

## Materials needed:

- Brain in the Palm of the Hand handout
- *The Heart of Learning and Teaching*, pp. 93-107.
- Joshua vignette

## Directions:

In your small group, please read the “self-regulation” handout in your resource packet. Look over pages 93-107 of *The Heart of Learning and Teaching*. The key to remember about developing self-regulation is that it is something that should be taught as an ongoing skill for students who need it (and most students do), but particularly those who might have been impacted by trauma. One of the activities that trainers in this area have found useful to teach to students is the “Brain in the Palm of the Hand” activity because it helps them see why our brain reacts as it does and how we can learn how to self-calm and re-gather. Have your small group work through the activity sheet “The Brain the Palm of the Hand” and prepare a demonstration to the larger group, having them identify the different parts of the brain in their hands (see page 2 of handout).

When it is time to present to the large group, share with the group the “The Brain in the Palm of the Hand” activity, having audience members practice identifying the different parts of the brain using their hand. Provide to the audience some tips for how to handle when we “flip our lid” and how the mirror neurons may impact us. Also identify some strategies from the readings and handouts that you would want others to know about.

Questions for reflection: How might doing this activity be helpful for students who have issues with self-regulation? Why do students impacted by trauma and toxic stress have self-regulation issues? What are some effective strategies for helping them learn how to self-regulate more effectively? What are some of the challenges that Joshua likely has with self-regulation?

**\*\*\* Remember to take care of yourself. Vicarious trauma is real. \*\*\***