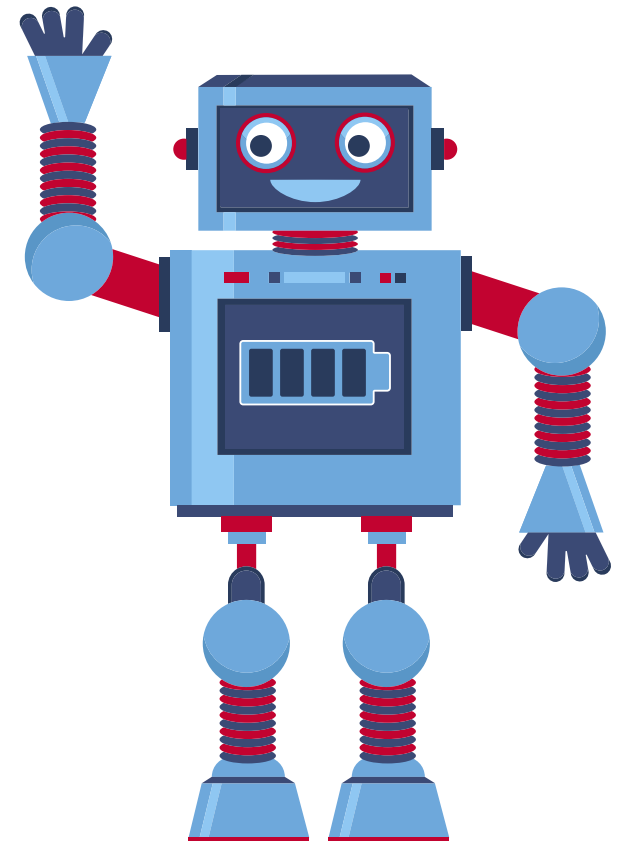


# RECHARGE

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Follow these steps in the **RECHARGE** room to fully restore your **BATTERY** and rejoin the class refreshed and ready to **LEARN**



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# RECHARGE

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## What's the purpose of a Recharge Station?

A "Recharge Station" is a designated area within a physical education learning area where students can go to take a break and regulate their emotions. This practice is based on the understanding that emotional regulation is crucial for effective learning. The regulation station is equipped with various tools and activities that help students calm down, reflect on their feelings, and regain focus. These might include sensory objects, breathing exercises, calming visuals, and emotion charts. The goal is to provide students with a structured opportunity to manage their emotions independently and return to the regular class activity ready to learn.

## Key Benefits of Regulation Stations:

- **Promotes Self-Regulation:** Students learn to identify their emotions and use strategies to manage them effectively.
- **Reduces Classroom Disruptions:** By addressing emotional needs promptly, students are less likely to disrupt the class.
- **Supports Mental Health:** Provides a proactive approach to mental health, helping students cope with stress and anxiety.
- **Enhances Focus and Learning:** Students return to their tasks with improved concentration and readiness to learn.
- **Encourages Independence:** Teaches students to recognize when they need a break and how to take responsible actions to manage their emotions.



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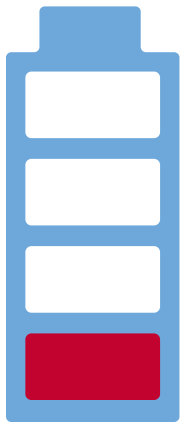
[www.believeinyou.com](http://www.believeinyou.com)

# 4 STEPS TO RECHARGE YOUR BATTERY

## Breathe, Move, Reflect and Go

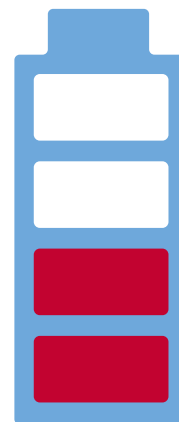
FOLLOW EACH STEP BELOW TO RECHARGE YOUR BATTERY.

---



### 1. BREATHE

Take a few minutes to work through the Calm Breathing: Pause & Breathe Activity.



### 2. MOVE

Have a mindful moment with the Seek and Find Calming Activity.



### 3. REFLECT

Ask yourself how you are feeling with the Mood Meter Check In Activity.



