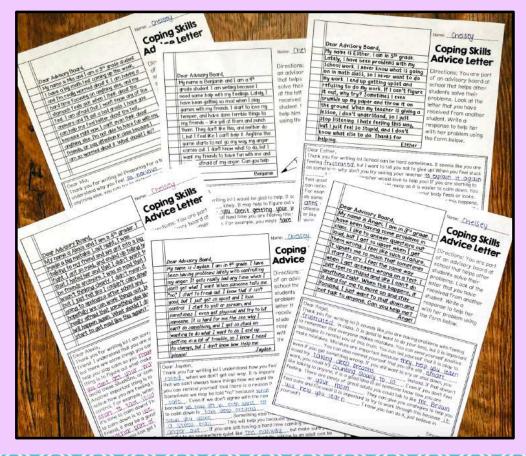
Students will look at 8 letters from students who are having a hard time controlling their emotions. They will respond to each letter by giving advice on how to use coping skills to help them calm down!



Perfect for:

- Coping skills lessons or small groups
- Feelings/emotions lessons or small groups
- A warm up exercise at the beginning of each small group
- An exit ticket after a coping skills lesson
- Training for a student council or peer mediation program
- To incorporate social emotional learning into your writing lessons
- Morning meeting

The letters come in two formats!

Dear Advisory Board, My name is Aloxis and I a made a big myttike. Last taking to my fireid and fight I got a myd, and a fight I got a myd, and a that I lasted her and that be friend; anyhore. I was wan't threing clearly J but I gut felt like I cost angle to acologize an'to	night, I was we got into a big nded up telling her I didn't want to s so mad that I	News: Chreiscy. Coping Skills Advice Letter Directions: You are part of an advisory board of school that helps other school that helps other sudents above their problems, Look of the inter that you have	have been havin class. 1 like to an loud, but I get s them wrong. 1 f It upsets me so I start to cry. I	loard, et. I am in 3 rd grade. I g some problems in nswer questions out o upset when I get et like such a failure. much that sometimes feel the same way vers wrong on a test. I and like I can't do	Neme: <u>Chelsey</u> Coping Skills Advice Letter Directions: You are part of an advisory board at school that heips ather students solve their problems. Look at the letter that you have received from another
hopefully we can work really afraid that some will happen again. What start to get mad like th	Dear Advisory Board, My name is Esther. I am in 5 th grade. Lately, I have seen problems with my School mark -		Coping Skills Advice Letter	hen this happens, it move on and stay int to shut down and e. Can you help me? Angel	student. Write a response to help her with her problem using the form below.
Dear Askis, Therk you'r writing in La Friend, Lunderstand Indi yo. but fraec are acone things yo hele you stay came things you'r bin, furth, orthough a start of the pin, furth, orthough a start notice how you are feeling control. For example, where start to that. LUD 'f inte to cain down Into a cain down is to LISC.	on in math a on in math a my work. I en in fustion of the in orumble up my the ground. W lesson, I don't stop listening. but Just feel know what else helping.	Interv know what is going asis, so in nerv want to do dup getting upset and o my work. If loan't figure Yf Sometimes I even Paper and throw it on fhen my teacher is giving a understand, so I just I hats feeling this way, so Stupid, and I don't to do Thanks for Esther	Directions: You are part of an advisory board at school hat helps other students solve their problems. Look at the neceived from another student. Write a response to help hen response to help hen with her problem using the form below.	i. It is good to want to do ane makes mistakes. You a finis truth. You can tell s are important because is remind yourself that y ng wrong. If you still want CP, Droctrus unting Signally to 10 is a good idea to let some yo of gred daths you cool MDDO They can g It is important to try to w	t to cry or shut down, you instead. If that doesn't
eelings, you can get better eelings, you can get better free on Foo to so a ch at eering	ionk you for writing elling frustratod something, why do ? (I'm sure you ? (I'm sure you riatice your feeling example, you migt something that will DS or talking to talking to ta	init School can be hard somet but I war to tell you nat to gi in you try asking your teaching ar feacher would love to help your to notice in right away so it is to notice in right away so it is to young stemion to hav it has brotestime. The source and it has brotestime, the source and it has brotestime, the source and it has brotestime. The source and it has brotestime. The source and it has brotestime to have the bottest has an energiest a positive when is source and an energiest a positive the bottest has an energiest a positive the bottest has an energiest and the source and the bottest has an energiest a positive the bottest has an energiest and the source and the bottest has an energiest and the bottest and the bottest and the bottest and the bottest and the bottest and the bottest and the bottest and th	• Lip When you feel stuck • 10, Stplain, Lt. 00,000 ouil If you are starting to easier to colm down. You rour body feels or looks, USWhen this hoppens, ry 10, King. <u>drop. byt.</u> m, you will be oble to pay faint to feel the starting.		Sincere Chelsoy

