

Random Acts of Kindness



What is Random Acts of Kindness

- Random Acts of Kindness Foundation is a small non-profit focused on making kindness the norm
- They operate under the belief that all people can connect through kindness, and that kindness can be taught
- The RAK curriculum is taught according to the Inspire-> Empower->Act->Reflect->Share model that promotes awareness among students

How does Random Acts of Kindness support SEL

- RAK believes that all of the most important SEL skills (communicating feelings and needs, listening to others, keeping emotions in check, understanding other points of view, empathizing with people who are different than you, etc.) are all linked to kindness and respect
- RAK curriculum integrates intentional kindness skill-building with development of social and emotional competencies using the six concepts outlined below.

What are Topics covered in Random Act of Kindness/Common Language used

- 1. Respect-** respecting others, self, and space/learning environment (vocab: *kindness and self-care*)
- 2. Caring-** builds on respect to incorporate caring as a natural addition to respectful behavior (vocab: *helpfulness, gratitude, caring, empathy, compassion*)
- 3. Inclusiveness-** explores ways to include others through kindness (vocab: *include vs. exclude, fairness*)
- 4. Integrity-** exploring strategies on how to make honest choices and persevere through difficult times (vocab: *honesty, perseverance*)
- 5. Responsibility-** Strategies on how to make responsible choices that promote kindness to self, others and the community (vocab: *self-discipline*)
- 6. Courage-** (Primary) connecting courage to kindness and giving students courage to lift themselves up using positive affirmations. (Secondary): empowering kids to have courage to say "yes" to good choices and "no" to bad choices (vocab for secondary only: *vulnerability, humility*)

What are Zones of Regulation?



The Blue Zone is used to describe *low states of alertness*, such as when we are feeling sad, tired, sick, or bored. This is when one's *body and/or brain is moving slowly or sluggishly*.

The Green Zone is used to describe a *regulated state of alertness*. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. *This zone shows control*.

The Yellow Zone is also used to describe a *heightened state of alertness*; however, a person *has some control* when in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions (such as wiggly, squirmy, or sensory seeking). *You start to lose control in this zone*.

The Red Zone is used to describe *extremely heightened states of alertness* or very intense feelings. Anger, rage, explosive behavior, panic, terror, or elation are part of the Red Zone. In this zone, *you are not in control of your body*.

How do the Zones of Regulation support SEL

Social emotional learning is a process for learning essential life skills such as decision making, problem solving, effective communication, empathy, perseverance, and coping. According to the Collaborative for Academic, Social, and Emotional Learning or CASEL, social emotional learning is “the process through which children and adults acquire and effectively apply knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions”.

Zones of Regulation is a curriculum designed to help students gain skills in consciously regulating their emotions, which leads to increased control and problem solving strategies.

Zones of Regulation provides lessons for students to explore calming strategies, cognitive strategies, and sensory supports so they will have a toolbox of methods to self-regulate.

What are the Topics covered in Zones of Regulation/ Common Language used

Zones of Regulation Lessons

1. **Creating Wall Posters of the Zones-** Students will become familiar with the concept of the zones; students will increase emotions vocabulary; students will increase recognition of facial expressions.
2. **The Zones Video-**Students will learn to identify zones in others; students will gain awareness how others perceive people in different zones; students learn that one's behavior can change/affect other's feelings and zones.
3. **The Zones in Me-**Students learn to identify the zones in themselves; students learn that it is natural and expected to experience all of the zones given different situations/environments
4. **Understanding Different Perspectives-** Students gain awareness on how others perceive them in different zones; students learn that their behavior can change and affect others' thoughts, feelings, and zones.
5. **How Do I Feel** –Students understand that different events change the way they are feeling; students improve their ability to use emotional vocabulary to describe how they are feeling.
6. **My Zones Across the Day-**Students gain awareness that zones fluctuate throughout the day; students increase their understanding of personal triggers that influence the zones; students gain awareness that they are more successful in the classroom if they remain in the Green Zone.
7. **Caution! Triggers Ahead-**Students recognize their personal triggers that lead to the Red or Yellow Zone; students work on problem solving to avoid triggers.
8. **Exploring Sensory Support Tools-**Students gain insight on how sensory support tools can help regulate zones.
9. **Exploring Tools for Calming-**Students learn about and try out calming techniques that can be utilized to calm their body and mind.

10. **Exploring Tools-Thinking Strategies**-Students learn to analyze a situation and rationalize how big a problem is.
11. **The Toolbox**- Students understand they can engage in different strategies to change their zone and self-regulate.
12. **When to Use Yellow Zone Tools**-Students recognize when to self-regulate and what type of tool they need.
13. **Stop and use a Tool**- Students select an appropriate tool based on their zone.
14. **Stop, Opt and Go**- Students increase their problem solving and planning activities.

Zones Vocabulary

Toolbox- a collection of calming and alerting strategies a student can pull from depending on the present need.

Tools for strategies- used interchangeably to refer to a calming or altering technique that aids the student in regulation.

Trigger- An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go-a concept used to aid students in controlling impulses and problem solving better solutions.

Expected Behaviors- Behaviors that give people around you good or comfortable thoughts about you.

Playworks

What is Playworks

Playworks is a program that focuses on key principles of play to ensure that **ALL** students are experiencing joyful and inclusive play while at school. Playworks helps kids to stay active and build valuable social and emotional skills through play.

- Play is a basic human need.
- Kids who play are resilient, empathetic, and active.
- Through play, kids learn to make friends, solve problems, and believe in themselves. Even in hard times.



Six Simple Principles of Play

In our experience at Playworks, focusing on a few key principles of play ensures the most joyful, free and inclusive experience for all children and adults. Try on these approaches in your school!

playworks.org

1. **Every kid** has the opportunity to play every day - from the classroom, to the playground and in the neighborhood.
2. Kids **get to choose** to play and to choose games that make them happy.
3. Kids have the **right tools to resolve playground conflicts** on their own.
4. **Adults play alongside kids**, modeling and supporting a culture of trust, positivity and inclusion.
5. Play is **not treated as a reward** to be revoked.
6. **Everyone is welcome** to join in the game, because playing together is a great way to build community.

How does Playworks support SEL

Social and emotional learning occurs on the playground as it does in school. The positive strategies Playworks incorporates are ones that students can use beyond the playground. The Playworks philosophy is centered around self-management, relationship building, and social awareness.