### 4. GO

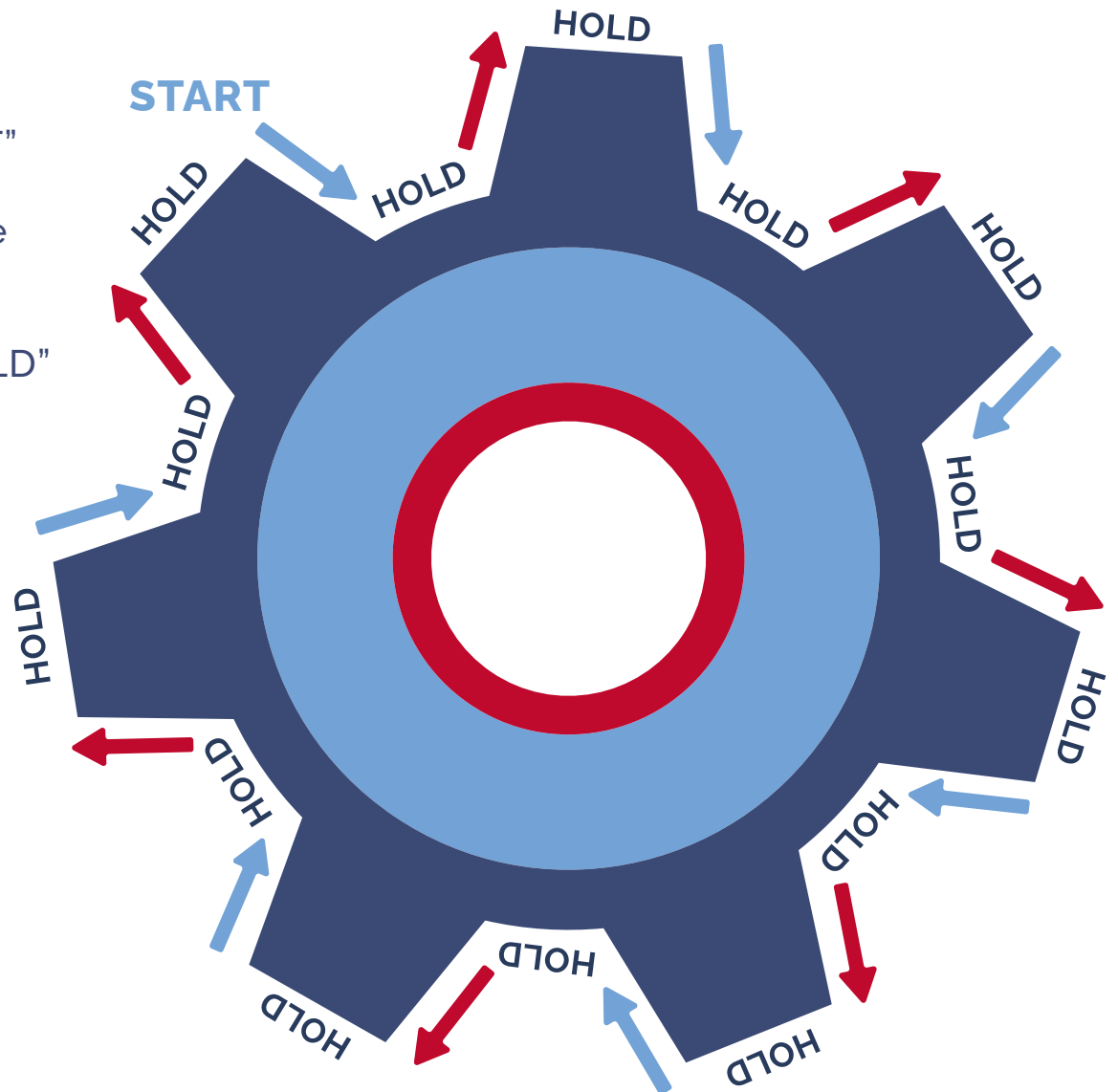
Is your battery fully charged? Express what you need (rejoin class, more time, etc.)

# PAUSE AND BREATHE

Follow the gear to slow your breathing.