One format includes a "fill-in-the-blank" response letter to give students guidance in forming a helpful letter of advice! ons: You are part of an advisory uod ou even with a solution of the letter below, and that the letter below, and the bout what you could say to help the student out. Write your base on a separate piece of paper.

Deand	
Dear Advisory Board,	
Dear Advisory Board, My name is Mia and I am a 3rd grade My name is main test coming up	
My name is Mia and 1 and 3 grand student. I have a big math test coming up student. I have a big math up and up worried about it.	
Istudent. I have I'm really worried about it.	W a
student. I have a big main test com- this week, and I'm really worried about it.	
T am having a nard united and feels sick	11
an thing else, and my steet T am afraid	
when I think about the test. I tames and that I won't know any of the answers and that I won't know angle I hope you can help	
When the won't know any of the answer out	
that I wond anade. I hope you during	1
that I won't know any of the discrete I'll get a bad grade. I hope you can help I'll get a better about the test, because me feel better about the test, because	1
me feel beller accurtation about	-
Light now Loan cover is to have full	_
Ten thing else. I most iteration in class	
anyums friends, or pay attenuor in what	2
with my mense, worried about it. What	1
Theory is a function of the second se	IC
should I do?	

Thanks for writing in. I get nervous writen I have a kig test coming up too, hout I think I can help one thing that helps me sometime is to purchal, or have down how I feel, Getting my having down how I feel, Getting my having a true that I am small and have down how I feel, Getting my having to the for terming mysrif of what i can be a good job' smalet, and a lat of olds a good job' smalet, and a lat of olds a good job that you whispe. In Sure they can help you Nison. In Sure they can help you Good luck on the test Im sure you'd great' Sincerely Chelsey

One format includes just the letter and invites students to write their responses on a separate piece of paper. This can be used for more advanced students.

Students will also have an opportunity to write to the "advisory board" about a time when they had a hard time controlling their own feelings.

Vame: Chelsey

Have you ever been in a situation where you could use some help controlling you Have you ever been in a situation where you could use some help controlling you feelings? Write a letter to the advisory board explaining the situation. Tell them how you felt, how you knew it was time to calm down, and why you wanted to calm down.

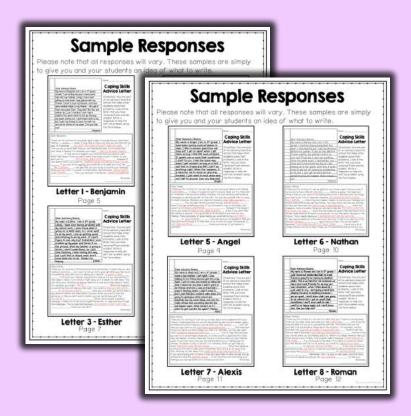
	Dear Advisory Board,
	My name is: Chelsey
	A time when I had a hard time controlling my feelings was:
	when I couldn't figure out my science homework, no matter what I tried
	When this happened, I felt: mad and frustrated
1	I knew I was losing control of my feelings when:
	wanted to give up and throw my work against
	I wanted to give up and minus my court systems
	the wall
	the wall

- This gives students a chance to identify situations when using coping skills would be helpful.
- Includes 2 forms one with prompts and one without.

Also includes a poster/visual aid, and sample responses!



Students can use this poster as guidance during the activity, or you can display it in your classroom/office.



There are sample responses for each letter to help give you and your students guidance.