



Week 4... Relating



# CONNECTING WITH OUR FEELINGS

Fight, Flight & Freeze responses are designed to help us survive, but...

**THE THREAT WE ARE RESPONDING TO IS OFTEN IMAGINED.**

**FOCUSING ON THE NEGATIVE IS LINKED TO OUR SURVIVAL INSTINCTS**

When we get stuck on negatives it can make us feel low or angry or anxious & then affect our behaviour and what we do.

We have all been affected by the changes brought about by COVID-19.

**TAKE A MOMENT TO REFLECT ON YOUR OWN RESPONSES TO SITUATIONS**

When someone flips their lid, this can cause guilt for everyone.

**WHAT CAN WE DO FOR OURSELVES?**

**WHAT CAN WE DO FOR OTHERS?**

**TREAT YOURSELF WITH CARE & CONCERN**

**NAME IT TO TAME IT!  
NAMING FEELINGS CAN HELP OTHERS FEEL HEARD & UNDERSTOOD**

- Keep trying the regulating strategies
- Try [this exercise](#) about self compassion

**TRY THIS:**

Sleep meditation:  
Starry night

- "I notice..."
- "I wonder..."
- "I understand..."

**MONITOR YOUR OWN EMOTIONAL REACTIONS**

**LISTEN & VALIDATE EMOTIONS**

- How are you coping with stress?

- "No wonder you are feeling..."

- Watch Dr Karen Treisman's [video](#) and use her accompanying [worksheet](#) to consider how you show your stress or dysregulation.

**DEMONSTRATE EMPATHY & ACCEPTANCE**

- "Your feelings are okay with me"

**THE LANGUAGE WE USE CAN HELP CREATE A SENSE OF BELONGING AND RECONNECTION...**



...and can help staff, young people & families to understand, process & manage their emotions.

**FIND OUT MORE**

- [Nurturing wellbeing to build back better: Language is a vital means of communication](#) (RNRA)
- ['7 ways to support children and young people who are worried'](#) (Anna Freud Centre)
- [SHUSH](#) (Samaritans active listening tips)
- Inner World resource ['What survival looks like in the secondary school'](#)
- [LLTTF – understanding and coping with panic](#)

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