## DIRECTIONS

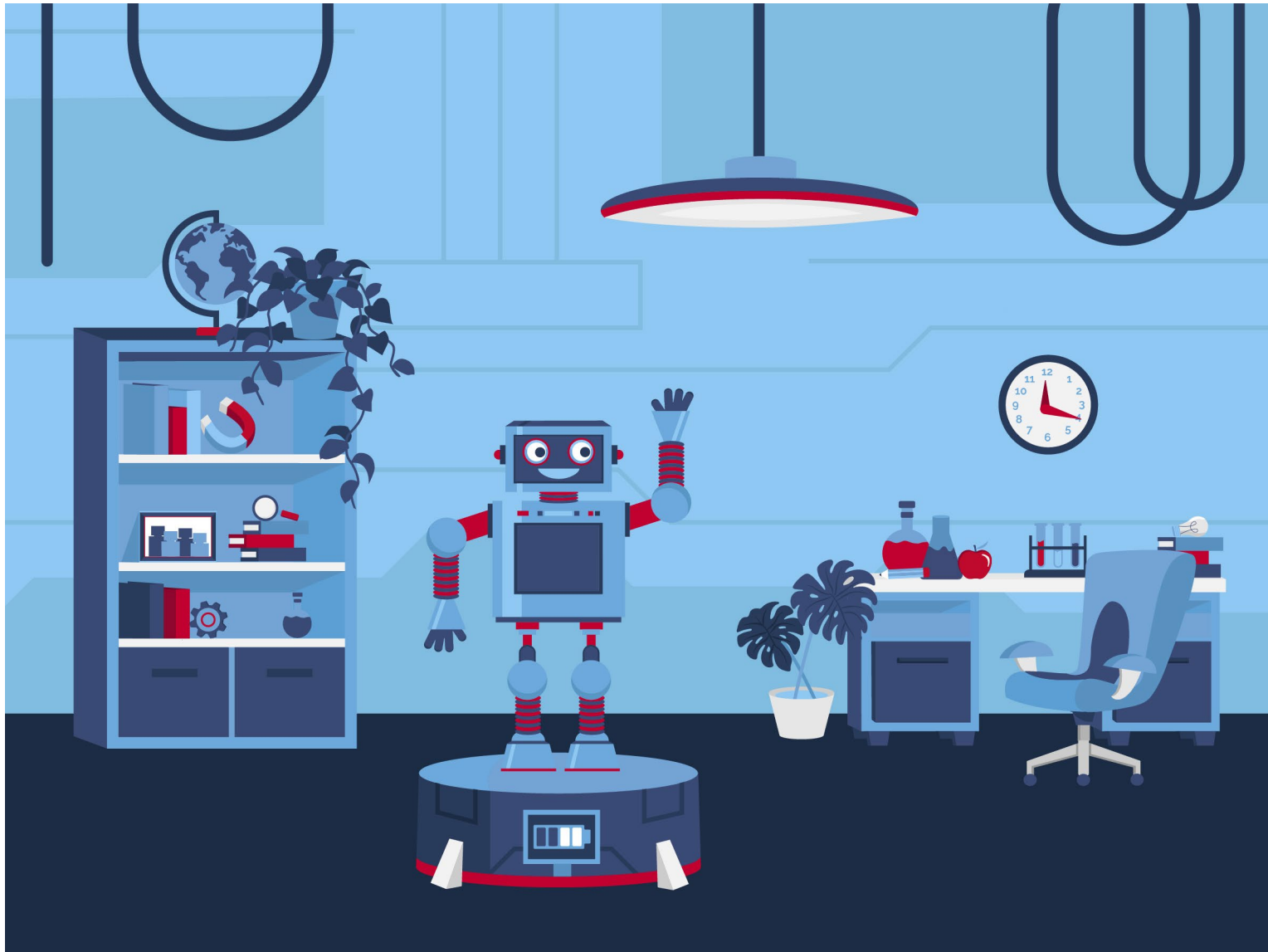
1. Place one finger on the word "START"
2. Breathe in for 3 seconds as you trace the light blue arrow with your finger
3. Hold for 3 seconds on the word "HOLD"
4. Breathe out for 3 seconds as you trace the red arrow with your finger
5. Continue until you make it back to the "START"



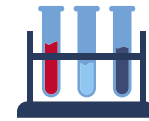


# SEEK AND FIND

Can you find all of the hidden items?



## HIDDEN ITEMS



TEST TUBES



LIGHT BULB



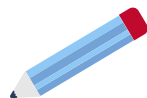
MAGNET



APPLE



GEAR



PENCIL



BEAKER



PHOTO



MAGNIFYING GLASS

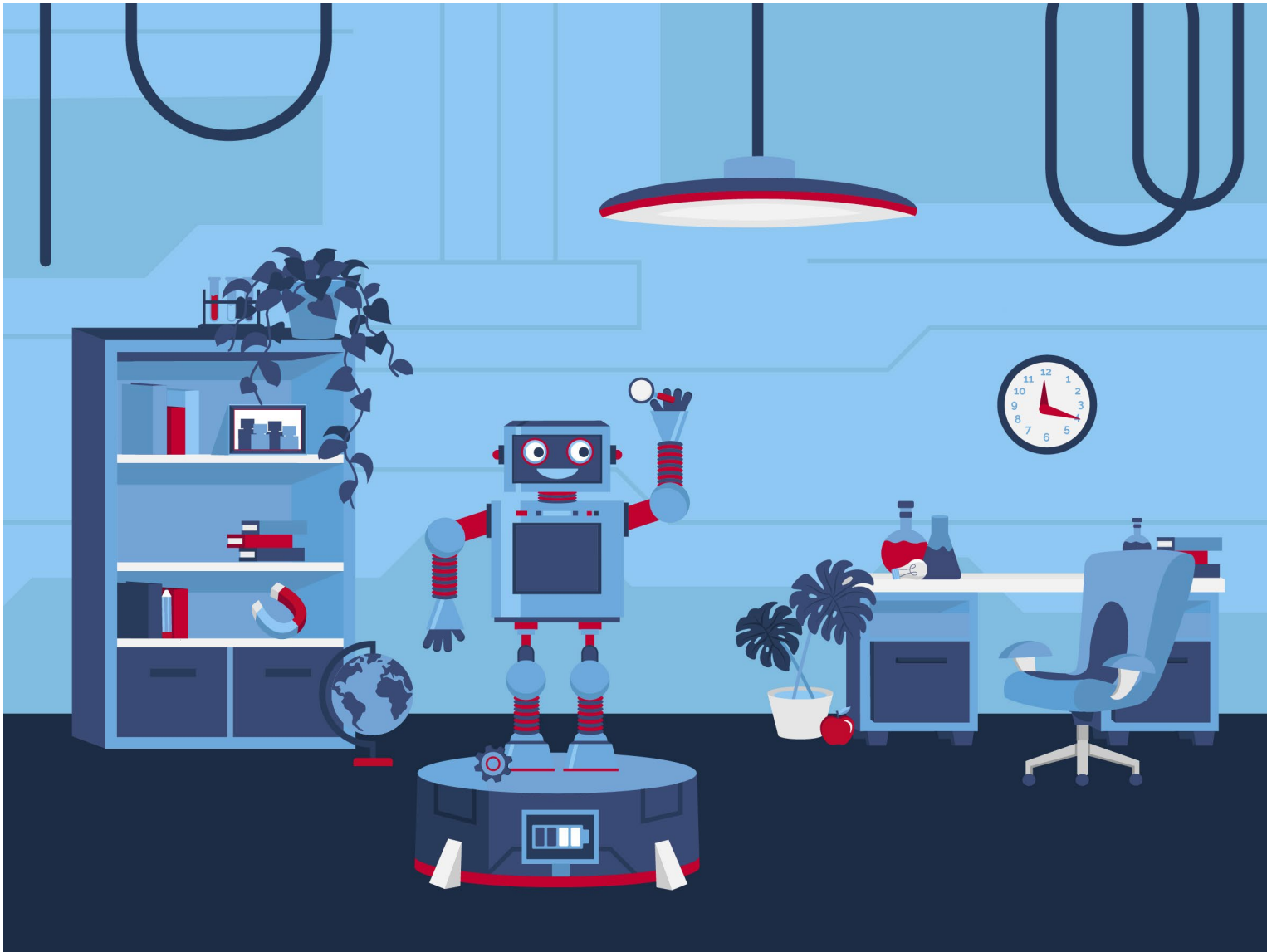


GLOBE

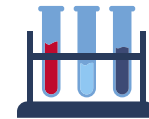


# SEEK AND FIND

Can you find all of the hidden items?



## HIDDEN ITEMS



TEST TUBES



LIGHT BULB



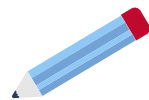
MAGNET



APPLE



GEAR



PENCIL



BEAKER



PHOTO



MAGNIFYING GLASS

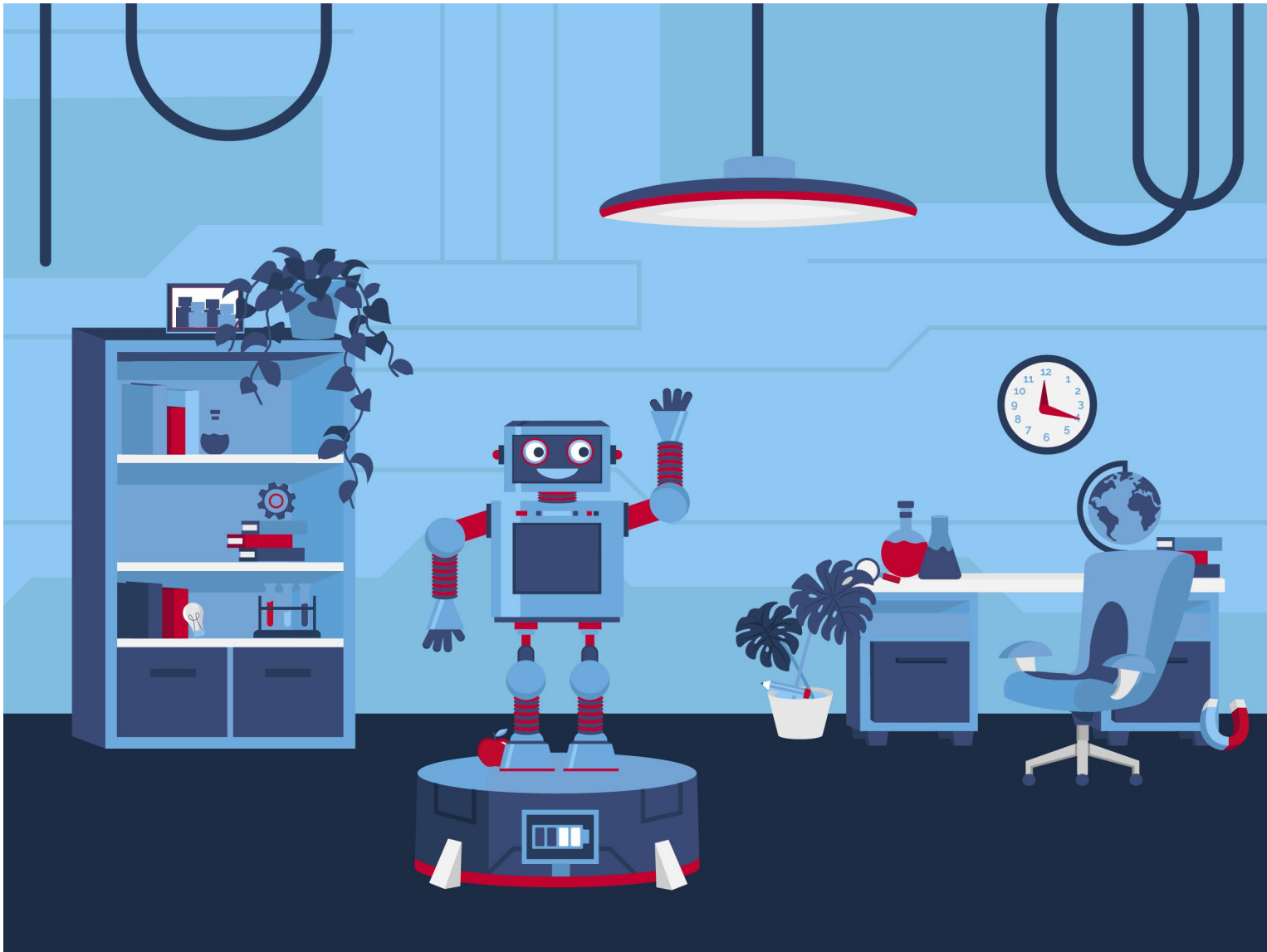


GLOBE

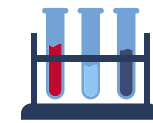


# SEEK AND FIND

Can you find all of the hidden items?



