help. On the first day of school, Kai is met by his new teacher. She seems nice but she asks a lot of questions. Kai is shy and doesn't want to answer questions so he ignores her. The teacher tries her best to speak to Kai but he doesn't answer. Kai stands alone in the playground and doesn't play with the other children in his class. As soon as the bell rings, he leaves to go home. He cries on the way home when no one else can see him.



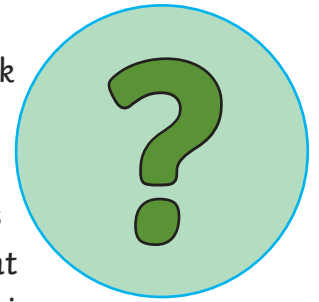
Story 3:

Tommy has a times tables test in a week. He has been trying hard to learn them but every time he learns a new set, the others disappear from his memory. He has tried lots of ideas like listening to them being said, being questioned on them and playing games. His parents have spent a lot of time helping him and he is worried he will not pass the test and will upset them. Tommy is struggling to sleep - he is feeling worried and has stomach ache in the morning. His parents have noticed that Tommy is not his usual self but when they ask him what's wrong, he doesn't want to tell them. As every day goes by, he is getting more and more worried.



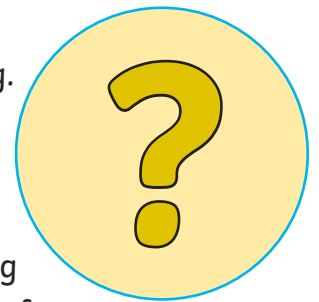
Answer:

If I thought I was going to be awarded something, then I would think about how great it would feel but I would also prepare myself for not winning it as well. Sometimes, the best way to avoid disappointment is to think something might not happen and then when it does happen, it will be a positive surprise. Dealing with disappointment can make people angry, sad, confused, hurt and embarrassed. Preparing for these feelings can help. It's important to be resilient and understand that it may be a disappointment this time but you can learn from it and try again in the future. Resilience is an amazing skill to have and being able to show this by dealing with disappointment in a calm way and seeing it as a way of learning so you can do better next time is a much healthier way of coping. Understanding the effect your behaviour has on others is important for keeping good social relationships with others. If you take your anger and disappointment out on others, they will soon get fed up and find other friends who are supportive of them and their successes.



Answer:

If I were this child, I would talk to my mum about how I was feeling. I would explain how I felt so my mum could help me overcome my shyness. My mum might be able to help me meet people before I started the new school so it would be easier on my first day. I wouldn't ignore the teacher but try and explain that I find answering questions difficult. A buddy might also help me feel more confident. If I were worried about my mum and dad separating, I would speak to them both so I could understand what is happening and how things will change. Knowing what the routine will be like, such as when I will see my dad, will help me plan my week and feel more in control.

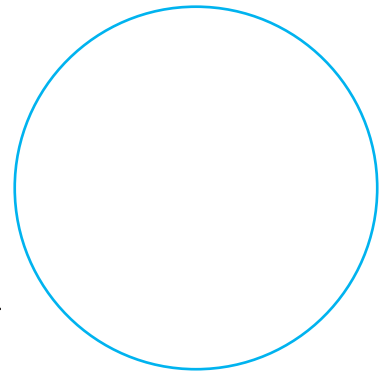


Answer:

If I were feeling worried about a test, I would speak to my teacher. I would tell them what was happening and ask for help. When I worry, it becomes harder to remember other things which then makes the worry feel even bigger. Remembering to think positively, getting a good night's sleep, eating well and drinking plenty of water will help me feel well rested and able to cope with any difficult feelings or situations. Worry should be talked about so it doesn't become too big and feel out of control. If the test is not passed, then I can learn from what has happened and try again another time. I will be more resilient because of this.



My own story about self-regulation:



My ideas about how to regulate my emotions and behaviour:

