



Week 14 Newsletter

Dear Quad Manhattan Parent,

We began class by doing our usual check in. The students took turns saying how they were feeling and shared highs and lows of the week. One student had a difficult time saying only one high for the week. We discussed the need to follow sharing one idea only so that everyone has a fair and equal amount to share, as well as the importance of staying on schedule.

In our psychosocial lesson we continued learning about the *Zones of Regulation* developed by Leah M. Kuypers. Last we week covered the blue and green zones. A green zone check in indicates a feeling of positive emotion (i.e., happy) and a calm body. The blue zone signifies a feeling of tired, sad or shy. This week we covered the yellow zone which represents anxiety or nervous energy. If your child is feeling worried or jittery and his body is hyperactive, you could describe him as being in the yellow zone. The red zone is used to describe feelings of extreme anger, loss of control or an unsafe body. If your child is yelling or is experiencing a high level of frustration you could ask him if he is in the red zone. After we come back from winter break, we will do a refresher class on the four *Zones* and have the students apply them to real life scenarios.

After discussing the *Zones* and some of the ways that the students might specifically apply them to our game, we moved into the Dungeon World portion of the class. We highlighted specific moments during the game where negative or positive in-game results caused students to feel excited and their bodies to become dysregulated, and how we can handle those responses in a way that is not disruptive to the game. Using the flag system, where a teacher gives a visual cue to your child (raising a pink piece of paper) when he is not using an inside voice and the *Zones of Regulation*, we were able to discuss everyone's status and feeling over the course of the game.

Toward the end of class, we had another productive discussion about respecting each other's creative choices while **also** making sure that we make choices that are fun for everyone. Having an unbeatable boss, we determined, was not as much fun for the group as having a very difficult boss with a weakness. We also discussed the value of a good cliffhanger, a concept to which most students are resistant. Cliffhangers teach flexibility and patience, which is important because we cannot play the game all day, 24/7. And since we need to take breaks from the game every week, it's fun when our sessions end on an exciting note. The students seem to have more command and agency over their story and adventure than ever before. They also seem to be collaborating extremely well as a group.

We wish you and your family a happy holiday! We look forward to seeing your child on Monday, January 8, 2018.

Best,
Samantha and Timm

Thanks for reading!