## HIDDEN ITEMS



TEST TUBES



LIGHT BULB



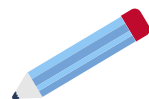
MAGNET



APPLE



GEAR



PENCIL



BEAKER



PHOTO



MAGNIFYING GLASS

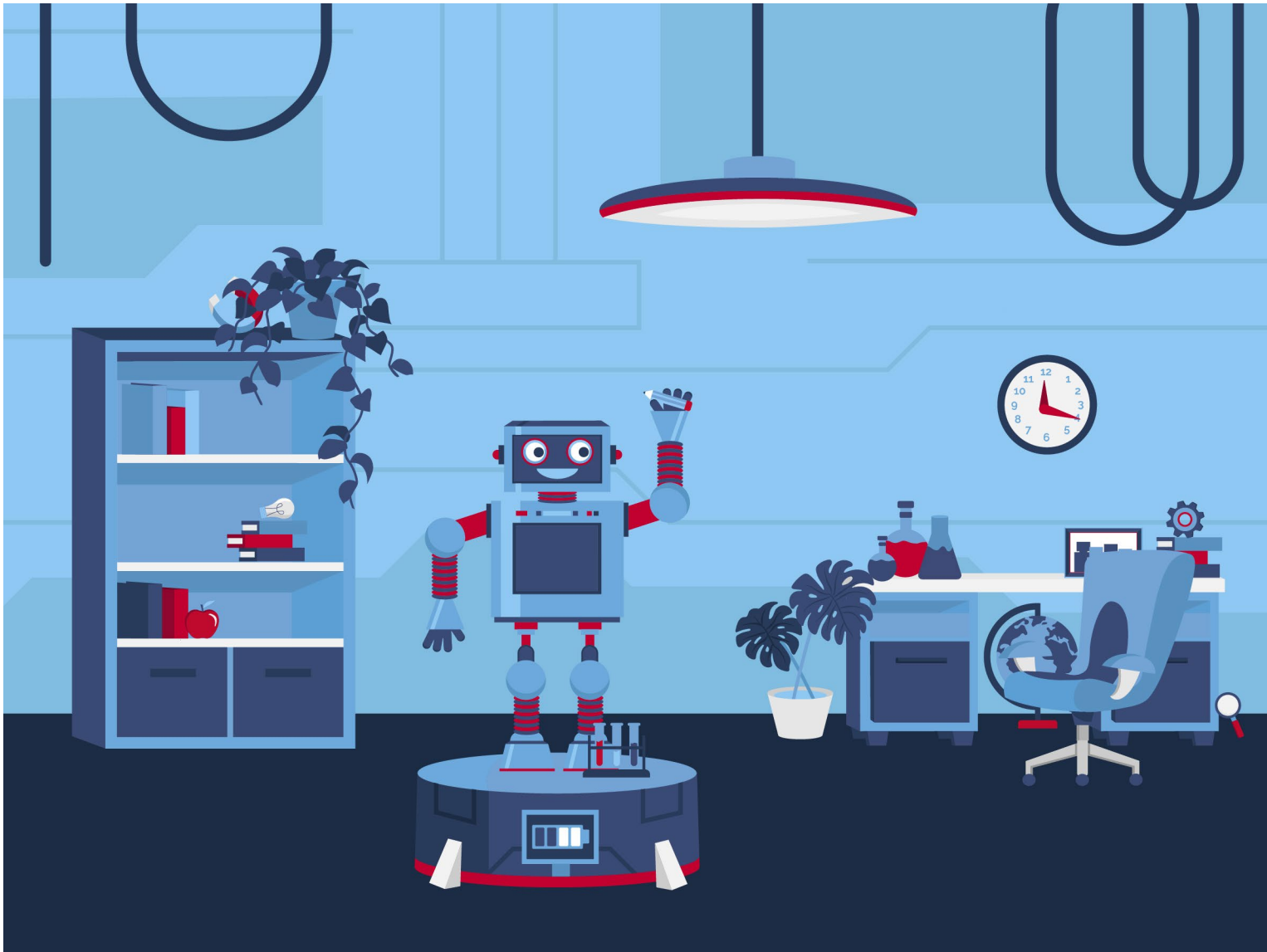


GLOBE

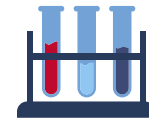


# SEEK AND FIND

Can you find all of the hidden items?



## HIDDEN ITEMS



TEST TUBES



LIGHT BULB



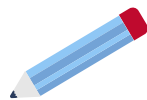
MAGNET



APPLE



GEAR



PENCIL



BEAKER



PHOTO



MAGNIFYING GLASS



GLOBE

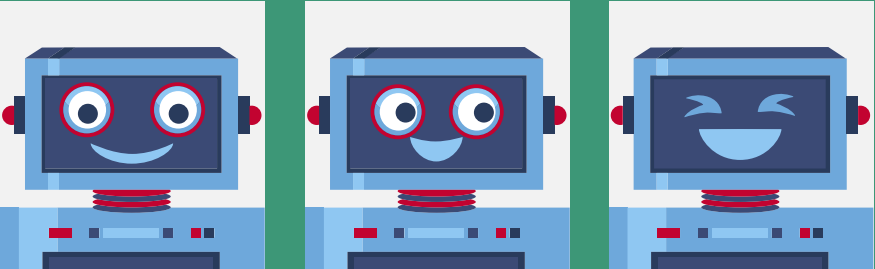




# MOOD METER CHECK-IN

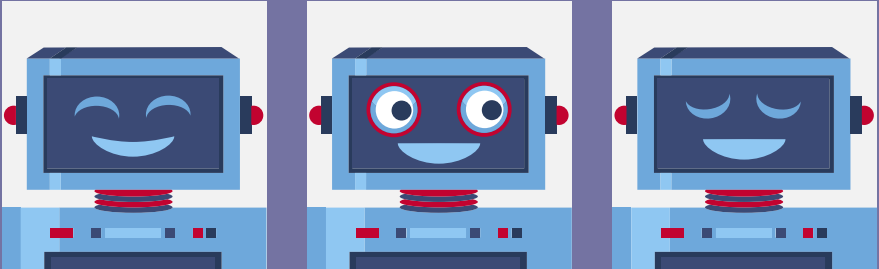
How are you feeling?

## GREEN



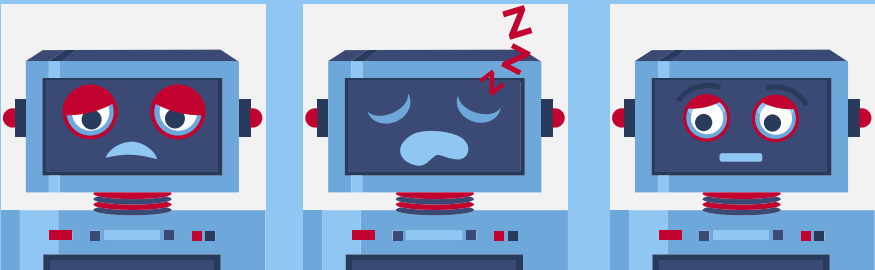
HAPPY      EXCITED      ENERGIZED

## PURPLE



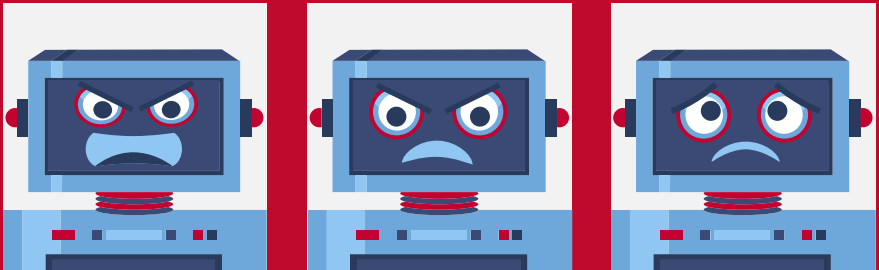
CALM      CONTENT      RELAXED

## BLUE



SAD      TIRED      LONELY

## RED



ANGRY      FRUSTRATED      UPSET

# RECHARGE

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## Research Supporting Regulation Stations in Elementary Classrooms:

Luby, J. L., & Belden, A. C. (2020).\*\* "The Importance of the Emotional and Behavioral Health of Elementary School Students." *Child Development Perspectives*, 14(4), 252-258.

- This article emphasizes the significance of addressing emotional and behavioral health in early education and the benefits of supportive practices like regulation stations.

Reinke, W. M., Herman, K. C., & Stormont, M. (2013).\*\* "Classroom-Level Positive Behavior Supports in Schools Implementing SW-PBIS: Identifying Areas for Enhancement" *Journal of Positive Behavior Interventions*, 15(1), 39-50.

- This study highlights the importance of positive behavior supports, including regulation strategies, in promoting emotional and behavioral health in students.

Thompson, R. A., & Goodman, M. (2010).\*\* "Development of Self-Regulation: The Role of Caregiving and Early Emotional Development." In *Self-Regulation and Autonomy: Social and Developmental Dimensions of Human Conduct* (pp. 34-45). Cambridge University Press.

- Provides insight into the development of self-regulation in children and the role of environmental supports, such as regulation stations, in fostering these skills.



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